

線上圖片與簡易句子註解對大學生閱讀理解力的影響

顏怡青、倪淑芳博士

E-mail: 9601198@mail.dyu.edu.tw

摘要

一些致力於研究電腦輔助學習的學者建議整合圖片與文字可以幫助第二外語學習者，創造一個真實且具有互動功能的學習環境。本研究主要探討大學非英語學系的學生在網路學習的環境下，透過簡易句子註解、情境式圖片註解、以及簡易句子加情境式圖片等多媒體註解方式，來輔助大學生閱讀理解能力之影響。此外，本研究還調查學習者對本研究所使用的多媒體註解的效能以及對幫助閱讀理解的看法。本研究將以實驗方式進行，一百二十位非英語系的大一學生分成四組，其組別分別為一組控制組和三組實驗組 - 簡易句子註解組、情境式圖片註解組以及簡易句子和情境式圖片組。實驗組的學生可以自由點選多媒體註解，以輔助線上閱讀的過程。閱讀之後，進行讀後回憶測試以及閱讀理解測試。學生對多媒體註解的態度與看法由問卷以及訪談得知。本研究的結果如下：(1)當簡易句子與情境式圖片註解同時提供時，參與者在閱讀理解測試中表現最好。(2)當簡易句子與情境式圖片註解同時提供時，參與者在讀後回憶測試中表現最好。(3)大部分參與者對本實驗中所設計的線上多媒體註解都抱持著正面的態度與看法。依據本實驗的結果，可以用來解釋線上多媒體註解對於幫助學生閱讀理解能力的重要性。實驗結果也將對設計多媒體輔助教學以及未來研究提出建議。

關鍵詞：多媒體註解；閱讀理解能力；讀後回憶；線上學習；第二語言學習

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