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聲韻覺識教學對學前聽損兒童聲韻覺識與早期閱讀能力之影響(I)

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中文摘要

對於聽損學生而言，閱讀是學校中最困難的學習科目。如何能在學齡前及早介入，以避免馬太效應，實為一個值得重視與研究的問題。聲韻覺識已被證實為聽常者閱讀的重要策略，但對聽損兒童而言，相關研究較為缺乏。因此，本研究擬以二年時間探究聲韻覺識訓練對學前聽損兒童聲韻覺識與早期閱讀能力的成效。第一年擬以準實驗設計，探討聲韻覺識訓練是否可提升學前聽損兒童的聲韻覺識與早期閱讀能力。20 名受試者以叢集方式被分派為實驗組(10 人)及控制組(10 人)，實驗組接受為期 26 週的聲韻覺識教學，控制組則無任何聲韻覺識教學介入。第一年的研究也將比較不同聽覺輔具使用者在實驗教學介入後，各項後測表現之差異。本研究根據研究者自編之聲韻覺識能力測驗(去首音、音素組合、刪異音以及去首音節)作為兒童聲韻覺識能力之評量，以認字測驗及句子理解測驗作為兒童早期閱讀能力之評量。第二年擬以縱貫研究設計，針對原 20 名聽損兒童進行聲韻覺識訓練的成效追蹤。分別在兒童入學後第十一週、第一學期期末結束、第二學期期中等三個時間點，測驗受試兒童聲韻覺識與閱讀能力，以探究學前聲韻覺識教學對入學後的聲韻覺識與閱讀能力之影響，並探究兒童入學後聲韻覺識能力與閱讀能力之相關性。

英文摘要

The purpose of the study is to investigate the effects of phonological awareness training on phonological awareness and early Chinese reading of young children who are deaf or hard of hearing in the two years. The first year of the study aims to examine the effects of the phonological awareness training by the quasi-experimental research using pretest-posttest design with control group. Twenty subjects at about 5-6 years old are selected from four intact group classes of the early

intervention programs for young children who deaf and hard of hearing. Two classes (10 subjects) will be assigned into the experimental group receiving phonological awareness training program, while the remaining two (10 subjects) will be assigned into the control group receiving the conventional intervention curriculum without any phonological awareness training. Word recognition and sentence reading comprehension tasks will be used to measure early reading comprehension ability and the effectiveness of the experimental research. The second year of this study aims to explore the maintenance effects of the phonological awareness training on the phonological awareness and reading abilities of young children who are deaf or hard of hearing. The phonological awareness, Zu Yin Fu How recognition, word recognition, and sentence reading comprehension tasks will be given 3 times after the 20 subjects (same as the study of the first year) enter the first grade of the elementary school. The three testing periods will be held at their 11 weeks after the beginning of the first semester, the end of the first semester, and the middle of the second semester of the first school year. The t statistics will be used to compare the performance between the two groups (the experimental and control groups at the first year) regarding their posttests on phonological awareness and reading abilities. Partial correlation will be adopted to examine the correlations between phonological awareness and reading tasks at the follow-up periods.

Keywords : Phonological Awareness, Reading Ability, Young Children
Who are Deaf or Hard Ofhearing