

前導組體及單字註解在線上閱讀理解課程之整合應用

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摘要

本研究旨在探討網路單字註解和前導組體對英語學習者之閱讀理解及單字習得之影響。本研究使用3 × 3受試者間因素設計。在電腦輔助語言教學的環境裡，兩種自變項包含在此研究中：註解（線上字典、邊緣註解、彈出式註解）及前導組體（無前導組體、描述性前導組體、問答型前導組體）。72位英語系學生依據他們的英文程度平均分配到9個組別。研究資料蒐集包含字彙測驗（認字及應用）、閱讀理解測驗（字面理解、文章詮釋）以及問卷調查。透過雙因子變異數分析及適合度考驗之後，本實驗結果如下：

1. 在線上註解輔助下(包含邊緣註解及彈出式註解)，學生的表現在字彙測驗表現比僅提供線上字典的組別較佳。但是，學生的閱讀理解並未因線上註解的輔助而有突出表現。
2. 學生的閱讀理解並未因任何一種前導組體的輔助而有顯著差異，換言之前導組體可能妨礙學生的理解程度。
3. 大部分的學生對於網路教學資源的使用（線上註解、前導組體）保持積極正面的態度並能接受此種方式輔助單字及閱讀學習。

根據研究發現，本研究提供幾點教學上的啟示及線上註解和前導組體的設計對於英語教學與策略方面的應用與建議。

關鍵詞：前導主體、單字註解

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