

Identifying college freshmen's motivation levels in learning oral English skills

Mei-Miao Lin*, Yi-Chien Lin**, Min-Fang Fu***

Abstract

English is a universal language used to communicate around the world. People have started to realize that in order to compete and cooperate with other nations, they must possess proficient English communication skills. Therefore, even though the general public in Taiwan may not use English in daily life, the demand in the global market for oral proficiency in English has motivated many Taiwanese to study the language. This study took place in an institute of technology located in Pingtung County, in southern Taiwan. The purpose of this study is to identify the freshman college students' motivation in learning oral skills in English class. Two groups of second-semester freshmen in a four-year degree program were selected as the subjects for the study. The first group was the Department of Applied Foreign Language (DAFL) group, and the second group was the Non-Department of Applied Foreign Language (N-DAFL) group.

Data was collected from 230 questionnaires distributed by the instructors. Findings from questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software. This study found that students' motivation levels are influenced by many of their life and learning experiences. Some experiences related to a decrease in student anxiety were related to an increase in students' motivation levels. Another factor shown to increase students' motivation levels was having high self-expectations. Some students were not motivated to learn, because they did not see a need to use English skills in their daily lives, and parental encouragement was limited. Suggestions and future implications were provided based on the research results.

Keywords: Motivation, second/foreign language learning, oral communication

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I. Introduction

English is the universal language used to communicate around the world. If one cannot understand and communicate in universal language, one can only see the surface of the world through the views of interpreters. As the electronic era evolves and the world becomes more and more connected, English becomes more prominent in economic, political, social, and cultural interactions among different nations. In Taiwan, English is not a second language, but a foreign language that students must learn starting in grade five. The general public does not use English in daily life, but the demand in the global market for oral proficiency in English has motivated Taiwanese to study the language. People all over the world are motivated to study for different reasons. Some people need to learn English for self and professional growth, while others need to learn it for work purposes. Taiwanese have become aware of the importance of English as the world is being increasingly considered a global village. People realize that in order to compete and participate with other nations, they must possess proficient English communication skills.

Involving students in oral communication is one of the most difficult tasks for English instructors. Thus, the researcher believed that it was very important to discover the problems that might impact the oral communication learning process. To that end, this study focused on identifying the freshman college students' motivation in learning oral skills in English class.

II. Literature Review

(I) Second/Foreign Language Acquisition

Foreign language acquisition involves the language learner in the experience of a socialization process. It is a process of learning the knowledge, values, attitudes, and social skills related to that target language. It is through this process that the learners can become competent, integrated members of that community (Reber, 1985). Ellis (1997) stated that "second language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p. 3).

According to Chastain (1980), some assumptions can be made about learning. First, learning must be meaningful. Whether the learning is meaningful depends on the learner, rather than on the instructor or the material taught. Second, learning begins when learners start to comprehend the assigned content and tasks. Third, new knowledge must be integrated into the learner's cognitive network; this means that after internal processing, the learner should be gaining more than what he or she is being given to learn. The last assumption is that learning occurs when the learner

interacts with his or her surroundings.

Gardner (2001) discussed SLA in terms of a revised version of a social-educational model. The model has four sections: external influences, individual differences, language acquisition contexts, and outcomes. External influences include any factors that may affect the learning process. The influencing factors are further divided into two classes: *histor* and *motivators*. *Histor* refers to social and personal variables such as personal experiences and family background. *Motivators* are the reasons that encourage the learners to acquire the foreign language.

The language acquisition context can be either formal or informal. Lectures or classroom discussions are considered formal, while knowledge gathered from radio and television programs is considered informal. Knowledge gathered from both means of acquisition is further classified into two categories: linguistic and non-linguistic. Linguistic outcomes refer to vocabulary, grammar, aural comprehension and oral production aspect of language proficiency. Non-linguistic outcomes refer to other consequences of language learning such as anxiety, various attitudes, motivation and willingness to make use of the language. There are two other variables that do not have direct relationship with the learning process and are other motivational factors and other non-motivational factors. Other motivational factors are instrumental factors which may have a possible effect on motivation. Other non-motivational factors include language-learning strategies. The language teachers must be sufficiently proficient to have the knowledge and skill to instruct language learners (Gardner, 2001).

