

ESP vocabulary acquisition and retention through reading aloud : incidental vs. intentional learning = 透過朗讀之專業...

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摘要

這一類實驗的研究是針對台灣大學生在透過兩種不同的教學方法，非刻意及刻意的學習情境下，以兩種不同的閱讀方式所習得及保留之專業英文單字。本研究目的包含 (1) 調查朗讀及默讀兩種學習方式於非刻意及刻意的單字習得及保留上的成效 (2) 了解學生對於朗讀學習方式的態度。參與研究者為彰化某私立大學七十二位工學院大學生及研究生。將兩班隨機分為非刻意學習情境及刻意學習情境。本實驗研究時間為每個禮拜兩小時，為期六週。共選出二十四個單字藏於閱讀文章裡。前兩週實施基本字彙能力測驗及字彙翻譯測驗作為前測，接下來六週，每週一次共兩小時，以默讀及朗讀方式完成共十二篇小文章，並回答相關之閱讀理解題目以確保學生開口念過文章。於第六週做後測，一個月後為單字保留程度之測驗。並回答有關朗讀與默讀兩種學習方法之問卷。統計方法二因子多變量分析顯示，經由朗讀的單字習得，不論於偶發或刻意的學習方式下，皆優於默讀組。然而，並無達到顯著差異(=.05)。學生對於問卷的回答顯示學生對朗讀的策略保持著正面的態度。

關鍵詞：Incidental vocabulary acquisition ; Intentional vocabulary acquisition ; Reading silently ; Reading aloud

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