

讀者劇場融入英語補救教學師資培訓計畫之成效

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摘要

本研究旨在設計一個有效能的讀者劇場融入英語補救教學師資培訓計畫，以提升參與計畫大學生的英語教學能力。本研究的參與者是 12 位自願擔任小學生英語補救教學老師的大三、大四學生，本研究所使用的研究工具，包括了問卷、教學評量表、反省日誌以及訪談，而資料分析方法，則包括了描述性統計、t 考驗、相依樣本單因子變異數分析及紮根理論。

本研究的發現有：1.大學生對於英語補救教學的態度，與師資培訓課程之前並無太大不同，因為參加本研究之前，學生已有相當正確的英語補救教學的認知。

2.在師資培訓課程之後，大學生對於讀者劇場教學的認知有顯著性的改變。

3.大學生的英語教學能力，在師資培訓課程之後有明顯的提升。

關鍵字：師資培訓計畫、讀者劇場、英語補救教學、大學生

The effects of a teacher-training program integrated with Readers' Theater on remedial English instruction

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Abstract

The purpose of this study was to design an effective teacher-training program to improve college students' abilities related to teaching remedial English. The remedial instruction method was an integration of Readers' Theater (RT) and the English alphabet, phonics, vocabulary and reading instruction. Therefore, the focus of the teacher-training program was on RT and remedial English teaching strategies. The subjects were 12 college students. The instruments employed included questionnaires, reflection sheets, evaluation forms and interviews. The collected data were analyzed by descriptive statistics, t-test, Analysis of Variance (ANOVA), and the constant comparative method.

The findings of this experiment were: 1. After the teacher-training program, the college students' understanding of remedial English instruction was almost the same as that before the experiment because these college students already had clear concepts regarding remedial English instruction.

2. The college students' understanding of RT teaching was significantly different after the teacher-training program.

3. The college students' English teaching abilities also improved significantly and positively.

Keywords : teacher-training program, Readers' Theater (RT), remedial English instruction, college students