Under individual differences, there are two variables: *integrativeness* (INT) and *aptitude* (APT) toward the learning situation (ALS). These two variables are shown to have a direct effect on *motivation* (MOT), which is the driving force in any learning situation.

Chastain (1980) proposed that during the language learning process, the learner's competence is also demonstrated in the process of revision. According to this model, the surrounding environment of the learners provides them with feedback to make adjustments and thus bring their competence into a state of congruence steadily with that of other speakers of the language. Errors are not considered indicators of learners' lack of intelligence or instructors' incompetence, but rather as a normal part of the language process. Both learners and instructors are seen to benefit from the feedback provided by errors, and thus the quality of the language learning process is improved.

If teachers can understand students' difficulties in learning a second language, then they can consider the use of teaching techniques that are best suited to student's needs. Cruickshank, Newell and Cole (2003) pointed out that there is no single

approach that is sufficient to support learners' learning requirements. Various approaches such as content-based learning, mentoring and tutoring strategies, and self-directed learning can be implemented interchangeably according to learners' needs.

(II) Oral Communication

Speaking proficiency may be defined as the degree to which non-native speakers of English can communicate orally in English. It is the last of the four language skills on which most instructors will focus their instruction. Speaking is time-consuming and there is limited opportunity for an instructor to create a learning environment for speaking English, especially if the class is large. One other reason for the lack of attention to speaking is due to the fact that oral examinations in a foreign language do not exist on entrance exams for either high school or college in many countries. Also, speaking skill is less likely to be measured than other language skills due to the difficulty of its assessment. Moreover, it is very difficult to teach and to motivate students to practice the target language orally. Beebe (1983) stated that speaking in ESL classes is a high-risk but low-gain action. Horwitz, Horwitz & Cope (1986) supported this position, saying that speaking is the most frequently listed cause of concern for language learners. Schmidt (1992) described some characteristics of fluent speakers. Fluent speakers are quick speakers and can fill time with talk without any difficulty. Their speech is logical, complex and may be complicated, and they know how to state and reiterate sentences appropriately in different contexts. Moreover, fluent speakers pay attention to "the aesthetic functions of language, including creativity and imagination, punning, joking, the creation of metaphors, and so on" (Schmidt, 1992, p.358).

Most Taiwanese students are passive learners of English. They will not ask questions voluntarily even if they have questions; they will not study materials that are not on the tests, even if they have an interest in the topics; and they will not take any tests willingly, even if they recognize the importance of the tests. Students are reluctant to speak English because they are trained to believe that learning English involves only listening to teachers and completing written exercises. Indeed, many instructors face challenges in getting their students to respond in class. According to White and Lightbown (1984), who studied students' responses to teacher questions, in a 50-minute lesson, out of an average of 200 questions asked, 41 percent of questions did not receive any response. Tsui (1985) discovered in his study of two English as a second language (ESL) classrooms that more than 80 percent of the total verbalization was performed by the teacher. In one class, none of the students volunteered to answer the questions posed by the teacher. The teacher repeated a

question eight times and still received no response from the students.

(III) The Role of Motivation

Motivation has been proven to be one of the major factors affecting foreign language education. The aspects of willingness to speak and anxiety of speaking affects the motivation for verbally communicating in a second language(Johansson, 2010) .Studies suggest that motivation has a direct influence on the frequency of learners' use of foreign language learning strategies, number of interactions with native speakers of the target language, amount of input they receive in the target language being learned, performance level on curriculum related tests, results of their general proficiency levels, and length of time the learned knowledge is retained (Clement, Dornyei, & Noels, 1994; Dornyei & MacIntyre, 1998; Dornyei & Skehan, 2003; Gan, Humphreys & Hamp-Lyons, 2004; Oxford & Shearin, 1994; Vandergrift, 2005). Also, high-level motivation learners are more receptive to foreign language learning, have more interest in interacting with native speakers of the target language, and normally have greater success in terms of their language proficiency and achievement (Schumann, 1994). Other studies discovered that girls were more motivated to learn languages than boys (Dörnyei, Csizer, & Nemeth, 2006; Mori & Gobel, 2006).

