

不同教室情境之教師發問對英語閱讀理解影響之研究

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摘要

本文旨在探討不同教室情境之教師發問對於英語閱讀理解之影響。根據前人研究，高認知層次的問題不僅能夠提昇及培養學生的思考，對於閱讀理解亦有相當的助益。此外，線上情境在語言學習方面的功效也已獲證實，相較於傳統教學情境，其優勢不容置疑。本研究的實驗對象為大葉大學英美語文學系二年級的學生，在資料分析方面，主要是針對英文閱讀理解測驗以及所有問卷做量的比較。本研究結果顯示(1)高認知層次問題確實能有效提昇學生英文閱讀理解，(2)線上情境有助於培養學生高認知層次思考及英文閱讀理解能力，(3)多數參與本實驗的學生對於線上討論階抱持肯定的態度。根據以上結果，此研究對於英閱讀教學有以下建議：(1)教師可多加善用高認知層次問題來提高學生的思考層次以促進閱讀理解，(2)教師可藉由電腦科技的輔助營造建構式的學習環境以提升學生的思考層次及英語學習，(3)教師的發問策略需依教學內容而有所調整。

關鍵詞：教師發問、教室情境、線上學習、英語閱讀理解

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