

台灣學生英語閱讀能力之潛在語言轉移之指標

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摘要

本研究主要在探討中文閱讀能力和英語能力是否會影響國中生和大學生英語的閱讀表現。Clarke (1979)提出threshold level of language proficiency的假設。他認為第二外語學習者在到達threshold level之前,若要有效轉換母語的閱讀策略到第二外語閱讀表現上是有其困難度。再者,Alderson (1984)認為學習者的threshold level會因為不同的文章難度、測驗技巧、或者是學習者不同的社會、文化、教育程度等因為而有所改變。在台灣比較不同教育程度學習者其threshold level差異的相關研究還十分匱乏,因此在本研究中,選出78位桃園凌雲國中國三學生及65位大葉大學英美語文學系的學生當受試者,並且從研究結果中有三個重要的發現。第一,研究結果發現,在國中生的英語程度有存在所謂的threshold level;然而在大學生的英語程度中卻沒有發現threshold level的存在。這表示對英語程度低的國中生來說,英語閱讀表現不好是受到英語程度的影響,並且英語程度好的學生比較會利用中文閱讀策略來輔助他的英語閱讀策略;而大學生的英語能力並沒有出現所謂的threshold level。大學生的英語程度沒有出現threshold level的原因可能是大學生經過兩次的入學測驗(國中基測與大學聯考)並且本研究的受試者來自於同一個學校同一個系所,因此這些大學的英語程度相當,所以比較不容易發現threshold level的存在。但是不論對國中生還是大學生來說,隨著英語程度的增加,中文與英文閱讀能力之間的關聯性也會隨之增加。第二,利用複線性迴歸分析結果得到:不論對大學生還是國中生來說,英語閱讀能力可以被學習者的英語能力預測。但是中文閱讀能力卻無法預測英語閱讀能力。進一步的分析發現,第二外語學習者其英語能力與英語閱讀能力之間的關聯性大於中文閱讀能力與英語閱讀能力或是中文閱讀能力與英語能力。最後用敘述統計來分析國中生和大學生其中英文閱讀策略的使用之差別性。研究結果發現國中生傾向使用比較沒有效率的閱讀策略像是查字典、重複閱讀或是逐字逐句的閱讀;而大學生的閱讀策略技巧比較好,也使用比較多的策略像是利用上下文來推測字或句的意思、分析句子或文章的結構、暫時不理會繼續閱讀等技巧。從結果中也可以發現對台灣學生來說,閱讀英文時所使用的策略沒有像閱讀中文文章所使用的策略那麼的有效率。例如:大學生在閱讀英文文章時,會使用與國中生類似的中文或是英文閱讀策略。因此要使學生享受閱讀英文文章與中文文章一樣的閱讀樂趣,除了要提升英語程度之外在者就是要多學習使用閱讀策略。

關鍵詞 : threshold level ; 語言轉移 ; 閱讀策略

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