

# 交互教學法中使用圖畫故事書對於英語學習者單字習得及閱讀理解之效益

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## 摘要

字彙知識及閱讀理解對於英語學習來說，無疑是兩項重要的能力。Palinscar 和Brown 在1984年提出交互教學法，藉由小組合作討論進行預測、發問、澄清及摘要等四種策略以增進閱讀理解能力。除此之外，本研究也使用圖畫故事書及英語圖畫字典（修正自Nation的字卡）以增進學習者的刻意單字習得及非刻意單字習得。實驗對象是一群六年級的學生，實驗組及對照組各161人。實驗組的學生以圖畫故事書為教材，使用交互教學法，對照組以教科書為教材，使用一般教學法。研究旨探討實驗組的單字習得及閱讀理解能力是否因此優於對照組。研究採用三次考試成績以比較此兩種教學法的效果。除此之外，二種版本的問卷（組長版及組員版）也被用來調查實驗組的學生對於圖畫故事書及交互教學的看法。根據實驗及問卷結果，實驗組學生在閱讀理解方面及單字習得方面的表現都顯著優於對照組學生。此外，實驗組的學生對於圖畫故事書及交互教學也抱持相當正面的態度。

關鍵詞：圖畫故事書、交互教學法、刻意字彙習得、偶發字彙習得、閱讀理解

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