According to Gardner (2001), motivation is the driving force under any given situation and is the central element in second language acquisition as it determines the level of involvement learners contribute to the learning process. Gardner's socio-educational model proposed that motivated learners possess three characteristics of motivation: effort, desire, and positive affect. In other words, motivated learners show persistent and consistent attempts to study the target language, express desire to be successful, and enjoy the process of learning the target language. Gan et al. (2004) discovered that the majority of successful students seem to be motivated both internally and externally. Positive learning experiences are related to students' development of intrinsic motivational processes. Furthermore, teachers' behaviors, such as encouragement, praise, and enthusiasm, play important roles in creating positive learning experiences for students. Involving and motivating students in oral communication is one of the most difficult tasks for English instructors. It is hoped that through the exploration of previous studies, readers may obtain some background knowledge about the concepts of motivation with relation to learning a foreign language.

III. Methodology

(I) Research Design

This was a correlational study. Examining correlation coefficients is the best way to determine factors in a relationship that can be further tested in an experimental design (Borg, 1989); therefore, a correlational approach was implemented in this study to explore the patterns of possible relationships among the variables being investigated. Specifically, the study intended to identify the freshman college students' motivation in learning oral skills in English class. Data will be collected from questionnaires distributed by the instructors. The self-reporting survey may be a limitation for the study because it relied on students' accurate and honest self-reports. It is impossible to predict how the subjects would respond to the survey, and therefore response is beyond the researcher's control. Questionnaires are anonymous to protect the confidentiality of the participants. Moreover, it is hoped that anonymity would maximize participants' openness and willingness to complete the questionnaires.

The first step of this study was conducting a pilot study to examine the validity and reliability of the questionnaires and to revise the questionnaires accordingly. One hundred and fifty-four freshman students were selected as the subjects for the pilot study. In the second part of the questionnaire related to motivation, questions 1, 2, 16, and 22 were deleted after analysis. Reliability before the deletion was .85 and was .87 after the deletion. The total score for motivation was 90. All the participants were over the age of 18; therefore, parental consent forms were not needed in the study. Questionnaires were anonymous to protect the confidentiality of the participants. Moreover, it was hoped that anonymity would maximize participants' openness and willingness to complete the questionnaires and answer the interview questions. Participants were told by the researcher that the purpose of the study was to identify the influencing factors and experiences in their foreign language learning process, especially in acquiring speaking skills.

(II) Participants

The data collection process took place in an institute of technology located in Pingtung, which is in southern Taiwan. Two groups of second-semester freshman students in a four-year degree program were selected as the subjects for the study. The first group included all first-year students in a four-year foreign language study program, which was a total of 32 students. This group the researcher named the Department of Applied Foreign Language (DAFL) group. The second group was the Non-Department of Applied Foreign Language (N-DAFL) group, and included about 269 first-year students in other four-year programs. Due to incomplete questionnaires, only 23 students were selected as participants from Group 1 (DAFL), and 207 were selected as participants from Group 2 (N-DAFL).

Group 2 participants were chosen from six N-DAFL (Non-Department of Applied Foreign Language) English classes based on the willingness of the instructors of these classes to participate in the study. These classes were taught by three English instructors. These six N-DAFL classes were comprised of students from four departments: two classes were comprised of students from the Department of Nursing, two classes were comprised of students from the Department of Early Childhood Care and Education, one class was comprised of students from the Department of Social Work, and one class was comprised of students from the Department of Gerontological Service Management.

