

口譯訓練方法應用在英語教學的成效

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摘要

本研究旨在探討口譯訓練方法應用在英語教學的成效，並觀察學生在英語能力以及後設認知能力上有無提升，以幫助他們成為自主學習者。本研究以台灣北區某所國中英語資優班的十位學生為研究對象，同時使用質化及量化的研究方法來進行研究。量化方面，在實施本課程之前先以 2008 年全民英檢中級閱讀及聽力測驗試題當作前測，並在課程結束後，以同年另一次全民英檢中級閱讀及聽力測驗當作後測，藉以比較前、後測來觀察英語能力進步的幅度；此外，研究對象在課程結束後，填寫問卷以分析他們在後設認知能力上提升的幅度，並且用 SPSS 軟體來分析上述量化的資料。而在質化方面，相關資料包括研究者課堂觀察記錄、自省記錄以及研究對象的學習日誌及訪談文字稿，並用紮根理論的方法來加以分析。

研究結果顯示，研究對象的英語能力以及後設認知能力有顯著提升，並幫助他們成為英語自主學習者。另外，口譯訓練方法運用於英語教學的課程能夠視為一種新的有效英語教學模式，並提供給國中英語教師在資優英語教學上的參考。

關鍵字：口譯訓練方法、紮根理論、後設認知、自主學習

The Effects of Applying Interpreter-training Tasks to an EFL Class at a Junior High School in Taiwan

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Abstract

The object of this study is to investigate the effects that tasks used for training interpreters produce in terms of enhancing learners' L2 proficiency and encouraging their metacognitive strategies, which are the two characteristics autonomous language acquirers have (Krashen, 2004). The participants of the study consisted of ten students in an English-gifted class at a junior high school in northern Taiwan and the teacher/researcher used mixed methods as a paradigm to conduct the current study. 2008 GEPT-Intermediate reading and listening tests were administered as a pre-test, followed by a semester-length course in which interpreter-training tasks were employed. After the completion of the course, the researcher used another 2008 GEPT-Intermediate reading and listening tests as a post-test and distributed a questionnaire to examine the extent to which participants developed metacognitive strategies while performing the interpreter-training tasks. For a quantitative perspective SPSS was used to check for any significant difference on the part of the participants as the result of undergoing the interpreter-training tasks. The data also consisted of the researcher's observation and reflective notes, as well as the students' reflective notes and interview transcripts. To analyze the data the researcher employed Strauss and Corbin's (1990) grounded theoretical coding procedures. The quantitative results showed that these training tasks greatly

enhanced the student participants' L2 proficiency and encouraged their metacognition while the qualitative results revealed that the majority of the participants' L2 acquisition and metacognitive strategies reportedly were facilitated. Consequently, the facilitation of the participants' metacognitive strategies appeared to contribute to their autonomy as language learners. In accordance with the findings of the current study, EFL instructors at junior high schools should be encouraged to use this innovative interpreting method as an alternative L2 teaching model for English-gifted students.

Keywords : Interpreter-training Tasks, Metacognition, Learner Autonomy.