

廣泛閱讀課程對青少年學生英語學習之影響

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摘要

過去數十年的研究顯示對於母語和第二語言學習，廣泛閱讀都具有可以增進學習者語言能力以及改善他們學習動機及態度的潛在影響力。本研究旨在驗證在正規英語課程裡加入廣泛閱讀課程之成效。藉以探討透過英語分級讀本教材的使用，是否對學生的字彙認知、閱讀理解、以及英語學習動機及態度有顯著的影響。本研究採用的測驗包含單字分級測驗 (Vocabulary Levels Test)、國中基本學科能力測驗的英語單字試題、及全民英檢初級閱讀能力測驗。使用的兩份問卷為英語學習動機調查及對於施行廣泛閱讀課程的態度調查。本研究的受試者為台灣中部地區一所國中的兩班國二學生。一班為實驗組一班為對照組。此兩班受試的學生在正規英文課程裡均接受相同一位英文老師教導、相同教育部規定英文教科書，相同節數正規課程，惟實驗組的學生接受每週兩次，每次三十分鐘的廣泛閱讀課程的活動。為期12週研究。研究結果顯示，在參加為期12週廣泛閱讀計畫後，實驗組的學生對英語字彙有很大增進。他們不僅在英文學習上有較高動機而且對於需要廣泛地閱讀也有正向態度。學生對學校的英語學習更為投入，學習信心及興趣也有增強。學生本身也因為在閱讀課程中能獨立地、廣泛地閱讀而獲得滿足。即使，在閱讀理解上沒顯著差異，但實驗組在閱讀理解測驗的後測成績有得到比較高的分數。

關鍵詞：廣泛閱讀、分級讀本、字彙、閱讀理解、學習動機、態度

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