(III) Questionnaires

A consent form was given to each participant explaining the purpose of the study and its voluntary and confidential nature. There were two parts to the questionnaire (see Appendix 1). These two parts assessed (1) students life and learning experiences, (2) their motivations for learning English speaking skills. The life and learning experience portion of the questionnaire included 15 multiple-choice questions intended to investigate students' life and learning experiences both in school and out of school, as well as their parents' attitudes toward learning English. Questions asked information regarding cram school experience; how frequently students practiced their English speaking skills; experience studying, traveling, and visiting abroad; experience speaking with foreign teachers and friends; parents' encouragement; parents' involvement in their English studies; which major language was spoken in class; whether individual activities or group activities were used in class; parents' expectations; teachers' demands; the level of competition between peers; and self-discipline.

Part 2 of the questionnaire was intended to examine students' motivation for learning English speaking skills and was adapted from Chen (2003). Part 2 used a Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). The adapted questions were further modified for the purpose of this study. Of the 22 items, five items were negative and needed to be reversed: 1, 3, 10, 15, and 20. Based on factor analysis, four questions were selected after the pilot study.

(IV) Data Analysis

This study was conducted to identify the correlation between the factors of life and learning experiences of Taiwanese freshman college students and their motivation. Findings from questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) software. Inter-rater reliability was identified using *t*-test analysis. Descriptive analyses, Pearson correlations, *t*-tests, and one-way analysis of variance

(ANOVA) were employed to interpret the collected data.

IV. Results and Discussion

The participants were divided into two groups: Department of Applied Foreign Language (DAFL) and Non-Department of Applied Foreign Language (N-DAFL).

Table 1 shows the descriptive statistics of both the DAFL and N-DAFL groups. For the DAFL group, the means for motivation was 63.78. For the N-DAFL group, the means for motivation was 55.57. Table 2 illustrates the means and standard deviations of motivation by department. The motivation mean score for the participants was 56.40.

Table 1
Results of Motivation by Group

Groups		Motivation
DAFL	Mean	63.78
	N	23
	SD	8.21
N-DAFL	Mean	55.57
	N	207
	SD	10.00

Note. DAFL = Department of Applied Foreign Language; N-DAFL= Non-Department of Applied Foreign Language.

Table 2
Results of Motivation by Department

Department	Mean	N	SD
DAFL	63.78	23	8.213
DGSM	54.23	31	12.206
DECCE	55.31	61	10.522
DSW	52.22	36	10.307
DN	57.84	79	7.917
Total	56.40	230	10.123

Note. DAFL = Department of Applied Foreign Language; DGSM = Department of Gerontological Service and Management; DECCE = Department of Early Childhood Care and Education; DSW = Department of Social Work; DN = Department of Nursing.

Figure 1 shows motivation mean scores for DAFL and N-DAFL. DAFL had a higher motivation mean score ($M=63.78$) than N-DAFL ($M = 55.57$).

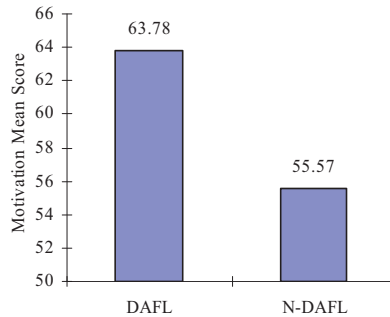


Figure 1. Mean motivation scores for DAFL and N-DAFL.

Figure 2 displays the motivation mean score for five departments. The difference between the motivation scores for the five departments was not high. The Department of Applied Foreign Language had the highest motivation mean score ($M = 63.78$), followed by the Department of Nursing ($M = 57.84$). The mean scores for the Department of Early Childhood Care and Education ($M = 55.31$) and the Department of Gerontological Service and management ($M = 54.23$) were quite similar. The Department of Social Work had the lowest motivation score ($M = 52.22$).

