

網路單字註解對第二外語學習者閱讀理解及單字學習之研究

梁蘊真、曹秀蓉

E-mail: 9511319@mail.dyu.edu.tw

摘要

本研究旨在探討網路單字註解設計對第二外語學習者之閱讀理解及單字學習之影響。本研究以實驗方式進行，將四十位大二學生隨機分成五組，其組別分別為控制組、英文註解搭配推論活動、英文註解無推論活動、中英文註解搭配推論活動、中英文註解無推論活動。參予者在閱讀一篇文章後進行閱讀及單字測驗。經單因子變異數分析及雙因子變異數分析考驗之後，各組間無顯著差異，但兩變數在閱讀理解考試上有上交作用，單字考試則無。學生對單字註解的看法由問卷得知，問卷內容分四部份分析。本實驗結果如下：（1）當推論活動與中英文註解同時提供時，參與者在閱讀理解和單字學習方面會表現最好。（2）當只提供英文註解時推論活動不需要加入以免加重參與者負擔。（3）有中英文提供卻沒有推論活動的輔助時，參與者會因過多的單字註解而造成混淆。（4）大部分參與者對網路單字註解抱持著正面的態度並能接受此種方式輔助閱讀及單字學習。根據本研究的發現，教學上的起士及對未來研究的方向皆會在第五章詳細說明。

關鍵詞：網路單字註解、閱讀理解、單字學習

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