

不同文章主題對大學生外語閱讀焦慮之影響

賴琦瑾

國立成功大學 外國語文學系 語言學與外語教學組博士生

洪豐生

國立高雄第一科技大學 應用英語系 教授

摘要

外語焦慮在外語學習上扮演著重要的角色。過去的實證研究顯示外語焦慮為外語學習帶來負面之影響(e.g., Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; Phillips, 1992; Sellers, 1998; Young, 1991)。然而針對不同閱讀主題如何影響外語閱讀焦慮之相關研究仍然匱乏。因此，本研究旨在探討不同文章主題對於台灣大學生英語閱讀焦慮程度之影響。此研究針對五種不同閱讀主題對於閱讀焦慮程度進行探討：休閒娛樂、文化、健康、商業金融及人際關係。

本研究共有一百一十二位大學生參與調查。研究工具為外語閱讀焦慮問卷(Saito *et al.*, 1999)。學生在閱讀完每種主題後必須填答外語閱讀焦慮問卷。

研究結果顯示閱讀主題對英語閱讀焦慮有顯著之影響。參與者閱讀休閒娛樂及人際關係文章時焦慮較低，而在閱讀商業金融、健康及文化文章時焦慮較高。此差異是由 (1) 閱讀理解能力、(2) 閱讀學習經驗、(3) 背景知識、(4) 閱讀過程 及 (5) 閱讀樂趣所造成。本研究針對英語閱讀教學和圖書出版提出教學應用及建議。

關鍵字：背景知識，英文閱讀，外語焦慮，外語閱讀焦慮，文章主題

Effects of Different Topics on College Students' Foreign Language Reading Anxiety

Zola Chi-Chin Lai

National Cheng Kung University

Department of Foreign Languages & Literature, Ph. D. Student

Feng-Sheng Hung

National Kaohsiung First University of Science & Technology

Department of English, Professor

Abstract

Foreign language anxiety plays an important role in language learning. Previous empirical studies have shown that there is an inverse relationship between FL anxiety and FL learning (e.g., Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; Phillips, 1992; Sellers, 1998; Young, 1991). However, research which has empirically documented the link between reading topics and reading anxiety is scant. Therefore, the purpose of this study was to investigate how different topics affected the levels of foreign language reading anxiety among college students in Taiwan. Specifically, the levels of FL reading anxiety elicited by the following five topics were explored: entertainment/leisure, culture, health, business/money, and relationships.

This research involved a survey, comprised of the demographic information of students and the Foreign Language Reading Anxiety Scale (Saito *et al.*, 1999). There were 112 college students participating in this study.

The quantitative analysis of the questionnaire was conducted through descriptive statistics and one-way ANOVA.

The results indicated that reading topics significantly affected the levels of FL reading anxiety. The participants had a lower level of anxiety when reading the relationships and the leisure/entertainment passages, and had a higher level of anxiety when reading the passages about business/money, health, and culture. Such discrepancies were caused by their (1) ability to comprehend when they read, (2) prior experience in learning to read, (3) use of background knowledge, (4) problems with the reading process, and (5) enjoyment of reading. Based on the results, the present study proposed several pedagogical implications and suggestions for English reading instruction and book publication.

Key words: background knowledge, English reading, foreign language anxiety, foreign language reading anxiety, reading topics