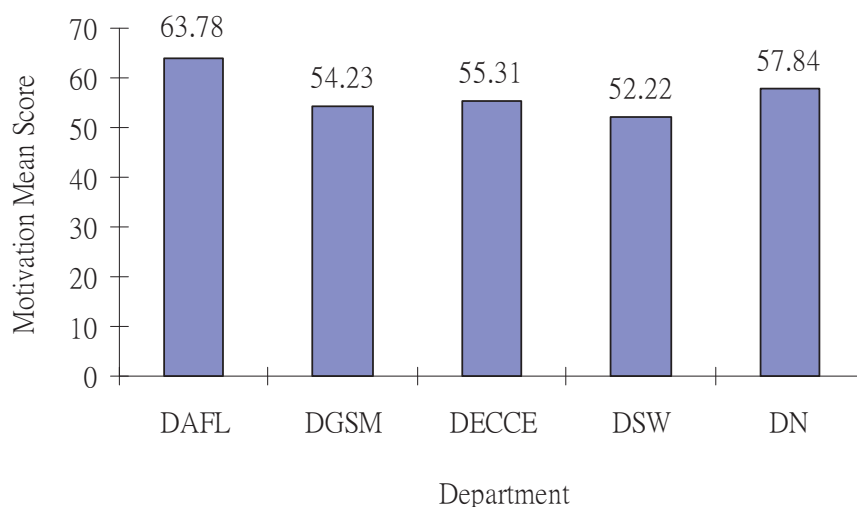


Figure 2. Mean scores of five departments – motivation.

Correlation coefficient measures the degree to which two things vary together or oppositely. The closer the correlation is to either +1 or -1, the stronger the correlation. If the correlation is 0 or very close to zero, there is no association between the two variables. Table 3 presents the correlations between various experiences and motivation.

Cram school experience (e1) was significantly and positively correlated with motivation ($r = .441, p < .01$). Experience speaking English outside school every week (e2) was significantly and positively correlated with motivation ($r = .531, p < .01$). Having experiences traveling abroad (e3), studying abroad (e4) and visiting abroad (e5) were but significantly and positively correlated with motivation ($r = .239, p < .01$; $r = .283, p < .01$; $r = .209, p < .01$). Having experience speaking with a foreign teacher (e6) and having experience speaking with a foreign friend (e7) were significantly and positively correlated with motivation ($r = .412, p < .01$; $r = .350, p < .01$). Parental encouragement (e8) was significantly and positively correlated with motivation ($r = .329, p < .01$). Having parental assistance reviewing class materials (e9) was significantly and positively correlated with motivation ($r = .319, p < .01$). Having experience with teachers who speak mostly English in class (e10) was significantly and positively correlated with motivation ($r = .564, p < .01$). Having experience doing individual activities in English class (e11) was significantly and positively correlated with motivation ($r = .514, p < .01$). Having pressure from self-expectation (e15) was significantly and positively correlated with motivation ($r = .197, p < .01$).

Table 3 Correlation Between Experiences and Motivation

	Motivation
e1	.441**
e2	.531**
e3	.239**
e4	.283**
e5	.209**
e6	.412**
e7	.350**
e8	.329**
e9	.319**
e10	.564**
e11	.514**

e12	-.083
e13	-.128
e14	.101
e15	.197**

Note. e1=cram school experience; e2=practice outside class; e3=travel abroad experience; e4=study abroad experience; e5=visiting abroad experience; e6=speaking with foreign teacher experience; e7=speaking with foreign friend experience; e8=parental encouragement; e9=study together with parents; e10=teacher speaks mostly in English; e11=individual exercise; e12=parental pressure; e13=pressure from teacher; e14=peer pressure; e15=pressure from self-expectation.

*p < .05; **p < .01

As shown in Table 4, the independent variables were the Department of Applied Foreign Language (DAFL), Department of Gerontological Service and Management (DGSM), Department of Early Childhood Care and Education (DECCE), Department of Social Work (DSW), and Department of Nursing (DN). The dependent variable was the motivation score. The ANOVA was significant for motivation, $F(4, 225) = 6.005$, $p = .000$. In the post hoc Scheffe comparisons, the Department of Applied Foreign Language (DAFL) was significantly greater than the Department of Gerontological Service and Management (DGSM), the Department of Early Childhood Care and Education (DECCE), and the Department of Social Work (DSW).

