

從英文字讀能力和試教來探討台灣英語教師進行字母拼讀教學的能力

鄭育霖

國立東華大學英美語文學系

摘要

中外文獻指出英文字音知識是閱讀能力發展的基礎，而字音知識的發展與教師是否能提供‘高品質’的字母拼讀教育息息相關。近年英美研究卻發現，多數教師不論資歷都須要再接受字音知識與字母拼讀教學技巧的訓練才能夠提供學生‘高品質’的字母拼讀教育。

有鑑於此，本文藉由分析教師的英文字讀能力與試教結果以了解國內英語教師的情況。初步結果與英美近年研究結果相符，改善方針建議於本文中。

關鍵字：字音知識、字母拼讀教學、字讀能力、教師專業知能

Preliminary findings on Taiwanese EFL teachers' ability to deliver high-quality phonics instruction: evidence from word reading and phonics teaching demonstrations

Yu-Lin Cheng

Department of English
National Dong Hwa University

Abstract

Strong evidence suggests that letter-sound knowledge is essential to the development of English literacy, and that this knowledge can only develop through high-quality phonics instruction. High-quality phonics instruction is defined as teacher-directed, systematic, and explicit teaching of letter-sound rules. Good letter-sound knowledge is essential for teachers to deliver systematic and explicit phonics instruction. However, evidence has shown that even veteran native English reading teachers need to improve letter-sound knowledge and that many are unable to deliver high-quality phonics instruction. With such evidence, the pertinent, but unanswered, questions to Taiwanese EFL education are: (1) What is the level of Taiwanese EFL teachers' letter-sound knowledge? (2) Can they deliver high-quality phonics instruction? The current study was conducted to answer the above questions via the examination of fourteen EFL teachers' word reading and phonics teaching demonstrations. Consistent with western literature, the current results show that both novice and veteran teachers' letter-sound knowledge and quality of phonics instruction need improving. Directions for improvement are briefly discussed.

Key words: phonics instruction, letter-sound knowledge, word reading, teacher knowledge