

「校際傑出學術論文授權暨發表會」

論文摘要表

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論文名稱	英語童謠教學對初學英語的台灣學童頭尾韻覺識與學習態度的影響成效
英文論文名稱	The Effects of English Nursery Rhyme Instruction on Onset-and-Rime Awareness and Learning Attitudes to Early English Learners
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中文摘要	

本研究主旨在探討英語童謠教學對國小二年級學童頭尾韻覺識表現以及英語學習態度的影響。本研究以南投縣某兩間國小之七十位二年級學生為研究對象，採準實驗研究設計，立意選取兩組英語能力相當的學童，實驗組(32 人)接受為期十二星期的英語童謠教學；控制組(38 人)則採用英語傳統教學。實驗持續 12 週，每週一節，每節四十分鐘。這七十位學生的前後測頭尾韻覺識測驗結果及針對實驗組設計之學後英語學習動機量表均被收集、統計、並作量化分析。此外，本研究也將老師的課堂觀察及反思紀錄以及針對實驗組之弱勢學童訪談上的資料作質化的詮釋與分析。研究結果發現：英語童謠教學能提升國小二年級英語學童之頭尾韻覺識能力，尤其尾韻覺識能力達到顯著的進步；實驗組之弱勢學童雖然在頭尾韻覺識的能力有所提升，但未達到顯著的進步；同時參與英語童謠教學之學童也表現出正向的英語學習態度，也對英語童謠教學有極正面的評價。最後根據本研究的結果提出具體建議，以供有意實施英語童謠教學者及未來相關研究之參考。

英文摘要 Abstract

The present study seeks to explore the effects of nursery rhyme instruction on Taiwanese beginning English learners' onset and rime awareness and learning attitudes. The participants, consisting of 70 second graders learning in a Nantou suburb, are divided into 38 control group students and 32 experimental group students. The specific purpose of the study are **triadic**: to examine the differed performance of onset and rime awareness between experimental and control group students; to compare the efficiency of nursery rhyme instruction between the averaged learners and the less proficient learners; and to explore the experimental group's perspectives towards nursery rhyme instruction after receiving the intervention.

The students' pretest and posttest scores toward onset and rime awareness along with a post-instruction learning motivation questionnaire for the experimental group were analyzed quantitatively. In addition, the data collected from instructor's classroom observations and reflecting journals and interview for underachieved participants in the experimental group were transcribed and analyzed qualitatively.

The research results show that English nursery rhyme instruction could promote research participants' onset and rime awareness, especially their rime awareness ability. Likewise, the experimental at-risk participants also improved their onset and rimes awareness; though, the gains were not significant. Mostly, both averaged and at-risk participants showed a positive attitude towards English nursery rhyme instruction. Based on the findings, pedagogical implications and suggestions for further studies are provided.