

讀者劇場對英語學習者口語流暢度及閱讀理解之效益

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摘要

本研究旨在探究讀者劇場在英語口語流暢度及閱讀理解之效益，以台灣中部一所國民小學六十一位五年級學生作為研究對象。研究對象分成實驗組和控制組，兩組學生又分成英文高程度和低程度組進行研究分析。實驗組被施以讀者劇場教學，控制組則為教師主導的教學。實驗教學每週一次，為期十二週。實驗研究前實施前測，實驗過程中每上完一課實施一次小考，總共四次小考，實驗研究結束後實施後測和問卷填答。所有測驗包括一分鐘錄音及閱讀測驗。本研究採用二因子多變量共變數分析前後測結果以比較讀者劇場教學與教師主導的教學之效益，並以曲線圖和t 檢定分析比較四次小考兩組學生之成績，問卷結果則分別以卡方檢定及適合度考驗進行探討。資料分析結果如下：（1）在口語正確率上，實驗組和控制組達顯著差異，但英文高程度組和低程度組在進步程度上未達顯著差異。在口語流暢度上，實驗組和控制組達顯著差異，但英文高程度組和低程度組在進步程度上未達顯著差異。（2）在閱讀理解上，實驗組和控制組未達顯著差異，但英文高程度組和低程度組在進步程度上達顯著差異。（3）在問卷分析上，實驗組對英語學習的興趣並未顯著提升，但他們對英語學習的負面感覺已經降低；實驗組對讀者劇場增進口語流暢度的看法是正面的；實驗組學生多於控制組學生肯定此項實驗教學增進閱讀理解能力；實驗組學生對讀者劇場增進合作學習的看法是正面的。根據以上分析結果，此研究對讀者劇場教學提出以下建議：（1）老師可以將讀者劇場教學融入學習內容中、（2）老師可以使用讀者劇場增進合作學習、（3）讀者劇場也可以用於其他科目之教學、（4）讀者劇場提供老師一個有創意的教學選項並為學生營造一個激發主動學習的想像空間。

關鍵詞：讀者劇場、口語流暢度、閱讀理解、合作學習

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