Table 4
One-way Analysis of Variance of Motivation for Different Departments

Department	ANOVA					
	Sources	SS	df	MS	F	Post hoc
DAFL	Between	2263.498	4	565.875	6.005*	1>2*, 1>3*
DGSM	Within	21203.497	225	94.238		1>4*
DECCE	Total	23466.996	229			
DSW						
DN						

*p < .05

Note. SS = Sum of Squares; df = degree of freedom; MS = Mean Square; F = F-value; DAFL = Department of Applied Foreign Language; DGSM = Department of Gerontological Service and Management ; DECCE = Department of Early Childhood Care and Education; DSW = Department of Social Work; DN = Department of

Nursing.

Table 5 shows the mean difference *t*-test analysis of the DAFL and N-DAFL groups regarding motivation. The independent samples test was used to evaluate the difference between the means of DAFL and N-DAFL. Leavene's Test for Equality of Variances less significant level in differences (Sig = .798, .472), reflecting that these two variances are approximately equal. A *t*-test for Equality of Means was significant for motivation between DAFL and N-DAFL: the mean for DAFL (M = 63.78, SD = 8.213) is significantly higher than the mean for N-DAFL (M = 55.57, SD = 9.997, $t(228) = 0.000$), $p < .05$).

Table 5
T-test of the Motivation of the DAFL and N-DAFL Groups

	Department	Mean	SD	Leavene's Test for Equality of Variances		<i>t</i> -test for Equality of Means		
Motivation	DAFL	63.78	8.213	.52	.472	3.795	228	.000
	N-DAFL	55.57	9.997					

Note. DAFL=Department of Applied Foreign Language; N-DAFL=Non-Department of Applied Foreign Language.

V. Conclusion and Discussion

Schumann (1994) mentioned that high-motivation learners are more interested in communicating with native speakers of the target language and are likely to be more successful in learning the language. This idea is similar to Gardner's (2001) finding that motivated learners show persistent and consistent attempts to study the target language, express a desire to be successful, and enjoy the process of learning the target language.

This study found that students' motivation levels were influenced by many of their life and learning experiences. The correlation of experiences and motivation is positive. Having experiences attending cram school, practicing English outside of class, traveling abroad, studying abroad, visiting abroad, speaking with a foreign teacher, speaking with a foreign friend, studying with parents, working with a teacher who speaks mostly in English, and having experience performing individual exercises in class all showed a positive correlation with students' motivation levels, meaning that having these experiences increases their motivation levels. Another experience that showed significance and a positive correlation was feeling pressure from self-expectation. Students were more motivated if they experienced pressure from themselves.

Not all life and learning experiences have an effect on students' ability to possess oral skills in English. Surprisingly, the only experience in this study that was found to have a positive relationship with English-speaking ability was having teachers who speak mostly English in class. The interviews demonstrated that the students had different ideas about what were considered to be important experiences for them in learning how to speak in English. However, many students believed that having traveling experiences would help with the learning process.

(I) Recommendation for the Application of Findings

1. Students should learn to be responsible for their own learning and find out what can really help them learn. Some students are motivated because they want to get a good job, while others want to travel to foreign countries. Both English teachers and parents can assist students in seeking reasons to learn English.
2. English teachers play important roles in assisting language learners and they must realize that they share responsibility for their students' learning outcomes. Speaking mostly English in class could provide an English-only environment so that students do not have a choice but to communicate in English. However, it may not work if teachers speak *only* English in class because students may get anxious if they do not understand their teachers. Mandarin is needed when students have difficulty understanding their teachers' English.
3. English teachers or program designers could provide opportunities for their students to communicate and interact with foreigners in the English class. By talking to foreigners, students can better understand foreign cultures and develop more positive attitudes toward learning English.

(II) Recommendation for Future Research

1. Language learning is a complex process and the outcomes of the process are influenced by many different variables and conditions. There is no single cause or solution that can contribute to the success of the learning process. More studies should be conducted to attempt to find out what factors can influence students' ability to learn English oral skills.
2. The subjects of the present study were limited to one school so the findings may not be generalized to all freshmen in Taiwan. Thus, a larger sample should be included in further studies. Future studies should randomly select students from different schools, preferably from different areas of Taiwan.

