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Title: The Differences Between English Learning Motivation and English Learning Orientation among College Freshmen with Basic English Proficiency

英語學習動機(Motivation)與英語學習取向(Orientation)之差異

性探討—以大一英文初級程度學生為例

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Abstract

This research is focus on the differences of freshmen's English learning motivation and English learning orientation on the English basic level. Learning motivation includes the desire to learn and the attitudes toward learning. Learning orientation includes the integrative orientation and instrumental orientation (Gardner, 1985). This project uses quantitative research and qualitative research. The main research procedures are divided into four parts: First, review and discuss the literature. Second, investigate the attendants' level of English Learning motivation and English learning orientation by using the English motivation questionnaire. Third, analyze the questionnaire and find out the attendants who meet the criteria, proceeding to the Focus Group Interview. Fourth, discuss the factors that influence the English learning motivation by qualitative research, in order to help English learners strengthen and develop their learning motivation. As the suggestion by Ely (1986), the design of English education policies or curriculums should also take the factors of negative impacts into account, and ultimately improve their learning efficiency. The result of this research can provides extra suggestions for the future English education policies, the English curriculums design and the further researches.

Keywords: English Learning/ Learning Motivation/ Learning Action/ Learning effectiveness/
Freshmen with Basic English Degree

摘要

本研究著重於英語初級程度大學生的英語學習動機(Motivation)與學習取向(Orientation)之差異性探討，學習動機包括學習欲望(Desire to learn)與學習態度(Attitudes toward learning)，學習取向則包含：「融合型取向」(Integrative)與「工具型取向」(Instrumental) (Gardner, 1985)。本計畫採量化與質性研究，主要研究步驟分為：一、歷史文獻回顧與探討，二、利用動機量表問卷，調查參與者之「學習動機」與「學習取向」之程度，三、由問卷所得資料分析，從中找出符合條件的參與者進行焦點團體訪談，四、藉由質性分析深入了解探討影響學習動機的相關因素，以幫助學生在英語學習過程中，加強與發展學習動機，誠如Ely(1986)建議，英語教育政策或課程設計，也應將可能對學習造成負面影響的因素納入考量，最終增進其學習成效，研究結果可對未來英語教育政策、課程設計、及進一步研究提供建議之參考。

關鍵字：英語學習、學習動機、學習行動力、學習成效、大一學生英語初級程度

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Research Motivation and Research Questions

With the tide of globalization, English is the most commonly used international language whether it is in education or business. At the same time, English learning is the primary prerequisite of learning other foreign languages. Through the observation, the importance of English in society is increasingly day by day. Students also strongly believe that English learning is a significant thing, and has a tendency to learn English well, but the motivation is relatively decrease, which affects its learning effectiveness. Recently, the theories of learning motivation and the related researches have become the widely discussed topic by the scholars at home and abroad. The researches about how to enhance the student to learn autonomously is also practically applied in the education system in our country. (Yang Nae-Dong 2017) Therefore, how to enhance students' learning motivation and cultivate students' self-learning action should be a necessary element in the innovation and reform of education.

The writer is a student in the Department of Foreign Languages and Literature, who usually observed that the learners with different English proficiency have different levels of learning motivation. Though the recognition and understanding of peer, it is found that most of the friends around us have a high level of "instrumental orientation", but the learning motivation is depending on people. Especially for the students with lower English proficiency, the differences between learning motivation and learning orientation seems more. The research motivation of this project is based on this observation, and hope to explore the factors that affect the low learning motivation of students. Therefore, the object of this research is supposed to be the freshmen students in Feng Chia University with the basic

English proficiency. To use the questionnaire and Focus Group Interview as the research tools for this project.

The following are the research questions:

1. Are students with different backgrounds significantly different from learning motivation and learning orientation?
2. Are there any significant differences between students' learning orientation and learning motivation?
3. What are the factors that influence students who have integrative and instrumental orientation with the low motivation to learn?

