

英文能力、性別及教材難易度對歸納式及 演繹式文法教學之影響

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摘要

歸納法提升學生主動以及有意義的學習。然而，到目前為止，歸納法運用於外語文法教學之成效仍有待商榷。因此本文旨在探討歸納法及傳統演繹法用於英文關係子句教學的成效。學生英文能力、性別及教材難易度亦涵蓋於研究範圍。受試者為兩班國二學生(共七十人)，並隨機擇其中一班實施歸納教學法，而另一班則實施演繹教學法，教學結束立即給予後測。本研究有幾項重要發現：(一)歸納組及演繹組在後測成績表現並無顯著差異，亦即歸納法及演繹法在關係子句教學上具有相同成效；(二)學生之英文能力與此兩種教學法產生明顯交互作用，特別是高程度者於演繹組明顯表現優於相對的歸納組，亦即高程度者尤適於演繹教學法；(三)性別或教材難易度與此兩種教學法均無顯著交互作用，表示性別與教材難易度不會影響歸納法及演繹法在文法教學上之成效；(四)在歸納組中，高程度者於後測表現明顯優於中、低程度者。最後，作者根據本研究結果提出數項教學及研究之建議，以供參考。

關鍵詞：歸納法文法教學，演繹法文法教學，英文能力，性別，教材難易度

Interaction Effects of Proficiency, Gender, and Task Complexity to Inductive and Deductive Approaches in Grammar Instruction

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Abstract

Inductive approach creates autonomous and meaningful learning. To date, the effectiveness of induction in EFL grammar instruction is still uncertain. This study attempted to explore the effect of inductive approach in contrast to conventional deductive approach in teaching English relative clauses. Students' English proficiency, gender, and task complexity were also examined. Two intact classes of 70 eighth graders were randomly assigned to an inductive group or a deductive group. A post-test was administered right after the respective grammar instruction. Some important results were produced as follows: (a) there was no significant difference between inductive and deductive groups; equivalent effects were detected for the two approaches in teaching relative clauses, (b) significant proficiency by treatment interaction effect was found; high-achievers, in particular, benefited more from deductive approach than from inductive one, (c) neither gender-by-treatment nor task complexity-by-treatment interaction was found; gender and task complexity did not affect the effectiveness of inductive or deductive instruction, and (d) high-achievers significantly outperformed their mid- or low-ability counterparts in inductive instruction. Pedagogical implications and suggestions for future research were provided to conclude this study.

Keywords: grammar instruction, inductive approach, deductive approach, English proficiency, gender, task complexity