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圖書資訊學數位學習碩士在職專班碩士論文

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高中英文課深度討論教學模式之行動研究

An Action Research Project on Applying Quality Talk to
a Senior High School English Classroom

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摘要

本研究旨在探討將深度討論融入高中英文閱讀課，是否能增進學生的閱讀理解能力及閱讀態度？研究目的有三：其一為探討深度討論在個案高中合宜的教學模式；其二為探究進行深度討論教學對個案高中學生閱讀理解與態度之影響；其三為依據研究結果提出建議，作為學校與教師未來設計課程之參考。

採用行動研究法，以臺中市一所公立學校 24 位高二學生為研究對象，透過英文課進行十週的深度討論課程，利用 Lexile 閱讀檢測系統、學生學習紀錄、錄音轉譯編碼資料、教學省思札記、學生問卷、訪談等資料的蒐集與分析，所獲得的研究結果如下：

一、深度討論在個案高中合宜的進行教學模式為，第一以異質性分組進行討論，搭配明確的討論規則，並善加運用多元適當的合作學習策略。第二教師本身需要具備深度討論是以學生為學習主權的認知，並且以此為依據調整教學方針，提供舒適自在的討論環境。第三掌握學生多元的學習特質，為各別學生提供適當的鷹架與協助。

二、研究對象在接受實驗課程後，整體的英文閱讀理解表現達顯著進步，同時又以低分組閱讀理解的進步幅度為最大。在英文閱讀態度方面，整體的英文閱讀態度達顯著進步，低分組在實驗後顯示具有最佳的閱讀態度，同時低分組閱讀態度的提升幅度也最大。

關鍵詞：英文閱讀、閱讀理解、閱讀態度、深度討論、行動研究

Abstract

This study aims to explore the effectiveness of implementing Quality Talk in EFL reading classes of high school in Taiwan. Apart from analyzing the outcome of students' English reading comprehension performance, the English reading attitude was also assessed.

The three purposes of this study were to find out the appropriate teaching model of Quality Talk in the high school, to examine the effects of Quality Talk on students' English reading comprehension and attitude, and to offer the suggestions for the teachers who would like to incorporate Quality Talk into curriculum.

This was an action research, the researcher conducted the Quality Talk for 10 weeks in the EFL reading classes of a public high school in Taichung City. Twenty four 11th graders participated in the group discussion. Besides the collection and analysis of students' learning observations, transcripts, teaching journals, and interviews, the reading attitude questionnaire and reading comprehension test were also employed. The statistical methods, including descriptive statistics and paired-sample *t*-test, were used to analyze the collected data. The results obtained are as follows:

1. The appropriate teaching model of Quality Talk in the EFL reading classes of high school was first conduct group discussion through heterogeneous grouping and with clear discussion rules. Various and appropriate cooperative learning strategies were encouraged to be adopted based on students' performance. Second, the teacher should understand that discussion sessions were student-centered and that teaching methods should be devised accordingly to provide a student-friendly discussion environment. Third, the teacher should provide proper assistance and scaffolding for each student according to their different learning abilities.

2. After Quality Talk, the performance of the research subjects' English reading comprehension was significantly improved. In addition, learners from low-achieving groups show the most considerable improvement in English reading comprehension tests. The performance of the research subjects' English reading attitude is also significantly improved. Moreover, learners from low-achieving groups have the best English reading attitude and the greatest improvement in English reading attitude tests.

Keywords: English reading, reading comprehension, reading attitude, Quality Talk, action research