Literature Review

The study of learning motivation originates from the educational psychology. In recent years, there are many scholars in home and abroad have focused on foreign languages learning motivation and do the relative researches in this field. Take the importance as an example, the American scholars, Robert Gardner and Wallace Lambert, divide orientation and motivation into different parts, which includes, integrative orientation and instrumental orientation. Both represent the reasons of learning foreign languages. Gardner (1985) defined language learning motivation as: “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experiences in this activity”. (p. 10) Once you desire to learn, you can obtain the value of self-realization by self-construction and the potential of personal development. A learner’s attitude toward learning foreign languages present the like or dislike of the foreign languages; however, the foreign languages learning attitude is also related to the achievement of foreign languages learning. Shu-Chen Huang (2007) analyzed the research of Gardner, Masgoret, Tennant & Mihic (2004), points out that Gardner and his research team divided the “orientation” and “motivation” into two different aspects. The former one includes “integrative orientation” and “instrumental orientation”. The “integrative orientation” learner usually has the strongly learning motivation, it represents that the learners not only learn the sentence structure or grammar of one’s language, but also like to learn the background and culture of the language. And most of the “instrumental orientation” learner learn one’s language because of the social expectation, the pressure from society. These external factors let the students think that language is only a tool. Moreover, the learning motivation is the combination about the motivational intensity, desire to learn and attitude towards learning the language. (Shu-Chen

Huang, 2007, p.103) Learning motivation is closely related to the intention of autonomous learning, and this learning action can become a self-responsible and the model of spontaneous learning.

In addition, Dörnyei, a linguist, who is one of the most representative person in the field of learning motivation research. He believes that the motivation of learning foreign languages can be viewed from the “educational perspective” and “social cultural perspective”. Learning foreign languages can not only be the lesson for school; at the same time, foreign language learning is also regarded as a way of communicating and cultural exchange. (Dörnyei, 1994) The arguments that published by Dörnyei seems to have the large influence in the research field of foreign languages learning motivation. (Shu-Chen Huang, 2007)

The learning motivation is a process that motivates learners to maintain active learning. Multiple researches have shown that learners with high learning motivation will start by themselves and then diagnose what they need on learning and to form the learning goal, finding the resources, selecting and implementing the appropriate learning strategies to evaluate the learning result no matter there is others helping or not, and to become a successful language learner. In recent years, there are many scholars in home and abroad discussing the importance of learning foreign languages, and has developed the further theories. Including the “achievement motivation theory” published by American psychologist, Atkinson (1964), the “goal-setting theory” published by Locke (1969), the “self-determination theory” published by Deci & Ryan (1985) and the “attribution theory” published by Weiner (1985). The theory of achievement motivation that proposed by Atkinson is also regarded as the “expected value theory”. At the same time, Atkinson published two achievement motivation, included “the motivation for success” and “the

motivation to avoid failure”. The high and low of learning motivation to a learner is mainly determined by the assessment estimate of success or failure. When the learner anticipates the high possibilities of success, he or she will have the high learning motivation; conversely, when the learner anticipates the low possibilities of failure, the motivation will be relatively decrease, or even withdraw.

Related research on learning motivation

In terms of empirical research, Nikitina, Don & Cheong (2016) investigated the learning motivation of college student in learning several foreign languages. This research divided the motivation into “instrumental orientation”, “integrative orientation” and “involvement and effort”. After the reliability and validity test, the research will be conducted as the research participants. It was found that the “motivation of integrated orientation” may be more complex than “the motivation of instrumental orientation”. Differently with “instrumental orientation”, “integrative orientation” is based on the personal internal characteristics. In the classification of learning motivation, learners with high “motivation of integrative orientation” are more likely to take the challenge tasks. Hong and Ganapathy (2017) discuss about “Will the “instrumental orientation” and “integrative orientation” inspire and motivate learners to learn English actively?” In this research, the author found that 75% of students think that learn English well makes them knowledgeable. And the reason for it is mostly for “the motivation of instrumental orientation”. It is also mentioned in the end of this project’s reference, to offer the students a good learning environment and platform is the best way to directly enhance the learning effectiveness.

On the other hand, many domestic scholars have done a lot of research discussed about the learning motivation. Fang-Chung Chang, Yu-Hsuan Chan (2019), discussed about the

relationship with a study of cultural capital, English learning anxiety, English learning motivation of junior high school students in New Taipei city. The classification of learning motivation divided into: “instrumental motivation”, “integrative motivation” and “result of motivation”. From this research, we can know that the learner’s life and background is a vital reason that affects the intensity of motivation. Meei-Ling Chen (2019) discussed about the related research between English learning motivation, attitude towards learning and learning effectiveness. This research used the English learning motivation questionnaire as one of the research tools. The questionnaire divided into: “the value of learning motivation”, “the emotion of learning motivation” and “the expectation of learning motivation”. The average from the beginning is 3.16, 3.01, 3.14. And the average of whole question of learning motivation is 3.10. From this data analysis, we found that the learners with high learning motivation learner will get a good result on their English learning performance.

