

從希望感觀點進行國中國語文補救教學之行動探究

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摘要

本研究旨在探討從希望感的觀點進行國中國語文補救教學之實踐歷程及實施成效。研究對象為國中八年級參加補救教學的學生，每週一次，共計十六週。研究者以希望感的三元素：目標、方法與意志力做為課程設計架構，進行國語文補救課程之設計與實施，藉此培養學生設定學習目標、監控自我學習歷程、閱讀理解能力，當學生擁有適度的成功經驗時，也能提升其自我效能。經過一學期的補救課程實作後，研究結果如下：1. 差異化學習目標之訂定，能協助學生設定課堂目標並監控個人的學習進度，以獲得立即性的回饋；2. 融入閱讀理解策略的國語文補救教學，能讓學生練習從文章中找線索、推測答案，獲得適度的學習成就；3. 藉多元化的教材，給予適度的成功經驗，可增加補救班學生的學習動機及自我期許；4. 彈性教學方式，有助於補救教學班的學生之學習參與度。根據上述研究結果，研究者亦提出未來在進行國語文補救教學課程之相關建議。

關鍵字：希望感、國語文閱讀理解、補救教學

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A Study of Integrating Hope Theory into Chinese remedial teaching courses in Junior High School Students

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Abstract

The purpose of the present study was to explore the effects of integrating hope theory into Chinese remedial teaching courses for underachieving junior high school students in terms of their reading comprehension achievement and learning attitude. C.R. Snyder's Hope Theory was adopted as the theoretical framework.

The objects of study were eighth graders with 8 low-achieving students in Chinese from the researcher's junior high school. The students underwent forty-five minutes each time, once a week, sixteen Chinese remedial teaching courses in one year.

The findings were as follows. First, different learning objectives could help students set classroom goals and monitor individual progress to get immediate feedback. Second, integrating Hope Theory into Chinese remedial teaching courses not only facilitated personal reading comprehension progress but also had positive effects on personal attitude. Third, multiple instructional materials are based on a simple reading test, gradually deepening the difficulty of the reading materials; The selection of the articles are based on the familiar characters of the students, which could increase their motivation. Fourth, flexible teaching method could help the students to learn well.

According to the findings, suggestions for future Chinese remedial teaching courses were made.

Key words: hope, reading comprehension strategy, remedial teaching