Enhancing L2 Vocabulary Acquisition through Web-based Activities: A Study of English Silent Consonants
網路學習活動在第二語言字彙習得之應用--以英文不發聲子音為例

郭鳳蘭; 江憲坤

Abstract

Previous studies have shown that L1 learners often misspelled words containing word final silent -gh sequences (Bear, et al., 2000). Ehri & Wilce (1980) and Page (1995) further showed that the acquisition of the correct spelling of words with an initial silent letter depended primarily on visual memory and involve specific orthographic knowledge. In an EFL learning environment, Chu (1997) found that a group of junior high school students in Taiwan encountered difficulty in decoding non-words containing silent consonants. Huang (1999) and Kuo (2001) further found that in the pre-instructional phase of in-service/pre-service teachers' training programs, the subjects participated in the studies had problems in recognizing words containing silent consonants. The findings of L1 and L2 studies indicated that both native speakers and EFL learners encountered similar difficulty in pronouncing or spelling words containing silent letters. Thus, in this study the unpronounced consonants patterns found in Taiwan's Nine-year curriculum word list (MOE, 2000), the two CEEC SAET word lists (Jeng, 2001) frequently used in the elementary and secondary school levels were first analyzed. Analysis on silent consonant frequency showed that the kn-, and -ght patterns were most often found. Based on these findings, in the second phase of this study effort has been made to create a web-based learning environment specifically designed for predicting the occurrence of silent consonants in a word. Results from questionnaires distributed to 146 elementary/secondary school English teachers in Taiwan further revealed that these subjects considered the constructed e-learning environment to be highly beneficial in enhancing L2 vocabulary acquisition.

中文摘要

先前研究顯示英語母語學習者經常誤拼字尾帶有不發聲 gh 子音之字彙（Bear, et al., 2000）。再者，學者如 Ehri 及 Wilce（1980）、Page（1995）皆提出正確學習拼寫字首帶有不發聲子音字母主要仰賴視覺記憶並涉及對拼字法知識的掌握。另一方面，在以英語為外語的學習環境之相關研究中，朱（1997）發現一群臺灣國中生在解讀帶有不發聲子音字母群之假字有其困難。黃（1999）及郭（2000）進一步指出在施予字母拼讀教學前，多數在職及準中學英語教師對英語字彙中的不發聲子音的認知有限。綜合上述國內外的研究顯示以英語為母語及外語之學習者在拼讀英語字彙中的不發聲子音皆遭遇到類似的困難。因此，本研究首先針對國內中學使用率極高的兩個詞彙表：《教育部九年一貫英文詞彙表》約二千個英文詞彙及鄭（2001）《大考中心指定科目考試英文參考詞彙表》約六千五百個英文詞彙進行語言分析。分析結果顯示字首 kn、wr 及字尾 ght 三種不發聲子音類型之出現機率最高。因此，第二階段的研究重點在於建構一個能供多人使用、教導學習者精確辨認不發聲子音拼讀規則的教學網頁。問卷調查結果顯示：一百四十六位使用過本教學網頁之中、小學英文教師認為本研究所建構之字母拼讀電子學習環境能有效增進第二語言字彙習得。

關鍵字：網路學習; 不發聲子音字母