

默讀及自我朗讀：外語單字習得效果之比較

邱毓樟、曹秀蓉

E-mail: 9805491@mail.dyu.edu.tw

摘要

本研究主要探討默讀及朗讀對於學生在非刻意字彙習得上之效能，並探討不同字彙特徵對學生非刻意字彙習得之影響。研究以為期六週之實驗課程方式進行。參與本研究的三十四位研究對象皆為工學院大學生，且採用量化研究方法蒐集資料。而字彙翻譯測驗將分別對受試者做課程實施前後兩次測量，藉以觀察非刻意字彙學習經由默讀及朗讀訓練之效果。實驗結果發現經由默讀及朗讀均能提升非刻意字彙之習得。而相較於默讀，朗讀更能有效地幫助學生在閱讀過程非刻意習得字彙。本研究有關字彙特徵的探討中發現單字長度與學生之字彙習得存在負相關，但是經由朗讀的方式可以降低因單字長度造成的字彙習得困難。根據以上結果，本研究對於目前英語字彙學習提出幾項建議：一、老師應設計課程並鼓勵學生以閱讀來幫助學生學習新的單字。二、課堂上應採用朗讀的方式來幫助學生達到更有效的字彙習得。三、朗讀的方式可以幫助學生習得較長且不易記住的單字。

關鍵詞：非刻意字彙習得、默讀、朗讀、字彙特徵

目錄

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|--|--------------------------------|------------------------------|-------------------------------------|-------------------------------|-------------------------------------|---------------------------------|--|--|---|--|------------------------|---------------------------|---------------------------------------|-------------------------|-------------------------------------|-----------------------------|---------------------|------------------------|---------------------|-----------------|---|--|---|--------------------------------------|--|------------------|----------------------|--------------------|--|---|---|--|-------------------------------|--|--------------------------------------|--|---------------|--|--|---|--|-----------------------------------|--|--|----------------|--|---|--------------------------|--|---|---|--|---|---|--|---|---|--|---|--|-----------------|---|--|
| Cover page | Signature ii | Authorization iii | Chinese Abstract iv | Abstract v | Acknowledgement vi | Table of Contents vii | List of Tables x | List of Figures xi | Chapter I. INTRODUCTION.....1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1 Background and Motivation of the Study.....1 | 1.2 Purpose of the Study.....2 | 1.3 Research Questions.....3 | 1.4 Significance of the Study.....4 | 1.5 Definition of Terms.....4 | 1.6 Limitations of the Study5 | Chapter II. LITERATURE REVIEW 7 | 2.1 Second Language Vocabulary Acquisition 7 | 2.1.1 Implicit and Explicit on Second Language Teaching and Learning 8 | 2.1.2 Vocabulary Acquisition through Reading 10 | 2.2 Reading Aloud and Reading Silently Strategy Instruction 11 | 2.2.1 Reading Aloud 11 | 2.2.2 Reading Silently 13 | 2.3 Incidental Vocabulary Learning 14 | 2.3.1 Word Exposures 16 | 2.4 English for Specific Purpose 17 | Chapter III. METHODOLOGY 19 | 3.1 Introduction 19 | 3.2 Research Design 19 | 3.3 Participants 20 | 3.4 Sampling 21 | 3.5 Experimental Materials and Instruments 21 | 3.5.1 Word List and Reading Materials 22 | 3.5.2 Recording Instruments and Reading Software 24 | 3.5.3 Vocabulary Translation Test 25 | 3.5.4 Vocabulary Translation Test Grading Rubrics 25 | 3.6 Procedure 26 | 3.7 Data Analysis 29 | 3.8 Pilot Study 32 | Chapter IV. RESULTS and DISCUSSIONS.....35 | 4.1 Effects of RS and RA on Incidental Vocabulary Acquisition35 | 4.2 Comparison between RS and RA.....39 | 4.3 Word Features and Incidental Vocabulary Acquisition.....43 | Chapter V. CONCLUSION51 | 5.1 Summary of the Research Finding.....51 | 5.2 Pedagogical Implications54 | 5.3 Suggestions for Further Studies.....54 | References 56 | Appendix A: Target Word Reading Materials 60 | Appendix B: Distractor of Reading Materials 74 | Appendix C: Vocabulary Translation Pretest 77 | Appendix D: Vocabulary Translation Posttest 78 | Appendix E: Randomization Plan 79 | Appendix F: Participants' Vocabulary Translation Pretest & Posttest Score 81 | Appendix G: Multiple Regression Analysis Data 83 | List of Tables | Table 2.1 - The Explicit and Implicit Dimension in Learning Teaching and Learning Strategies 9 | Table 3.1 - Distribution of Participants 19 | Table 3.2 - Word List 20 | Table 3.3 - Standard of Reading Ease in Flesch Reading Ease Score 29 | Table 3.4 - Readability of 24 Target Words Reading Materials 29 | Table 3.5 - Participants' Mean Scores in the Pilot Study 31 | Table 4.1 - Comparison of Vocabulary Pretest and Posttest 33 | Table 4.2 - Comparison of Vocabulary Pretest and Posttest from the perspective of students' vocabulary knowledge sufficiency 35 | Table 4.3 - Comparison of Progress between RS and RA 37 | Table 4.4 - Gain of Vocabulary Knowledge from Pre-test to Post-test 38 | Table 4.5 - ANOVA of Different Vocabulary Knowledge x Reading Strategy 38 | Table 4.6 - Pearson's r of Word Features vs. Students' Progress - RS 42 | Table 4.7 - Multiple Regression Analysis of Word Features vs. Students' Progress - RS 43 | Table 4.8 - Pearson's r of Word Features vs. Students' Progress - RA 43 | Table 4.9 - Multiple Regression Analysis of Word Features vs. Students' Progress - RA 44 | List of Figures | Figure 3.1 - Reading Materials Treatment 25 | Figure 3.2 - Procedure of Present Study 27 |