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Appendix 1

第一部分

性別: (1) 男 (2) 女

系別: (1) 應外 (2) 護理 (3) 老服 (4) 幼保 (5) 社工

請依據下面各題題目在中打(✓):

	非 常 反 對	反 對	不 同 意 也 不 反 對	同 意	非 常 同 意
1. 我花很多時間在美語補習班學習英語。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 除了學校英語課的時間外, 我每一星期花很多時間在練習說英語。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我常去英語系國家旅遊的經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我常去英語系國家遊學的經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我常去英語系國家探親的經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我常和說英語的外國老師交談的經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我常和說英語的外國朋友交談的經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我的父母鼓勵我學習英語。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 在家裡爸爸或媽媽會陪我複習英文課程。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 上英語課時, 我的老師大部分時間都講英語。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 上英語課時, 我的老師都採取個別活動進行練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我學習英語的壓力來自於父母的期許。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 我學習英語的壓力來自於老師的要求。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我學習英語的壓力來自於同學的競爭。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我學習英語的壓力來自於自我期許。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第二部分：學習英語口語能力的動機（請你依據自己實際的感覺，在適當的內打✓）：

	非 常 反 對	反 對	不 同 意 也 不 反 對	同 意	非 常 同 意
1. 我在學習英語口語的課程時, 常覺得很乏味、無聊。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 爲了增進我的英語口語能力, 我花時間去練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我很有興趣而且常注意與英語口語有關的事物；如, 英語廣播節目、CD, 及各種英語檢定的考試等。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. 我喜歡學習英語口語技巧，因為它很重要，而且我有自信學會。
5. 我覺得英語口語能力對於我將來不會有什麼幫助。
6. 我喜歡知道外國的風土民情，所以我在上英聽課時，常常因為能夠學到新
的知識並獲得新資訊而感到很興奮。
7. 我想增進我的英語口語能力因為我想到國外旅遊。
8. 我用英語教材練習口語能力時，常常注意力沒辦法集中。
9. 我很認真上英語課，因為我想培養好的口語技巧和能力，以便於將來能用得上。
10. 在英語課時，我常會積極表現我英語口語能力，因為我知道我可以做得到。
11. 我相信只要我好好努力，我一定可以學好英語口語技巧。
12. 如果我在英語課堂上表現比別人好，我會很有成就感。
13. 我以前英文就學不好，現在也學不好，所以就不想上英語口語的課程。
14. 我培養英語口語能力的目的是想結交外國朋友。
15. 如果我是唯一能聽懂並回答老師的問題的人，我會感覺很興奮。
16. 我希望我的英語口語能力比別人好，所以我很專心學習。
17. 修完這課之後，我就不再花時間聽英語教材了。
18. 我希望能引起老師及其他人注意我的英語口語能力比班上大多數人還好。

問卷題目到此結束，謝謝填寫

探討大一學生上英文口語課程動機之研究

林玫妙*、林怡倩**、傅敏芳***

摘要

英語是與國際間人士溝通的橋樑。人們開始了解到想要與別的國家競爭，擁有好的英語溝通能力是必備的條件。所以雖然英語不是台灣的第二語言，但是為了得到更好的工作機會，人們開始加強自我的英語口語能力。本研究以屏東縣一所技術學院大一生為對象，針對學生上英文口語課程動機進行研究，並瞭解學生學習英語口語溝通能力之動機。研究對象分為應外組與非應外組。蒐集資料後以 SPSS 進行統計分析。本研究之研究成果顯示，學生的生活經驗會影響到他們的口語學習動機。有些會降低學生焦慮的生活經驗反而會增加學生的學習動機。自我要求高的學生有較高的學習動機。學習動機差的學生認為在台灣用不到英文，所以不需要有英文能力。研究並根據研究成果提出建議，以期提升學生之學習興趣與動機，進而達成有效學習的目標。

關鍵詞：學習動機、第二外語、口語能力

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