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中文摘要

論文名稱：融合「質疑作者法」於英語閱讀之行動研究

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論文題要內容：

本研究旨在探討一批判思考策略「質疑作者法」，如何融入於台灣高職學生的英語閱讀能力養成，以及該策略對學生英語能力的影響。研究以台灣北部某高職 38 位高一學生為研究對象，為期五週。研究藉由學習單、學習歷程調查、教學觀察日誌、及焦點團體訪談等質性研究方法收集研究資料，再進一步歸納分析，以期廣泛且深入了解「質疑作者法」對於增進學生閱讀能力的效果，並同時得到更為適宜可行的教學應用。主要的研究發現如下：

- 一、本研究中大多數學生對「質疑作者法」抱持肯定的態度。不論英語程度高低，該策略使學生獲得有別於過去的閱讀經驗，並同時增進其閱讀興趣及閱讀理解力。
- 二、當教學者融入「質疑作者法」於教學活動時，教學者以協助者身分觀察學生對於教學活動的反應，隨時調整活動的進行。
- 三、閱讀中的討論使學生能在一個支持的、低焦慮的學習環境中表達意見，並同時主動地建構文章的意義。
- 四、本研究中，高成就與低成就學生在批判思考與閱讀能力方面皆有提升。透過「質疑作者法」，低成就學生相較於高成就學生建立較強的自信心並養成更高的閱讀興趣，從而由該策略中得到較多的助益。

根據上述結果，文末呈現教學上的義涵和應用，並對未來相關研究提出建議。

關鍵字：質疑作者法、批判思考、閱讀理解、高職學生

Abstract

This action research study aims to investigate the process of fostering reading comprehension ability of EFL vocational high school students by incorporating a critical thinking strategy, namely, “Questioning the Author”, into the English reading teaching activities. A total of thirty-eight 10th graders from a vocational high school in northern Taiwan participated in the present study for a five-week implementation. The data were collected through qualitative methods, including participants’ worksheets, learning surveys using Likert Scale and open-ended questions, the field notes and the teaching logs of the teacher researcher, and the focus group interviews for high and low achievers. The results were analyzed and interpreted with an attempt to have a profound and extensive understanding of the effect of the strategy “Questioning the Author” on students’ reading comprehension ability, along with generating more feasible pedagogical implications. Major findings are as follows:

1. Most students in the present study had a positive perception to the strategy “Questioning the Author”. Despite their different English proficiency levels, the strategy made a difference in their reading experiences, and meanwhile boosted their interest in reading and improved their reading comprehension ability.
2. When incorporating the strategy into teaching activities, the teacher as a facilitator observed the responses from students to modify the ongoing activities.
3. Discussions during reading provided a low-anxiety and supportive environment for students to express their opinions and construct meanings

actively as well.

4. Although both high and low achievers made progress in their critical thinking and reading ability, the latter benefited more from the strategy than the former, for they developed more interests in reading as well as obtained higher confidence in themselves through the strategy.

Pedagogical implications and suggestions for future studies are also included at the end of the thesis.

Key words: Questioning the Author, critical thinking, reading comprehension, EFL vocational high school students