As for learning motivation, the high and low motivation also shows more or less effort. Huijia Xu (2013) studied the correlation between middle school students' English learning motivation, English learning attitudes and English learning strategies. And the research result shows that the three are related. In the learning motivation questionnaire, Xu Huijia (2013) found that student's external motivation is higher than internal motivation, and the grade of the off-campus curriculum is the lowest. From this research, we can see that although some of the learners have learning motivation and they know they need to learn English due to some personal factors, they cannot increase the ability to take action. Through empirical research, it is also found that learning with a good attitude and strong learning motivation, the learning effect will be more significant.

For the related research on English anxiety, English learning motivation and English

learning strategies of elementary school senior students, Zhuang Huiyu (2007) used a self-edited learning motivation scale to do the empirical research on elementary school senior students. Here is the score of the English Learning Motivation Scale: The average of "external motivation" is 2.96, the average of "internal motivation" is 3.16, the average of "in-school curriculum" is 2.69, and the average of "off-school" is 2.10. According to the research, the score of "internal motivation" is the highest. And the reason is speculated that the primary school curriculum is mainly based on the relax and lively teaching method. Therefore, the probability of developing interest is also higher. Though the score of internal motivation is the highest in the motivation category, this result does not lead the learners actively take the off-school curriculum. This shows that the learner's active learning ability is still relatively low.

Correlative Research on English learning motivation, learning satisfaction and learning achievement of Junior High School Students—Taking Yunlin County as an example. After having reliability and validity tests and pretests, Chen Qiuli (2005) used a self-edited learning motivation scale as a research tool. And she discovers that "The junior high school students have the highest internal motivation for learning." Chen Qiuli (2005, p.139) also mentioned, "The average of this learning motivation scale is 3.40, which is higher than the median value. However, it is the low score. This shows that the English learning motivation of junior high school students is generally low. And teacher should help students to improve their learning motivation."

As for the college-level research, Wu Yusang and Lin Jianping (2009) focused on the relationship between college English learning environment, learning motivation and learning strategies. The author self-edited the College Students' Motivation Scale for English

Learning. After a test of reliability and validity, he conducted an empirical study on college students in Taiwan. In the discussion of the results of this article, he mentioned, "The score of English learning motivation is on the benchmark score, with an average score between 2.839 and 3.554, showing that the overall situation of college students' English learning motivation is acceptable." (P.192) Inside five kinds of English learning motivation, which are internal motivation, external motivation, instrumental motivation, self-efficacy, and control beliefs, the score of instrumental motivation is the highest. This indicated that college students regarded English as an important tool. Via this document, we can know that most of the college students' learning motivation come from the factors of external environment, and the influence of the learning environment is the most critical.

Research Methods and Procedures

1. Research Participants

This project's participants are college freshmen with basic English proficiency, who currently studying in College of Construction, Business and Engineering in FCU, around 30 persons.

2. Research Tools

This research starts with quantitative research and continues with qualitative research. The research tool of the first step is "English learning motivation questionnaire." According to the classification of English learning motivation questionnaire proposed by Gardner (1976): "Integrative Orientation", "Instrumental Orientation" and "Learning Motivation", and also modify refers to the motivation questionnaire from Yu Ting Hsu (2004).

First to fifth questions are for instrumental orientation, sixth to tenth are for integrative orientation, and eleven to twenty are the learning motivation. (Questionnaire is in Appendix I) The second step will focus on the semi-structured Focus Group Interview. The questions will be presented from the shallower to the deeper. Focus on personal, family, school and social factors (Yo Ting Shih, 2016). (Questions of Focus Group Interview is in Appendix II)

3. Research Steps

The project is going to start in the 108 academic year. After the first step of filling the Questionnaire of English Learning Motivation, find out the participants with the highest difference from learning orientation and learning motivation, and invited 7-10 persons for

