

探究大學英語能力畢業門檻與學習動機、測驗焦慮、測驗表現之關係

摘要

教育部從民國 94 年開始推動大學設立英語畢業門檻的政策。此政策本身及其衍生問題，一直廣受爭議，許多聲浪批評此政策浪費資源與造成學生「英語崇拜」的偏差態度。為了檢視此政策，本研究收集 1,620 位參加「全民英檢」的大學生樣本，希望瞭解大學生對學校設立英語畢業門檻的態度，並進一步使用結構方程模式探討畢業門檻態度與英語學習動機、測驗焦慮、測驗價值和測驗表現間的複雜關係。結果顯示：(1)大學生普遍對英語畢業門檻抱持正向的態度。(2)大學生對英語畢業門檻的態度正向影響其學習動機、測驗價值，並有助於降低測驗焦慮。本研究結果有助於瞭解採用「全民英檢」或其他英語能力測驗作為英語畢業門檻對大學生的影響。

關鍵詞：大學英語畢業門檻 全民英檢 學習動機

An exploratory study on the relationships among student attitudes towards the English graduation benchmark policy, learning motivation, test anxiety, and test performance

Abstract

Encouraged by the Ministry of Education, most universities in Taiwan have implemented an English graduation benchmark policy. However, the policy has been increasingly criticized for wasting resources and supporting a biased attitude known as English worship. As an attempt to critically examine the policy, this study investigated the attitudes towards the policy of a total of 1,620 students from two universities in northern Taiwan. Furthermore, structural equation modeling (SEM) was employed to explore the complex relationships among the attitudes towards the policy, learning motivation, test anxiety, test value, and test performance. Results show that, firstly, in general students have positive attitudes towards the policy; secondly, student attitudes towards the policy have a positive impact on learning motivation and test value, yet a negative impact on test anxiety. The findings contribute to our understanding of university students as the major stakeholder group of the English graduation benchmark policy.

Key Words: English graduation benchmark, GEPT, learning motivation