URN etd-0407109-183726-2212
Author Hsueh-Mei Chu
Author's Email Address No Public.
Statistics This thesis had been viewed 35 times. Download 18 times.
Department
Year 2006
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title The Relationship between English Learning Anxiety and Learning Motivation of Nursing Staffs
Date of Defense 0000-00-00
Page Count 97
Keyword
Nursing Staffs
Foreign Language Learning Anxiety
Foreign Language Learning Motivation

Abstract
The present study was aimed to investigate the relationship between learning anxiety and learning motivation of nursing staffs. The research instrument -- questionnaire was conducted with a total of 243 nursing staffs participating in the study from the end January to early March 2007. The questionnaires including background information, Foreign Language Classroom Anxiety Scale (FLCAS) (referred to Horwitz, Horwitz & Cope, 1986) and Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS - IEA) (from Noels, Pelletier, ClU+E9ment & Vallerand, 2000) were utilized to collect the data. The SPSS version 12.0 for Windows was administered to analyze the collected data. Factor analysis, Descriptive statistics, t test, Pearson product-moment correlation and one-way ANOVA were used to analyze the data. The major findings of the present study were illustrated. First, the differences in English learning anxiety were significant in regard to different education ($F = 3.38$, $p < .05$), especially in the subscale – Fear of negative evaluation ($F = 5.59$, $p < .001$). Next, in terms of English learning motivation, the differences are significant in different ages ($F = 3.77$, $p < .05$), different education ($F = 7.32$, $p < .01$) and different seniority ($F = 6.22$, $p < .001$). Then, the correlation between overall learning anxiety and overall learning motivation was not significant ($r = -.027$). However, the correlations between some subscales of learning anxiety and learning motivation were significant. That is, the relationship of amotivation was significant with test anxiety ($r = .203$, $p < .01$) and total anxiety ($r = .143$, $p < .05$). Besides, the relationship of external regulation was significant with fear of negative evaluation ($r = .189$, $p < .01$) and total anxiety ($r = .127$, $p < .05$). Finally, the relationship of introjected regulation was significant with fear of negative evaluation ($r = .228$, $p < .01$) and total anxiety ($r = .155$, $p < .05$). The results from the study suggested that the nursing staffs should understand how to elevate their learning motivation and transform their learning anxiety into motivation.
Advisory Committee Jin-Chuan Lee - advisor

Files etd-0407109-183726-2212-001.pdf

indicate access worldwide
Date of Submission 2007-08-08