參考文獻

References Beck, I. L., Mckeown, M. G. & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. *The Natural of Vocabulary Acquisition*, ed. Mckeown, M., G., Hillsdale, M. E. C. Bialystok, E. (1979). The role of conscious strategies in second language proficiency. *Canadian Modern Language Review*, 35, 372-94. Bruce, B., & Rubin, A. (1998). Readability formulas: Matching tool and task. In A. Davison & G. M. Green (Eds.), *Linguistic complexity and text comprehension: Readability issues reconsider* (pp. 5-22). Hillsdale, New Jersey: Erlbaum. Carrel, P. (1987). Readability in ESL. *Reading in a Foreign Language*, 4, 21-40. Carter, R. (1998). *Vocabulary: Applied linguistic perspectives* (2nd ed.). New York: Routledge. Chadwich, B. (1982). On Reading Aloud. *English Journal*, 71(5), 28-29. Chen, H. S. (2002). The high school frequent word list. Taipei, Taiwan: The College Entrance Exam Center. Chomsky, N. (1972). *Language and Mind* (Enlarged Edition). New York: Harcourt Brace. Coady, J. & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. New York: Cambridge University Press. Cobb, T., & Horst, M. (2001). Reading academic English: Carrying learners across the lexical threshold. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 315-329). Cambridge: Cambridge University Press. Conway, M. A., & Gathercole, S. E. (1990). Writing and long-term memory: Evidence for a "translation hypothesis". *Quarterly Journal of Experimental Psychology*, 42, 513-527. Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238. Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press. Crow, J. T. (1986). Receptive vocabulary acquisition for reading comprehension. *Modern Language Journal*, 70, 242-50. Day, R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(4), 541-551. Dudley-Evans, T. and St. John, M. J. (1998). *Development in ESP: A multi-disciplinary approach*. Cambridge University Press. Elley, W.B. (1989). Vocabulary acquisition from listening. *Reading Research Quarterly*, 24(1), 175-187. Ellis, R. (1994). The study of second language acquisition. New York: Oxford University Press. Ellis, R. (1995). Modified oral input and the acquisition of word meanings'. *Applied Linguistics*, 16, 409-441. Ellis, R., & Fotos, S. (1999). *Learning a second language through interaction*. Philadelphia: John Benjamins Press. Fukkink, R. G., Block, H., & de Gloppe, K. (2001). Deriving word meaning from written context: A multicomponential skill. *Language Learning*, 51(3), 477-496. Gathercole, S. E., & Baddeley, Alan D. (1990). Phonological memory deficits in language disordered children: Is there a causal connection? *Journal of Memory and Language*, 29(3), 336-360. Grabe, W., & Stoller, F. (1997). Reading and vocabulary development in a second language: A case study. In J. Coady & T. Huckin (Eds.) *Second language vocabulary acquisition* (pp. 98-122). Cambridge: Cambridge University Press. Hennings, D. G. (1992). *Beyond the read aloud: Learning to read through listening to and reflecting on literature*. Indiana, IN: The Phi Delta kappa Educational Foundation. Henning, G. H. (1973). Remembering foreign language vocabulary: Acoustic and semantic parameters. *Language Learning*, 23, 185-196. Henson, K. T., & Ellen, B.E. (1999). *Educational psychology for effective teaching*. Albany, NY: Wadsworth. Herman, P. A., Anderson, R. C., Pearson, P. D. & Nagy, W. (1987). Incidental Acquisition of Word Meaning from