

論學業自我概念與學習動機在國小學生 外語學習上之角色

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摘 要

本研究主要是分析國小學生的學業自我概念與學習動機在他們外語學習中所扮演的角色。樣本為 188 名國小六年級學生。統計方法的使用在探究下列研究問題：（1）學生的學業自我概念與其英語表現是否有顯著的相關？（2）學生的外語學習動機與其英語表現是否有顯著的相關？（3）學生在校外補英文的時間長短是否與其學業自我概念和英語學習動機有顯著的相關？（4）學業自我概念與英語學習動機是否有顯著的相關？（5）是否不同能力等級的學生有著顯著不同的學業自我概念與英語學習動機？研究結果顯示學業自我概念和語言學習動機皆與這些國小學生的英語學習表現和校外補習英文的時間長短有著中度相關，學業自我概念與英語學習動機之間則有著高度的相關，多變量變異數分析的結果更進一步確定不同能力等級的學生有著顯著不同的學業自我概念與英語學習動機。能力等級較低的國小學生有著較低的學業自我概念與外語學習動機。

關鍵詞：學業自我概念、學習動機、語言學習

The Roles of Academic Self-Concept and Motivation in Foreign Language Learning among Elementary School Students

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Abstract

This study aims to assess the roles of academic self-concept and motivation in learning a foreign language among elementary school children. A total of 188 six-graders participated in the study. Statistical analyses were conducted to ascertain: (1) whether there is significant correlation between students' academic self-concept and their English performance, (2) whether there is significant correlation between students' foreign language learning motivation and their English performance, (3) whether years of taking extracurricular English lessons outside the elementary school has any relation to students' academic self-concept and motivation in learning English, (4) whether there is any significant relationship between students' academic self-concept and their motivation in learning English, and (5) whether students of different proficiency levels have significantly different academic self-concept and motivation in learning English. The findings indicate that academic self-concept and language learning motivation are moderately correlated with both English academic performance and years of taking extracurricular English lessons among these young learners. There is a high correlation between academic self-concept and motivation to learn English. The MANOVA test results further establish that academic self-concept and motivation in learning English are significantly different among students of different English ability. Elementary school students with lower ability tend to

have lower academic self-concept and lower motivation in foreign language learning.

Keywords: academic self-concept, learning motivation, language learning