

社會因素對英語學習動機的影響

The Impact of Social Milieu on EFL Learner's L2 Motivation

陳亦蘭 Yih-Lan Chen

銘傳大學應用英語系副教授

Associate Professor

Department of Applied English, Ming Chuan University

(Received Oct. 16, 2013; Revised Dec. 26, 2013; Accepted Dec. 30, 2013)

摘要：在全球化的影響下，跨文化接觸產生了共同語言溝通的需求。過去 50 年中，有關學習第二語的原因之研究大多採用社會教育理論模式。本研究即欲探討，在台灣這個全球化英語學習的環境中，社會文化因素如何影響學習動機。根據文獻，本研究提出的變數相關模式是：社會因素與文化媒介之興趣皆會造成第二語學習動機之變動。參與研究的有 514 位大學英語系學生。他們完成了一份包含三個部分的問卷調查：第二語學習動機，文化媒介的興趣，社會因素。驗正式因素分析（CFA）先驗證各部份的評量適切性，之後再以結構方程模式(SEM)找出此三個因素的關係模式的適切性。CFA 結果顯示，此三個因素之評量適切性皆達標準。SEM 結果顯示，較好的模式適切性是：社會因素直接並間接的透過文化媒介興趣影響第二語學習動機（CFI = 0.948; GFI = 0.938; RMSEA = 0.056）。研究結果顯示，在全球化的環境下，來自同儕和家人的觀感，皆會直接並間接經由文化傳媒，影響英語學習者對英語學習之動機。

關鍵詞：第二語學習動機、社會因素、對英語傳媒的興趣、結構方程模式、全球化

Abstract: As the world becomes more globalized, intercultural contact creates the need to use a common language for communication. The purpose of the current study is to investigate how sociocultural factors affected L2 motivation in a globalizing EFL context in Taiwan. A total of 514 college students completed

a questionnaire which included three areas: Milieu, L2 Motivation, and Interest in English Media (INT). Confirmatory factor analysis (CFA) was implemented for each area of the scale before the final Structural Equation Modeling (SEM) procedure. The CFA results indicate relatively good fitness for Milieu, L2 Motivation, and INT. The SEM results show good fit of the proposed model: Comparative fit index (CFI)= 0.948; Goodness fit index (GFI) = 0.938; Root mean squared of error approximation (RMSEA) = 0.056, which indicate milieu contribute both directly and indirectly through INT to L2 motivation. These results suggest that in a globalized context where English is learned as a lingua franca, social perceptions of peers and family may directly and indirectly affect the learners' motivation to learn English through the channel of cultural media.

Key Words: L2 Motivation; Milieu; Interest in English media; Structural Equation Modeling; Globalization