

## 字根字詞教學對英語學習者記憶單字與擴充單字量之影響

呂鳳琴

開南大學應用英語學系

### 摘要

多數英文單字都是由字首、字根、字尾等小單位的字詞組成。如能多摸索並熟悉這些字根字詞，英語學習者應可觸類旁通地促進記憶單字的能力及快速擴充單字量。可惜不同於英語為母語的學習者，英語為外語的學習者較無法藉由自然習得方式累積眾多字根字詞的意思與用法。本研究針對 51 名英語單字程度相似的臺灣大學生進行字根字詞教學，探討字根字詞學習對英語學習者記憶單字與擴充單字量的影響。所有參與者於十週的字根字詞密集訓練後即接受字根字詞測驗、單字習得測驗及猜測陌生單字意義的測驗。於統計後發現字根字詞教學能於短時間內增進英語學習者對字根字詞的認識與單字數量，該提昇字根字詞的認識除了幫助學習者增加拆解單字及記憶單字的能力外，亦能協助學習者整合這些字根字詞的意義後進行猜測陌生單字的涵義。研究結果發現，相較於增加單字量，增加字根量更能促進猜測單字意義的能力，進而擴充單字量；更重要的是，學習者拆解單字的能力普遍優於整合字根字詞的能力。故本研究建議將字根字詞教學融入單字教學，且應提供學習者運用字根字詞猜測陌生單字涵義的訓練，用於提昇英文理解力。

**關鍵字：**詞綴、字首、字根、字尾、字彙習得、字彙教學

## **Effects of Morphological Instruction on Vocabulary Retention and Expansion with Chinese EFL University Students**

**Feng-Chin Lu**

Kainan University, Department of Applied English

### **Abstract**

Many English words are made up partly or entirely of prefixes, suffixes and roots. By learning these word parts, learners are likely to increase their vocabulary at a high rate. However, unlike native speakers with frequent encounters, morphological knowledge does not seem to be an integrated part of EFL learners' automatic second language competence. This paper presents an empirical study investigating the effectiveness and efficiency of morphological instruction on vocabulary development of Chinese-speaking EFL university students. The participants were 51 EFL learners at university level studying English as their major. A morphological knowledge test, a vocabulary acquisition test and a lexical inferencing test developed by the researcher were used to measure the participants' learning performances at the end of 10-week intensive, morphologically programmed training. Statistical analyses of the three test scores demonstrated that morphological instruction is beneficial to the growth of overall vocabulary knowledge. Morphological knowledge not only contributes to learning and remembering newly encountered words but also facilitates success in lexical inferencing. It was found that, compared to vocabulary knowledge, morphological knowledge have a stronger effect on inferential success of novel words, which will ultimately lead to the expansion of vocabulary. Furthermore, and this is important, deducing and inducing are two separate and distinct processes of morphological knowledge. These findings therefore suggest that training students to use morphological information is a crucial learning goal for EFL learners. Based on the overall results of the study, pedagogical implications and suggestions for future studies were presented.

**Key words:** affix, morphology, prefix, suffix, vocabulary acquisition, vocabulary instruction