

從台灣英語教育政策以及新媒體環境發展探討大學生英語學習動機的現實

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摘要

在資訊經濟的時代，新媒體與英語學習間存在著互相依附的關係。有鑑於近年來台灣政府對大學生英語教育的重視與英語能力的強調，從十年教育改革政策、發展全民英檢、設立英語畢業門檻，以及營造英語環境等等的努力，來提升學生的英語程度，還是未見台灣學生的英語能力有明顯提升；本研究試圖以文化研究以及社會學的角度，探討全球化浪潮中多媒體的應用。從文化、政治，以及教育環境面向，來分析台灣面對全球化效應帶來的挑戰、競爭與合作的潛在能力。以英語為全球語的認知，此研究檢視大學生的英語教育，從英語教學媒體的使用、學生在教育制度下的學習成果、學習動機，以及學生在校內外英語學習的態度之間的關係進行探討。研究調查以隨機抽樣的方式，選出37所大學，共160名的大學生進行問卷調查及訪談；共計獲得有效問卷157份，其中16位大學生接受訪談，研究者另外訪問三位教育學者對此發表專業意見。調查訪談結果顯示，大部分的學生贊同畢業門檻的實施，但也認為此項政策只能有限地影響學習動機以及學習效果；另一項結果並指出，大部分的大學生認同多媒體能提升學習興趣以及學習成效，然而，以全球化的角度來看，學生對於多媒體的應用明顯不足，尤其是在學習方面。

以國際教育發展的現況觀之，台灣目前的語言教育政策、語言課程、教學方法，以及新媒體的利用，需要由決策者和教育者嚴謹地規劃，共同創造未來更完善的學習環境。

關鍵詞：全球化、文化研究、新媒體、英語學習動機、教育改革

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