

國立政治大學英國語文學系碩士在職專班碩士論文

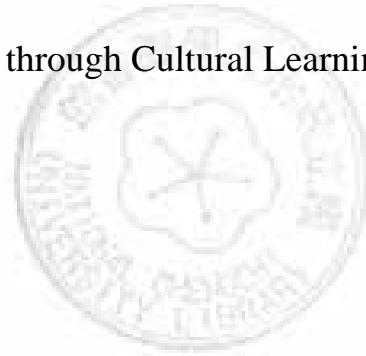
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透過文化學習提升國中英語低成就者英語學習態度之研究

A Study on Motivating JHS English Low Achievers

through Cultural Learning



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朱秋怡 撰

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through Cultural Learning

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June 26

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To Chieh-yue Yeh

獻給我的恩師葉潔宇教授

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# 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：透過文化學習提升國中英語低成就者英語學習態度之研究

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論文提要內容：

本研究旨在探討國中英語低成就生接受一文化學習計畫之後，對於英語本身學習態度之成效影響，並藉由此實驗進而探究英語科低成就者最佳的文化學習模式。本研究採等組前後測準實驗之設計，研究對象為新竹縣一所中型國中的九年級的英語科低成就學生，總共三十人。將受試者隨機等程度分配到對照組和實驗組各十五人。研究期間，實驗組進行每週一節共十週的文化學習活動，而對照組則於同時自修英語功課，但無任何學習活動。資料之收集包括有研究者參考文獻編製的英語態度問卷調查、文化單元學習回饋問卷、及追蹤訪談。

本研究以「英語學習態度」，分別測量受試者在實驗處理前、後在英語學習態度上的反應情形，所得資料以獨立樣本  $t$  檢定及配對  $t$  檢定分析，同時以實驗組成員所填寫的文化單元學習回饋問卷、及追蹤訪談結果作進一步研究結果佐證及補充分析。

本研究結果顯示實驗組於接受文化學習計劃後，其整體的英語學習態度問卷分數，有意義優於對照組，其中尤以其對英文概括性的態度及對英文的社會文化態度有顯著性改變。但實驗組英語學習動機分數並無有意義高於控制組，且受試者於訪談中表達其課後英語學習態度尤無明顯改變。另文化學習單元回饋問卷的分析，亦顯示英語低成就者對文化學習過程及內容的偏好。據研究結果，研究者對英語低成就者的文化學習設計及未來相關研究提出數點建議。

## ABSTRACT

The study was to investigate whether culture learning can efficiently and effectively improve low-achievers' English learning attitude and to perceive the characteristics of English low achievers' culture learning.

A total of 30 JHS English low achievers, matched into two groups—the experimental group and the control group participated in the study. SELAM Questionnaire was distributed to each subject before and after the treatment, the culture learning project, to perceive the change of their English learning attitude. The pretest and posttest scores of SELAM Questionnaire were examined by the software SAS (Statistic Analysis System) Version 9.1, including t-test and paired t-test. Besides, the interval CLF Questionnaires and the follow-up interview were analyzed to provide the answer to the qualitative study on English low achievers' optimal culture learning mode.

The results of the study were summarized as follows. (1) The subjects' overall learning attitudes toward English were significantly and positively affected by the cultural learning project especially their general attitude and social cultural attitudes toward English learning but the culture learning project exerted no evident effect on their desire and motive to learn. (2) In terms of culture learning content, the subjects' interest in the culture project was highly related to the content of the culture study unit—cultural materials relevant to their background knowledge and catering to their preferences could lead to their more active learning involvement. (3) As to the culture learning process, English low achievers' culture learning requires a lower pace of culture instruction, more instructional repetition, a variety of cultural learning activities and cultural instructors' attention to their ongoing learning feedbacks is in need in English low achievers' culture learning process.

The major findings of this study suggested that a culture learning project experience helped significantly to enhance English low-achievers' English learning attitude but other measures should be adopted to sustain their motivation to learn and affirmative attitude toward English learning.