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資訊融入國小英語教學前後對於學生學習成效

及滿意度之差異分析

Information Technology Integration
on Students' Comprehension and Satisfaction for
Elementary School English Class

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中文摘要

　　教育培養未來所需的人才，在數位科技發達的社會中，「教」與「學」產生了改變，教師與學生學習的方法不再僅限於書本上的知識，各式各樣學派與新興輔助科技的加入，讓學生從知識層面轉向重視「帶得走的能力」，期待學生能依情境進行問題解決。生活不是循規蹈矩的直線思維，而是多元且兼容並蓄的宏觀思想。因此，具備數位能力已是適應未來的必備技能之一。本研究旨在分析資訊融入教學對於英語學習成效是否有顯著差異，並比較資訊融入相較於傳統教學對於學童學習滿意度的影響，並輔以國小學童在資訊融入於英語教學的看法。

　　本研究實驗對象為某一特殊偏遠地區國小四至六年級學童，每班皆進行資訊融入教學與傳統式教學。本研究採取準實驗法，英語成績使用 T-test 進行統計分析，英語學習滿意度問卷之數據使用 Mann Whitnet U test 進行統計分析，顯著水準皆定為 α ＝.05。經比較為期十二週教學的前後測驗與滿意度問卷的數據，輔以學生訪談來進行數據分析與解釋。

　　研究結果顯示數位融入教學在英語閱讀達到顯著差異，大幅降低班級內的標準差，也會微幅提升學生的學習滿意度，多數學生對於數位融入教學持正面評價，而低分組的學生在成績提升的幅度尤其明顯。因此，資訊融入教學對於學生在英語學習領域是有幫助的，尤其是在學習弱勢的學生中。本研究建議教育現場在進行英語補救教學時，可適當融入數位資訊來輔助英語學習。

關鍵字： 資訊融入教學、學習成效、學習滿意度、英語教學、教學研究

Abstract

Education cultivates the talents. In a society with advanced technology, "teaching" and "learning" have changed. The learning methods of teachers and students are no longer limited to knowledge in books. The addition of assistive technology changes the learning emphasis from the knowledge to the ability of problem solving. Life is not vertical but multi-dimensional and inclusive. Therefore, having the ability to use digital information is necessary. This study aims to analyze whether there is a significant difference in the learning comprehension of information technology integration in English class, compare the impact on the learning satisfaction, and supplemented by the views of elementary school children.

The subjects of this study are students in grades 4 to 6 of the elementary school in a special remote area, and each class adopts information technology integrated instruction and traditional teaching. The English scores are statistically analyzed using T-test, and the data of English learning satisfaction questionnaires are statistically analyzed using Mann Whitnet U test. The significance level is set to $\alpha = .05$. After comparing the data of the twelve-week teaching for pre- and post-test and the satisfaction questionnaire, supplemented by student interviews for data analysis and interpretation.

The research results show that digital integration teaching achieves a significant difference in English reading, reducing the standard deviation within the class, and also slightly improving students' learning satisfaction. Most students have a positive view of digital integration teaching. Students in low groups have obvious improvement. Therefore, technology integrated teaching is helpful for students in English class, especially among students who are weak in learning. This research suggests that digital information can be appropriately incorporated to assist language learning in remedial English classes.

Keywords: Information technology integrated into instruction, Learning comprehension, Learning satisfaction, English language teaching, Teaching research