URN etd-0407109-183704-275
Author Wei-Yu Chen
Author's Email Address No Public.
Statistics This thesis had been viewed 73 times. Download 0 times.
Department
Year 2007
Semester 2
Degree Master
Type of Document Master's Thesis
Language English
Title The Relationship between English Learning Motivation and Reading Proficiency: A Case Study of Applied English Majors at STU
Date of Defense 0000-00-00
Page Count 124
Keyword
English learning motivation
English reading proficiency
English major students

Abstract
The study investigated EFL learners' learning motivation and the relationship between English learning motivation and EFL reading proficiency. Two hundred and thirty university freshman English majors at the Southern Taiwan University participated in this study. There were four instruments employed in this study. The first one is the background questionnaire. The second one is the English learning motivation scale. The third one is the intermediate level reading comprehension test of the General English Proficiency Test and the fourth one is the semi-structured interviews. The researcher used quantitative approaches of descriptive statistics and Pearson product-moment correlation to analyze the data collected from the questionnaires.
The results of the data analyses indicated that most participants' English learning motivation belongs to extrinsic motivation of identified regulation. On the other hand, few participants' English learning motivation belongs to extrinsic motivation of introjected regulation. EFL learners with extrinsic motivation of identified regulation learn English because they think they can benefit from learning English. They can learn English in situations in which it is uninteresting. For example, they practice patterns of oral English even if it is dull. However, EFL learners with extrinsic motivation of introjected regulation will adapt themselves to the conditions. They will force themselves to learn. For instance, EFL learners with extrinsic motivation of introjected regulation will feel ashamed if they can not reach a high level of English proficiency.
Furthermore, the results of the analyses of the Pearson product-moment correlation showed that there is a significant and positive correlation between EFL learners' learning motivation and reading proficiency. The higher the motivation the learners have, the better the students are in their English reading proficiency. Besides, intrinsic motivation of stimulation has the strongest correlation with learners' reading proficiency. EFL learners with intrinsic motivation of stimulation can experience pleasurable feelings and get pleasure from English learning. For example, they always speak English when they meet foreigners and use English when they have the chance. EFL learners with intrinsic motivation of stimulation show satisfaction and they like to indulge in English learning. They have curiosity, like challenges, and they solve problems independently. EFL learners with intrinsic motivation of stimulation exhibit great interest in English learning and intrinsic motivation of stimulation can help with EFL learning.
Advisory Committee Yu-Huei Fu - advisor

Files No Any Full Text File.
Date of Submission 2008-07-17