

國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：傳統英文閱讀教學與精讀及廣讀教學對於高職低成就生在克漏字測驗上之影響

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論文提要內容：

本研究旨在探討傳統英文閱讀教學與精讀及廣讀教學對於高職低成就生在克漏字測驗上之影響，並從克漏字中的文法選項、單字片語選項、轉折語選項、及整體成績，來分析此三種教學法是否有不同成效。

實驗對象為台北市某高職高一低成就學生，共 95 位。其界定低成就的方式為未通過英檢初級的同學。在經由 3 個月傳統英文閱讀教學與精讀及廣讀教學後，以英檢初級程度的克漏字試題測驗其成果。結果顯示，相較於控制組而言，實驗組在文法、單片及整體成績均達到顯著，但廣讀組與精讀組兩組間並沒有顯著差異。而就學生的態度而言，無論是廣讀組或是精讀組，他們都對閱讀持有正面的態度，並表示未來仍樂意從事閱讀活動。

本研究結果可提供教師幫助低成就生增進克漏字作答能力的方法，及對低成就生實行廣讀及精讀活動之參考。

## **Abstract**

This study is intended to probe into the effects of traditional, intensive and extensive reading instruction on vocational high school low achievers in the performance of cloze test.

Ninety-five language low achievers of the first grade at a northern vocational high school participated in this study. Their language proficiency was examined by the GEPT Elementary Level. After a three-month reading instruction, a 55-item cloze test was administered to these participants.

The post-test indicated that the experimental groups improved significantly in grammar, vocabulary & phrases, and overall performance when compared with the control group. However, the improvement failed to reach the significant level for these two experimental groups. Besides, students in the experimental groups showed positive attitudes toward the reading activity and expressed willingness to be engaged in the reading activity in the future.

The study could serve as a reference for language teachers in helping low achievers improve their cloze test performance, and provide insights into the feasibility of the extensive and intensive reading activity for low achievers.