

The Effect of the Use of Graphic Organizers on EFL Sixth Graders' English Reading Comprehension in Taiwan

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Abstract

Recently, research on the use of graphic organizers (GOs) for language learning has contributed considerably to our understanding about reading skills in first language as well as second language contexts concerning the students' reading comprehension. Nevertheless, there has been a paucity of studies on graphic organizers instruction or training at an elementary school level in Taiwan. The purpose of the study was three-fold. First, the study investigated the effects of graphic organizer strategy on EFL sixth graders' English reading achievement. Second, the study explored the participants' attitudes towards EFL reading after the use of graphic organizers. Third, the study examined the participants' opinions of the use of graphic organizers in reading. The study invited 58 sixth grade elementary school students from two classes in Taichung City. Thirty participants were assigned to the experimental group and twenty-eight were assigned to the control group. The experimental group received graphic organizers instruction for 18 weeks and was asked to answer the English Reading Attitudes Questionnaire (ERAQ) and Graphic Organizer Attitudes Questionnaire (GOAQ). Furthermore, all the participants were asked to take the reading comprehension pre-test and post-test (STYLE-level 5).

The major findings were as follows. First, the graphic organizers strategy had significantly positive impact on the students' English reading comprehension. Second, the use of graphic organizers had a significantly positive impact on the students' attitudes towards EFL reading. Third, the participants' general attitudes towards the use of the graphic organizers as a reading activity were positive. They gave positive feedbacks towards graphic organizers and indicated that graphic organizers could help increase reading comprehension as well as the understanding of text structure. Furthermore, they showed their willingness of applying the graphic organizers in the future while they were reading the articles in English. Based on the major findings of the study, it is suggested that instructors design a graphic organizer strategy training plan embedded in their regular reading classes for a long-term effectiveness. Moreover, instructors should pay special attention to helping students learn how to identify different text structures and further guess word meanings. Finally, instructors can develop students' intrinsic motivation and promote the willingness of graphic organizers strategy use for a better English reading comprehension.

Key words: graphic organizers, English reading, reading comprehension, reading attitude

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概念圖教學對於臺灣國小六年級生 英語閱讀理解能力的效益

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摘要

近年來，概念圖應用於語言學習閱讀方面的研究成果相當豐富，相關研究結果讓我們了解概念圖的發展、特色以及其對於學生閱讀表現上之影響。雖然如此，在台灣國小階段使用概念圖教學或訓練的研究並不多。本研究有三個目的。第一，調查概念圖對英語為外語的國小六年級生英語閱讀之影響。第二，探討研究對象運用概念圖教學後對於英語閱讀態度之影響。第三，探察研究對象對於概念圖的意見與看法。本研究以台中市某國小六年級兩個班級的 58 個學生為研究對象。分別為實驗組 30 人，控制組 28 人。實驗組接受為期 18 週的概念圖教學實驗，並實施英文閱讀態度及概念圖學習態度問卷。此外，所有研究對象接受師德文教英語閱讀檢定第五級前後測。

本研究主要發現如下：第一，概念圖教學對於學生英語閱讀理解能力有顯著正面的影響。第二，運用概念圖教學後，學生對於學習英語閱讀態度有顯著正面的影響。第三，大體而言，研究對象對於使用概念圖作為閱讀活動有正面的看法。他們表達出正向態度並指出概念圖對於閱讀理解和了解文章結構的效益。此外，他們表示有意願以後會應用概念圖於閱讀英文。根據上述結果，本研究建議，教學者可將概念圖策略訓練融入平日閱讀課程當中，以收長期訓練之成效。其次，教學者可著重在幫助學生理解文章架構及使用概念圖猜測單字。最後，教學者應致力於提昇學生英語閱讀的興趣，以期能提昇使用概念圖策略來增進閱讀理解之意願。

關鍵字：概念圖、英語閱讀、閱讀理解、閱讀態度

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