

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：如何增進低學習成就者英聽能力：以體育生為例

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論文提要內容：

本研究旨在探討如何增進低學習成就者英聽能力，除了研究何種聽力教材符合低學習成就者認知上的需求之外，並在英聽課從情意因素著手，引起低學習成就者學習動機，而且英聽課程設計也融入多元智慧，從外在成績的提昇激勵低學習成就者內發性地自主學習動機。

本研究以 14 位高三體育生為研究對象，研究時間持續一學期從 2003 年 9 月到 2004 年 1 月，研究工具以日記方式由學生記錄聽英文歌曲以及英文文章段落的課後心得。資料分析取自學生日記。

本研究結果如下：〈一〉淺顯易懂與學生日常生活相關而且包括學生先前學過的生字、片語、句型的英文歌曲以及文章段落有益於增進低學習成就者英聽能力。

〈二〉愉快而且充滿互助的教室氣氛減少英文學習的焦慮，維持低學習成就者自尊，增加低學習成就者自信，引起學習動機。〈三〉融入六種多元智慧〈語文智慧、音樂智慧、視覺空間智慧、肢體-動覺智慧、人際智慧、內省智慧〉的英聽課程以聽前(pre-listening)、聽時(while-listening)、聽後(post-listening)三階段可有效的加強低學習成就者英聽能力。〈四〉外在的獎賞可激勵低學習成就者內發性自主學習。

ABSTRACT

This research investigated how to improve low achievers' listening ability, using PE students as the subject of the study. The purpose was (a) to investigate what kind of listening materials meet low achievers' cognitive needs; (b) to motivate low achievers in listening course affectively; (c) to apply MI theory into listening curriculum development for low achievers; (d) to trigger low achievers extrinsically and intrinsically in English class.

A total of 14 high school PE seniors in Taipei County in Taiwan participated in the study. The research period lasted for a semester from September 2003 to January 2004. Journals on listening to songs and listening to passages were employed as instruments. Data for the research were collected from students' journals.

The results of the study are summarized as follows. (1) Comprehensible English songs and English passages related to learners' daily life, including lexis, phrases, and sentence patterns they previously learned were especially beneficial for low achievers to improve their listening ability. (2) A pleasant and supportive classroom atmosphere enables low achievers to reduce language learning anxiety and maintain low achievers' self-esteem. (3) Courses integrating six intelligences (i.e. verbal/linguistic, musical, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligences) were designed into three stages; i.e. pre-listening, while-listening, and post-listening in the listening treatment, and proved to be effective. (4) Low achievers were inspired by extrinsic rewards and intrinsic factors. Better grades and positive feedback inspired low achievers' extrinsic motivation. Besides, intrinsic motivation derived from comprehensible input and listening to English songs.

The findings of the study suggest that low achievers' listening ability can be effectively improved as long as listening materials are carefully designed to suit students' needs.