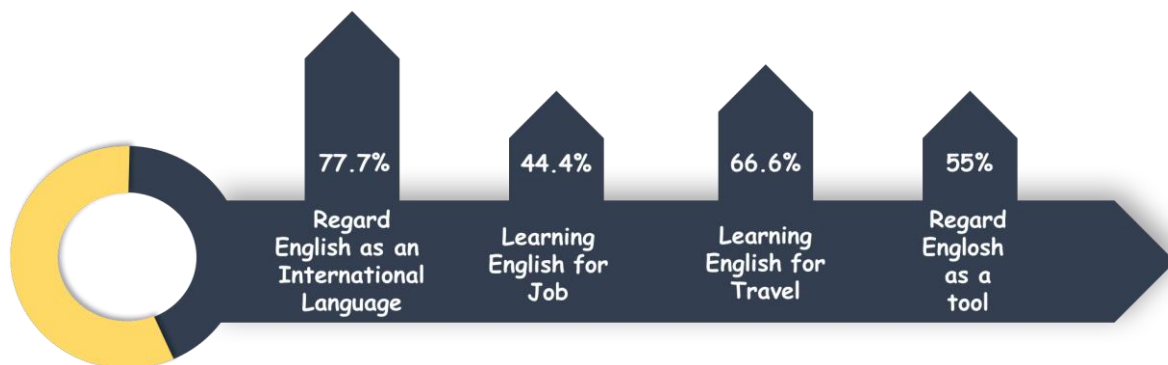
Focus Group Interview. Participants are requested to fill the consent form for the participation of this research. The questionnaire will be collected anonymously. However, students need to fill in the student ID in order to precede into the further analysis.

The Focus Group Interview is conducted in a semi-structure interview. The time of interview time will be 90 minutes for one session. First, according to the interview question that set up before, to share and discuss the factors of low English learning motivation as the core of collecting the required research information via the participants' interaction and discussion of the research topic, answering the question with the interaction between group. The content of interview will be first recording as a script, coding and proceeding to the further analyzed, comparing with the effective factors. The Focus Group Interview will be divided into three stages (Plan, Discussion, Analysis).

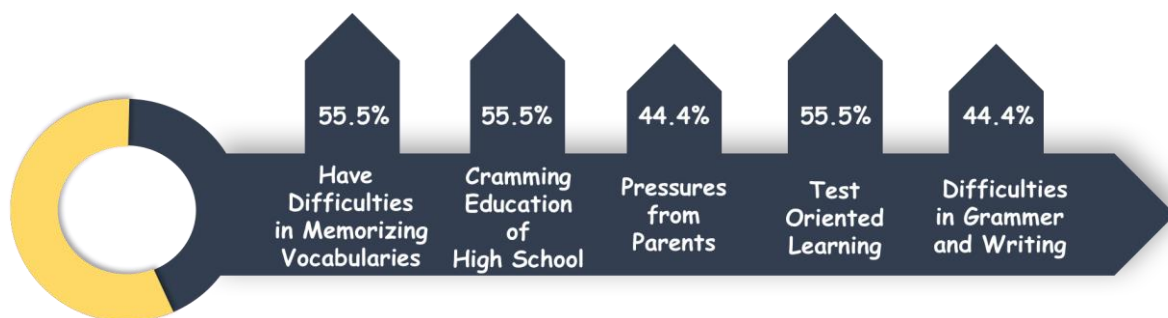
The abstract is below:

1. The planning stage includes the preparation of interview questions, recruiting the participants of interview, and deciding when and where to hold the interview.
2. In the discussion stage, arrange the recorder to assist in the operation of recording and video equipments.
3. The analysis stage will summarize the same and different opinions based on the content of the Focus Group Interview. Use qualitative research to present the results of this research.

