

天主教輔仁大學圖書資訊學系碩士班碩士論文

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大學生英語學習動機與圖書館英語數位學習資源
使用分析

Analysis of English learning motivation and the use
of library English learning resources among college
students

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中華民國一一〇年七月

摘要

因應國際化與高等教育培育職場能力的重視，英文成為現今大學生的必備技能。雖然大學圖書館提供豐富的數位化英語學習館藏，但會經常利用的學生不多，不少大學生畢業的英語程度不如預期。本研究以輔仁大學大學生為對象，探討大學生對於英語學習動機與圖書館英語數位學習資源之使用情形。研究採用問卷調查法，透過李克特（Likert Scale 1-5 分）五點尺度量表評估大學生之反應。問卷項目涵蓋英語學習經驗、英語學習動機、英語學習阻礙、輔大圖書館的英語數位學習資源使用情形，及英語數位學習資源推廣之期待等構面。

根據 296 份問卷調查結果顯示：大多數的大學生花在英語學習時間少，且未使用過校內圖書館的英語數位學習資源。學生英語學習動機以未來就業、期許能透過英文進行溝通之認同度最高。而英語學習障礙以學習自主性低，以及未準備的情況下說英語會感到慌張之認同度最高。針對英語數位學習資源之使用情形，大學生最需要與休閒及學習英語相關之資源。選用資源時則重視學習資源能否重複觀看。校內圖書館的資源豐富，但大學生常有不了解哪些資源適合自己之障礙，而多數會藉由網路搜尋之途徑排除。針對英語數位學習資源推廣之期待，大學生期望圖書館推廣生活化的數位內容，並提供不同類型的英語數位學習資源之主題索引。本研究亦針對研究結果，分別對高等教育英語教學、學生、圖書館及未來研究提出建議。

關鍵詞：學習動機、自調式學習、數位學習、英語數位學習資源

Abstract

With the emphasis on globalization in higher education, English has become an essential skill for college students nowadays. Although the university library provides abundant digital collections for English learning, not many college students use these resources frequently. Many students do not achieve English proficiency as expected after college graduation. This study aimed to analyze English learning motivation and library English digital learning resources among college students at Fu Jen Catholic University. Students' reactions were assessed via a set of questionnaire items using a 5-point Likert scale. The items in the questionnaire were categorized into various aspects, including: English learning experience, English learning motivation, English learning obstacles, the use of English digital learning resources in Fu Jen Catholic University Library, and expectations for the promotion of English digital learning resources.

From the survey results of 296 data, the majority of students did not spend much time in learning English, and did not have experiences in using English digital learning resources in the library. From the items to assess students' motivation in learning English, "the advantage of future employment" and "expectation of communicating in English" were rated the highest. From the items to identify students' obstacles in learning English, "low learning autonomy" and "frustration in speaking English without preparation" were rated the highest. Regarding the need for English digital learning resources, materials for leisure and English-learning purposes were needed the most. Among the criteria in selection of resource, "repeated use of the learning materials concerned the students the most. Although the library provided abundant English digital learning resources, most students had problems to identify suitable ones. Instead, many students used the search engine searching from the

Internet to cope with the problems encountered. Students most expected that future promotion of English digital learning resources put more emphasis on the topics related to daily lives. Subject indexing for diverse English digital learning resources were also highly expected. Based on the study findings, suggestions were provided to English teaching of higher education, students, libraries, and future research.

Keywords: Learning motivation, Self-regulated learning, E-learning, English learning resource