

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：國小校園中英語環境中之印刷文字佈置成效調查研究：
以台北縣某國小為例

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論文提要內容：

近年來台灣政府積極推動「營造英語生活環境行動方案」，再加上「國小英語課程」的實施，使得國小校園中充斥各種英語印刷文字佈置。本研究旨在了解這些校園英語環境印刷文字佈置之設計與成效及如何有效運用這些英語教學資源。

本研究對象來自於台北縣一國小九位教職員(其中包括四位行政人員和五位英語教師)以及 622 位三到六年級的學童。資料收集主要來源為訪談及問卷。收集的資料(主要採用描述性統計及卡方檢定)分別進行分析比較。

本研究主要的發現如下：

1. 校園英語環境印刷文字佈置設計規劃主要由教育主管機關以及學校行政人員決定和負責。
2. 英語教師參與校園英語環境印刷文字佈置設計規劃的程度會影響她們是否使用這些英文印刷文字進行教學的意願。
3. 80%以上的受訪學生都注意到校園中的英語環境印刷文字佈置，也顯示高度的學習意願。但是由於多數英語教師未使用這些英語環境印刷文字於教學，這些校園英語環境印刷文字佈置對於學生英語學習幫助不明顯。
4. 大部分的受訪者贊同校園中英語環境印刷文字佈置的必要性，並提出

建議。

本研究有助於初步瞭解校園中英語環境印刷文字佈置的設計使用情形和成效。文末作者進一步提供英語環境印刷文字佈置設計和應用之相關建議，作為未來校園英語環境印刷文字佈置設計之參考。



Abstract

In Taiwan, with the policy of creating an English-friendly environment and new elementary school English curriculum, different kinds of environmental print (EP) such as English signs and English learning related posters can be seen in nearly every elementary school. It is important to have a clear idea about the effectiveness of elementary school's environmental print (ESEP) and how to make use of ESEP. The purpose of the present study is to investigate the design of the ESEP and its effect in language learning and teaching.

Participants of the study were nine school staff and 622 students sampled from the third grade to the sixth grade in one elementary school in Taipei county. Two sets of interviews and questionnaires were employed to collect data. Both qualitative analysis of interviews and quantitative statistical analysis (descriptive statistics focusing on frequency and percentage examination, and chi-square test) of the questionnaire were employed.

The major findings are summarized as follows. First, the design of ESEP is primarily a top-down process. The educational authority and the school's administrative staff directed the design of ESEP. Second, the degree of the involvement of the design of ESEP influenced English teachers' willingness to conduct ESEP instruction. Third, more than 80% of the students noticed the existence of ESPE and showed high interest in learning about ESEP. However, without English teachers' instruction, the effectiveness of ESEP in students' language learning was not obvious. Fourth, most participants appreciated the existence of ESEP, and they gave

suggestions for future ESEP development. Finally, some implications and suggestions for future research were discussed.