Expositions with Varied Text Features. *Reading Research Quarterly*, 20(3), 263-284. Holmes, B. C. (1985). The effects of four different models of reading on comprehension. *Reading Research Quarterly*, 20(5), 575-85. Horst, M., Cobb, T., & Meara, P. (1998). Beyond a clockwork orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11, 207-223. Hosenfield, C. (1977). A preliminary investigation of the reading strategies of successful and unsuccessful learners. *System*, 5, 110-123. Hsieh, L. T. (2000). Reading aloud vs. silent reading in EFL reading. *Studies in English Language and Literature*, 8, 13-21. Huang, H. Z., & Liou, H. S. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64-82. Hukin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 21, 181-193. Hulstijn, J. (1992). Retention of inferred and given word meaning: Experiments in incidental vocabulary learning. In P. Arnaud, & H. Bejoint (Eds.), *Vocabulary and applied linguistics*. Basingstoke: MacMillan. Jenkins, J. R., Stein, M., & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21, 767-787. Kachru, B. B. (1990). *World English and applied linguistics*. *World English*, 9(1), 3-20. Klare, G. (1963). *The measurement of readability*. Iowa: Iowa State University Press. Klare, G. (1982). *The measurement of readability*. Iowa: Iowa State University Press. Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 24, 237-270. Koda, K. (1997). Orthographic knowledge in L2 lexical processing: a cross-linguistic perspective. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 35-52). Cambridge: Cambridge University Press. Kyongho, H., & Nation, P. (1989). Reducing the vocabulary load and encouraging vocabulary learning through reading newspaper. *Reading in a Foreign Language*, 6, 323-335. Laufer, B. (1989). What percentage of text-lexis is essential for comprehension? In C. Lauren & M. Nordman (Eds.), *Special language: From humans thinking to thinking machine* (pp. 69-75). Clevedon, England: Multilingual matters. Lewis, M. (1993). *The lexical approach*. London: Language Teaching Publications. Cited in Schmitt, N., & McCarthy, M. (1997). *Vocabulary: Description, acquisition, and pedagogy*. Cambridge: Cambridge University Press. McCarthy, M. (1990). *Vocabulary*. Oxford University Press. McCormick, S. (1995). *Instructing students who have literacy problems*. Englewood Cliffs, NJ: Prentice Hall. Nagy, W., Herman, P., & Anderson, R. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233-253. Nagy, W., Herman, P., & Anderson, R. (1987). Learning words from context during normal reading. *American Educational Research Journal*, 24, 237-270. Nation, I. S. P. (1982). *Teaching and learning vocabulary*. Boston: Heinle & Heinle. Nation, I. S. P. (1990). *Teaching and learning vocabulary*. NY: Newbury House. Nation, I. S. P. (1993). Vocabulary size, growth, and use. In R. Schreude & B. Weltens (Eds.), *The bilingual lexicon* (pp.115-134). PA: John Benjamins Publishing Co.. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press. Nation, I. S. P. (2005). Teaching and learning vocabulary. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp.581-595). NJ: Lawrence Erlbaum Associates. Nation, P. (2007). Fundamental issues in modeling and assessing vocabulary knowledge. In H. Daller, J. Milton, & J. Treffers-Daller (Eds.), *Modelling and* Nicholas, L. N. (1989). Reading aloud: Why, when and how. *English Teaching Forum*, 27, 33-35. Nuttall, C.

