

朗讀流暢度的提升：探討三種英語讀者之訓練方法

吳舍翰、曹秀蓉

E-mail: 386756@mail.dyu.edu.tw

摘要

本研究採用前測-處理-後測之類實驗設計以探討三種重複朗讀訓練方式：即電腦化示範、同儕指導與教師指導之效益,並比較此三種訓練方式對於改善英語學習者朗讀流暢度、朗讀正確率及單字發音正確度之效益,同時瞭解學生對於不同訓練方式之意見。參與者為十位台灣中部某大學英語系二年級的學生。研究工具包括十三段新多益閱讀理解測驗之文章及一份問卷。實驗分兩個學期,每學期實施十四週。第一週遷移測驗前測在三種訓練方式開始前實施,接著參與者須在每種訓練方式過程中朗讀四段文章,每段文章中,參與者皆須接受前測、重複朗讀訓練以及後測,因此訓練時間總共十二週。遷移測驗後測及問卷填答在第十四週所有訓練方式完成後實施。本研究採用的資料分析法為：威爾克森符號等級考驗、弗理曼考驗、單因子變異數分析與雙因子變異數分析之單純主要效果考驗。研究結果顯示重複朗讀訓練顯著提升學生的朗讀流暢度且教師指導為三種訓練中改善朗讀正確率及長音節單字發音正確度最有效之方式。此外,大部分的學生在十二週的重複朗讀訓練後,朗讀正確度達到百分之九十以上,就單字的音節長度而言,長音節的單字需要更多的練習以及教師在正確單字發音上的指導,最後,問卷結果顯示所有學生一致認同教師提供的訂正回饋是增進他們朗讀流暢度的關鍵因素。

關鍵詞：朗讀流暢度、重複朗讀、每分鐘唸對單字數、朗讀正確率、單字發音正確度

目錄

TABLE OF CONTENTS	COVER PAGE	SIGNATURE PAGE	ABSTRACT(English)	iv	ABSTRACT (Chinese)	vi	
ACKNOWLEDGEMENT	vii	TABLE OF CONTENTS	viii	LIST OF FIGURES	xi	LIST OF TABLES	xii
Chapter							
INTRODUCTION	1	1.1 Background of the Study	1	1.2 Motivation of the Study	5	1.3 Purposes of the Study	6
1.4 Research Questions	7	1.5 Significance of the Study	8	1.6 Definition of Terms	9	1.7 Organization of the Study	12
Chapter							
LITERATURE REVIEW	13	2.1 Oral Reading Fluency	13	2.1.1 Component Structure of Oral Reading Fluency	13	2.1.2 Automaticity of Word Recognition	14
2.1.3 Oral Reading Fluency and Reading Comprehension	15	2.2 Oral Reading Speed and Accuracy	17	2.3 Instruction of Oral Reading Fluency	18	2.4 Word Length and Phonics Knowledge	22
Chapter							
METHODOLOGY	24	3.1 Design of the Study	24	3.2 Participants and Sampling	26	3.3 Instruments	27
3.3.1 Multimedia Computer with Online Modeling	27	3.3.2 Articles for Oral Reading Fluency Training	30	3.3.3 Pretests and Posttests	32	3.3.4 Questionnaire	33
3.4 Procedure of Data Collection	34	3.5 Repeated Reading Training	36	3.6 Data Analysis Method	37	3.7 Pilot Study	37
Chapter IV. RESULTS AND DISCUSSION	45	4.1 Effects of Repeated Reading Intervention on Oral Reading Fluency	46	4.2 Comparison of the Three Repeated Reading Interventions	49	4.3 The Influence of Word Length on Word Pronunciation Accuracy	53
4.4 The Effects of the Three Interventions on Word Pronunciation Accuracy	55	4.5 Learners' Perceptions towards the Three Repeated Reading Interventions	57	Chapter V. CONCLUSIONS AND SUGGESTIONS	61	5.1 Summary of the Findings	61
5.2 Pedagogical Implications	64	5.3 Limitation of the Study	65	5.4 Suggestions for Further Research	66	ENGLISH REFERENCES	68
CHINESE REFERENCES	81	Appendix A-1 : Sample Article (1)	82	Appendix A-2 : Sample Article (2)	83	Appendix B : Chinese Meaning of Some Words in the Twelve Articles	84
Appendix C : The Flesch Reading Ease Readability Formula	90	Appendix D-1 : Questionnaire - Chinese Version	91	Appendix D-2 : Questionnaire - English Version	92		

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