Research Results

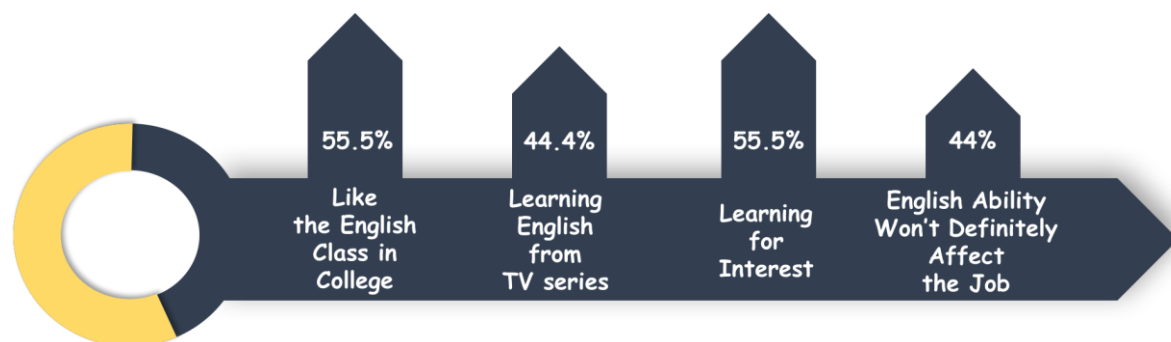


According to the statistics from the research result, 77.7% of the participants regarded English as an international language, 44.4% of the participants learn English for the job application, 66.6% of the participants learn English for travel, 55% of the student's regarded English for just only a tool.



According to the statistics, 55.5% of the participants have difficulties in memorizing vocabularies, 55.5% of the participants cannot adjust the cramming education of high school, 44.4% of the participants used to get the pressures from their parents, 55.5% of the participants dislike the test oriented learning, and 44.4% of the participants will face the difficulties in grammar and writing.

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According to the statistics, 55.5% of the participants like the English classes in college, 44.4% of the participants will learn English from TV series, 55.5% of the participants learning English for their interests, and 44% of the participants think that the English ability won't directly affect their job.

According to the results from the Focus Group Interview, most of the participants think that English is just a tool for traveling, working, and communicating with others. However, due to the cramming education under of the high school and the pressures which were given by parents, some students' learning desire and learning motivation have been decreased. If English learning is based on interests, such as American dramas, English songs or through games, students will be more willing to learn English.

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Appendix I: 英語學習問卷題目:

工具型取向：

1. 我學習英語，是為了在將來找到好工作。
2. 我學習英語，是為了考試時得到好成績。
3. 我學習英語，是為了在職場上有競爭力。
4. 我學習英語，因為英語是重要的國際語言。
5. 我學習英語，是因為到目前為止，學好英語對我而言是很重要的。

融合型取向：

6. 我學習英語，是因為可多瞭解不同的文化。
7. 我學習英語，是因為想交外國朋友。
8. 我學習英語，是為了提升自我的能力。
9. 我相信我能把英語學好。
10. 學英語對我而言，是一種新的挑戰。

學習動機：

11. 如果遇到不懂的地方，我會請教老師或同學。
12. 我花在英語科上的時間比其他學科多。
13. 上課時，我會主動發問。
14. 我常練習念課文、對話、以提升說的能力。
15. 平常我會主動唸英語，不會等到考試時才念。
16. 我常聽英語廣播、新聞或歌曲。
17. 我常閱讀英語雜誌或書籍。
18. 我努力背很多課外單字，以增加字彙能力。
19. 我會找機會和外國人交談，以增強說的能力。
20. 我會將日常生活中的事物和英語做連結。

Appendix II: 焦點團體訪談題目:

1. 在學習英語過程中有獲得成就感嗎？
2. 學習中遇到的困難有哪些？要如何克服困難？
3. 談一談你以往在學校上英文課的經驗。
4. 平常上英文課會做英語學習規劃嗎？
5. 曾經在學習過程中感到挫折嗎？
6. 會不會想要改變自己的學習方式？
7. 會主動去尋找學習機會嗎？
8. 你的父母會給你學習英語的壓力嗎？
9. 你會擔心英文不好影響未來工作發展？

Appendix III 訪談內容

：你覺得英語對你來說是什麼樣的語言？是學習文化或是幫助你得到好工作好成績的工具？

5：我覺得在社會上應該是一定要具備的，比如說，在國外，很多的事情還是要用英文來做對話。如果說像我的話，我通常會學英文是因為，假如我有看到喜歡的劇或是小說，然後都是英文沒有附中文解釋，我覺得可以利用英文，然後去學。

：你都會看美劇嗎？

5：對！

6：我覺得學好英文就是以後去玩可以用，像是搭飛機什麼的可以看得懂機上在講什麼。記得之前去美國的時候，點餐都是英文，如果英文不好的話，可能都看不懂上面在寫什麼。

2：我覺得英文算是一種在國際上能夠溝通的一種工具。它有時不只可以拿來吸收知識，我以前在當學生會長的時候也有跟外國人見面交流。那在交流的時候，其實都會需要用到英文去溝通。然後之前我也有自己去過自助旅行。其實在外國的時候，中文是不太好使用的。在外國，無論是交朋友或是在外國生活，其實英文都是一個很實用的工具。