(1996). Teaching reading skills in a foreign language. Oxford: Heinemann.

Paripakht, T. S., & Wesche, M. (1999). Reading and " incidental " L2 vocabulary acquisition. *Studies in second language acquisition* (1999), 21: 195-244.

Pitt, M., White, H., & Krashen, S. (1989). Acquisition second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquisition. *Reading in a Second Language*, 5, 271-275.

Read, J. (2000). Assessing vocabulary. Cambridge: Cambridge University Press.

Rees, A. L. W. (1980). Reading aloud – suggestions for classroom procedure. *English Language Teaching Journal*, 14(2), 112-121.

Reyes, S., Briones, S., Pocovi, M. B., Fortuny, L., & Sastre, S. (1997). Vocabulary and gist reading. *The ESP, Sao Paulo*, 18(1), 53-69.

Robinson, P. (2001). *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press.

Rott, S. (1999). The effect of exposure frequency on intermediate language learners ' incidental vocabulary acquisition and retention through reading. *Studies in Second Language Acquisition*, 21, 589-619.

Saragi, T., Nation, P., & Meister, G. (1978). Vocabulary learning and reading. *System*, 6, 70-78.

Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed), *Attention and awareness in foreign language learning* (pp.1-63). Honolulu; University of Hawaii, Second Language Teaching and Curriculum Center.

Schmitt, N., & Carter, R. (2000). The lexical advantage of narrow reading for second language learners. *TESOL Journal*, 9(1), 4-9.

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

Smith, F. (1971). *Understanding Reading: A psycholinguistic analysis of reading and learning to read*. New York: Holt, Rinehart, & Winston.

Sternberg, R. J. (1987). Most vocabulary is learned form context. In Mckeown, M.G., & Curtis, M. E (Des.), *The nature of vocabulary acquisition*. London: Lawrence Erlbaum Associates, Publishers.

Stern, H.H. (1992). *Issues and Opinions in English Language Teaching*. Oxford: Oxford University Press.

Stroller, F., & Grabe, W. (1993). Implications for L2 vocabulary acquisition and instruction from L1 vocabulary research. In T. Hudkin, M. Haynes & J. Coady (Eds.), *Second language reading and vocabulary learning* (pp.24-45). Norwood, NJ:Ablex.

Trelease, J. (1989). *The new read-aloud handbook*. New York: Penguin.

Wagovich, S., & Newhoff, M. (2004). The single exposure: Partial word knowledge Growth Through Reading, *American Journal of Speech-Language Pathology*, 13, 316-328.

Waring, R., & Takaki, M. (2003). At what rate do learners learn and retain vocabulary from reading a graded reader. *Reading in a Foreign Language*, 15(2).

Webb, S. (2007). The effects of repetition on vocabulary knowledge. *Applied Linguistics*: 28(1), 45-65.

Wilkins, D.A.(1972). *Linguistic in language teaching* (p.111). London: Edward Arnold

Yap, K. O. (1979). Vocabulary – Building blocks of comprehension? *Journal of Reading Behaviour*, 1, 49-59.

Zheng, W., & Simon, H. A. (1985). STM capacity for Chinese words and idioms: Chunking and acoustical loop hypotheses. *Memory & Cognition*, 13, 193-201.