

# 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:音節覺識結合拼讀教學對七年級學生拼字能力成效之研究

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論文提要內容:

本行動研究旨在探討音節覺識(syllable awareness)與字母拼讀法(phonics)合併教學對台灣國中 7 年級生(國一學生)拼寫多音節字及英文學習態度的影響。實驗分兩階段進行。第一階段進行小規模的前測,作為正式研究的準備,其目的在測試音節覺識與字母拼讀法合併教學是否適切、教學活動是否可行,以及 7 年級生在運用此方法拼多音節字是否有困難等等,並根據初探結果修定正式實驗之規劃。第二階段的正式實驗,根據第一階段的結果改良拼字測驗生字、延長教學時間,並加入小測驗以期教學更能適切,以利評估該教學法對學生拼字能力及學習態度的影響。

在正式實驗中,實驗對象為基隆市某國中 66 名 7 年級學生,首先進行學習背景調查、音節計數、單音節字、多音節字拼字測驗,之後,篩選出 44 名程度、背景相近的學生。研究者將此 44 名學生隨機平均分配為實驗組及對照組兩組,每組各 22 名學生。對實驗組先施以音節覺識與字母拼讀法合併教學,將音節覺識及字母拼讀等技巧融入英語拼字訓練中;而對照組則單獨採用字母拼讀法教學,

教授字母字音的對應關係。實驗組及對照組每週均安排兩節英語課實施上述教學法,每節課 15 分鐘(每週 30 分鐘),持續 11 週。兩組學生在教學後各施以多音節字拼字測驗、學習態度調查,以評量受試者在拼字技巧上的發展及學習態度上的改變情形。

組間比較結果顯示,在十一週實驗教學後,實驗組及對照組二組學生在拼多音節字測驗上無顯著差異。此外,只有實驗組學生在生字及英語學習態度上有顯著的正向改變。

以上研究結果顯示,運用音節覺識與字母拼讀法合併教學能降低學生對拼字的焦慮,改善其學習英語的態度。本研究之結果及教學建議,可供未來國小、國中拼字教學的參考。

關鍵字：國中拼字教學；拼字能力；字母拼讀教學；音節覺識；多音節拼字；學習態度；行動研究。

## Abstract

The purpose of this action research was to explore the effects of syllable-awareness based phonics instruction in Taiwanese 7<sup>th</sup> EFL graders on spelling multi-syllable words. The present study involved two stages: a one-group design pilot study and a formal study. The purpose of the pilot study was to evaluate the feasibility of the syllable-awareness based phonics instruction designed by the researcher. According to the result of the pilot study, the formal research was modified in changing the multi-syllable test words, lengthening the instruction time, and the usage of a quiz. Moreover, in the formal study, two groups will be implemented with different instructions to explore the effects in spelling multi-syllable words and learning attitude.

In the formal research, sixty-six 7<sup>th</sup> graders in two intact classes were chosen as potential subjects. After they filled out a background questionnaire, took three tests: a syllable counting test, a mono-syllable word spelling test, and a multi-syllable word spelling test, forty-four homogeneous subjects were selected. The researcher randomly assigned these 44 subjects into two groups: an experimental group and a control group, each comprised of 22 subjects. The experimental group received syllable-awareness based phonics instruction while the control group received phonics instruction only. All subjects were instructed for 11 weeks, two 15-minute classes

per week (thirty minutes per week). After the instruction, the researcher carried out a multi-syllable spelling word posttest and a learning attitude questionnaire to estimate the effects of the instruction and their attitude changes.

The result of the multi-syllable word spelling tests revealed that there was no significant difference between the two groups. However, the experimental group showed more positive attitude change than the control group toward vocabulary and English learning.

The findings from this study indicate that syllable-awareness based phonics instruction can not only ease the anxiety of spelling multi-syllable words for 7<sup>th</sup> graders, but also reinforce a more positive attitude toward spelling vocabulary and learning English. According to the results, pedagogical implications and suggestions for further studies are offered.

Keywords: spelling instruction on junior high school students, spelling ability, phonics instructions, syllable awareness, spelling multi-syllable words, learning attitudes, action research