9：我覺得英文就是一個進入比較好的公司，薪水比較高的公司的一個門檻。畢竟英文是國際語言，出去玩也會用到，所以我覺得英文對我來說是一個工具。

3：我也覺得英文對我來說算是一個工具，就是能夠跟平常不會接觸到的人溝通的一個工具，還有以後工作的時候會用到。

8：對我來說就是出國的時候會用到的工具。

：所以你會覺得學好英文不是為了學習他們的文化而只是生活上可以好好的使用它而已嗎？

3：對

4：我覺得英語就是可以跟別人溝通的一種語言，有時候想跟外國人講話可是又不會講，就只是想學好這樣。

：那你有去補過習嗎？

4：沒有

：那你在學校上課的時候會不會想要主動尋找更多的機會去學習英文？

5：會啊

7：對我來說我覺得還是比較偏向於工具，就像前面同學說的，因為平常生活中也會運用到，就連出國的時候也都大部分用英文去溝通，所以我覺得是工具。

8：我也覺得應該是工具吧，而且我覺得了解其他國家的文化並不一定只能利用語言他也可以用其他的方式來去了解他的國家的文化。

1：我也覺得應該是工具！因為像以後工作的話，有可能就是英文好就會找到比較好的工作。

：大家覺得從以前到現在的英文課你們都還喜歡嗎？

2：台灣的英文教育太過制式化而且填鴨式，我有認識馬來西亞的朋友，他本身的母語也是英文。那他來台灣交換的時候，他就跟我抱怨說台灣的教育方式怎麼這麼的奇怪，就像在外國，他在馬來西亞的時候比較重視的主要是聽跟說這兩個方面。然後台灣卻非常重視在文法方面上，然後他就很疑惑為什麼台灣要怎麼去注重文法。但是台灣其實有很多可能考多益或者托福成績很高的人他到外國跟外國人溝通上可能是有障礙的。就是你要他們寫考卷他們都沒有問題。但他們沒有辦法把他們所學的東西都給講出來，我覺得台灣的現行教育算是一個小漏洞。實在是太重視文法了。

：你說的很制式是我們從國小高中，因為我們是為了升學所以上了英文課所以會比較制式。但是到了大學，還會這樣嗎？

2：大學就比較不會，因為大學的課程選擇相對來說比較多元也相對自由。我剛剛講的點主要還是在高中跟國中體系比較嚴重，就大家學英文好像不是為了學來跟外國人交流的而是學來考試的。

：那你們覺得在大學裡修的英文課有沒有讓自己變得更喜歡上英文或者是更排斥上英文課？

7：老師真的很 free

2：老師上的比較多有討論的部分，然後逢甲的英文設計課程基本上也還算不錯，就是會鼓勵學生去閱讀像是 M Reader 以及課外書籍。然後像是拍英文影片也是個不錯的方式，就會鼓勵學生去用口述的方式來學習。我覺得這是一個很不錯的方向，就是不再以書面考試為主。

：大家覺得這樣子的學習動機有提高嗎以你們現在學習的方式？

5：就比較可以接受，如果說高中跟現在相比，我反而會接受大學模式。因為高中真的蠻死硬的。

8：以前就一直都在考試阿。

7：現在比較輕鬆一點，沒有那麼以考試為重。

：因為高中都是為了考學測或指考而學的吧

5：對，有人就說像公式那樣問這句是什麼意思那句是什麼意思。因為國高中英文老師幾乎都是你看到這個你就直接把東西帶進去就可以了，但就是還是不懂為什麼裡面要這樣子做的意思不太懂。

：那在你學習英文的當中大家有沒有遇到一些困難例如說單字背不起來或者是文法聽不懂之類的？

4：發音跟單字背不起來，寫作對我來說也有點困難。

7：我就是不太會寫作文，然後我寫作的時候文法都不知道要怎麼去運用。

8：我也是單字背不起來，所以寫作的時候就不太知道怎麼用字。

：那聽說讀寫你是比較喜歡聽力或口說囉？

8：對，可是好像聽力跟口說都是由單字起源的哈哈

1：我應該是單字跟文法吧

：那大家在遇到這些困難的時候會想說要怎麼去解決他嗎，比如說再認真一點背單字？有想要去改善這個困難的狀況嗎？

3：背單字對我來說真的很難

：所以是因為背單字真的很難所以才不喜歡英文嗎？

3：我是覺得去讀英文書還比較 OK

：那你讀英文書的時候看到不懂的單字的時候會查字典嗎？

3：還是會去查，至少看久了還是有可能會記下來。但如果直接死背單字的話一定背不起來

9：遇到困難喔，不會去解決它吧，就放著。

：你的父母會給你學習英文的壓力嗎？

1、3、4：以前比較會強迫去學習，現在還好。

2：主要還是高中的時候，家裡的人會在意你的英文程度，雖然每一科都叮，但英文會嚴重一些些。因為家人覺得他們那時候比較沒有人重視英文，覺得我們這一代應該要對英文很熟悉。所以小學就被抓去補習，小一的時候就被壓去英文補習班了。

：那你覺得強迫去上課會讓你更排斥英文嗎？

2：多少會有一點吧，後來心態比較改善了是因為有認識到了外國朋友然後才開始改善對英文的看法。

：那現在有變得更喜歡英文一點嗎？

2：現在好很多啦，後來就沒把它當作是考試導向的時候反而英文會學得比較好一些我是沒有到排斥學習英文啦覺得被逼迫之下多少還是有一點成長雖然心裡還是有一點點排斥，但是逼迫之下成長不少。

：那現在會主動想去學嗎？

8：目前還沒有這個跡象，可能未來才有可能吧

：那大家平常上英文課的時候老師問問題會主動舉手回答嗎？或是討論的時候會開口去討論嗎

8：會回答

3：看老師

8：看情況

：是看什麼情況？

8：想睡覺的時候就不會講話

：大家會覺得英文不好的話會影響未來的工作發展嗎？你覺得英文會成為你工作的阻礙嗎還是不會？

2：我覺得如果是在業界的話一定會有影響，如果商科跟科技業早上的話我覺得是一定要有的。

7：我覺得還好，可能是因為現在也沒想說以後要做什麼，就覺得目前對英文蠻放心的。

：那覺得重要的人，你們會積極的想把它學好嗎，畢竟大部分的人還是覺得英文蠻重要的，因為會影響到未來的工作，那你們有沒有去做什麼事情能夠讓你們的英文學習的更好？

4：就有看一些電影，聽一些音樂，可是好像沒什麼用。

：聽一些英文歌曲嗎？那你在看一些英文電影的時候，你會去看他的英文字幕嗎？

4：就是先聽他在講什麼，就不會再去看那個字幕。可是好像都不太行，因為一個電影太長了，記不住太多。

3：我也是看電影聽音樂，還有有時候會看 YouTube 教英文的頻道。但是通常看一看就忘了。

9：我覺得英文不好不會影響到我，我也不會去做什麼事情讓我的英文更進步。

：那英文課在睡覺嗎

9：差不多是這樣

5：如果是我的話，我會以自己的興趣先走。例如說先看美劇吧，例如說是先看中文字幕，然後再看第二次的時候我會先把中文字幕關掉。關掉之後再看第三次的時候就把所有的字幕關掉，就只聽他的口音。

2：我也跟他差不多，我覺得透過美劇是一個很好的學習方式，學測前偶爾還會開一些影片加減聽一下，但考完試就覺得有點懶。

：所以練聽力是為了要考試嘛對不對

2：對那個時候是為了考試，但後來看美劇就是比較興趣取向。我覺得以興趣去學學習動機會比較高一點

6：如果真的想要學好的話，去買單字書好像還比較好。因為我們還是有畢業門檻要過。所以會為了這個而去讀，所以英文會變好。平常都是靠玩遊戲，因為遊戲內容都是比較偏英文，如果真的想要認真讀英文，就會一個一個去查意思。因為平常看遊戲內容不太能懂，所以就會去查完然後把它背起來這樣比較快。所以是為了遊戲學英文的

1：我覺得先學好現在的英文課吧，現在一個禮拜老師都會給我們一點一點的單字慢慢累積慢慢地建立起來

8：如果一次給我們一大堆這樣子就不會想讀。

：這會有壓力嗎？

8：不會啊，因為他是一次一點點，沒有到非常多。我覺得是還不錯的學習方式。

：好～那今天訪談結束，謝謝大家。