

摘要

本研究旨在探討概念導向閱讀教學 (Concept-Oriented Reading Instruction, CORI) 融入社會領域教學對國小五年級學生閱讀理解策略運用能力的影響。在 CORI 中教師明確教導學生探究問題、搜尋、自我提問、圖形組織、摘大意、理解監控、資料統整等策略來理解所讀的內容，並以小組合作學習方式進行單元學習。採準實驗研究之不等組前後測設計，以高雄市一所國小、臺南市兩所國小，共計 169 位五年級學生為實驗對象，實驗組學生 84 位，進行 CORI 教學；控制組學生 85 位，則以社會領域教科書進行教學。三校選用的教科書版本不同，實驗教學單元不同，但同一學校實驗組和控制組的教科書、教學單元、教學目標相同。實驗教學 12-14 週，以「閱讀理解策略運用能力評量」作為研究工具進行前、後測。以單因子共變數分析進行資料處理。研究結果指出：

- 一、概念導向閱讀教學沒有增進學生的關鍵字能力。
- 二、三所學校進行概念導向閱讀教學，有兩所學校的五年級學生在資料搜尋的能力和自我提問的能力顯著優於傳統教學的學生。
- 三、三所學校進行概念導向閱讀教學後，學生在圖形組織能力、摘要能力、資料統整能力和策略運用能力總分都顯著優於傳統教學的學生。

關鍵字：合作學習、概念導向閱讀教學、閱讀理解策略、閱讀理解策略運用能力

Abstract

This study investigated the effects of teachers' implementation of Concept-Oriented Reading Instruction (CORI) principles in the content area of social studies on fifth graders' reading strategy use. Following quasi-experimental method, six classes of elementary school fifth graders from one school of Kaohsiung city and two schools of Tainan city were used as samples. Eighty-four students of the experimental group were taught in CORI, while 85 students of the controlled group were taught in traditional instruction. The experimental instruction intervention was last for twelve to fourteen weeks. 'Comprehension Strategy Use Measure' was used as instruments to collect data. ANCOVA was used to analyze the data. Results indicated that:

1. There was no significant difference between CORI and traditional instruction in keywords.
2. There were significant differences between CORI and traditional instruction in searching materials and self-questions among two of three schools. CORI students got higher scores than traditional instruction students.
3. There were significant differences between CORI and traditional instruction in graphic organizer, summarization, integration, and reading strategy use.

Key words : cooperative learning, concept-oriented reading instruction (CORI), reading comprehension strategy, reading comprehension strategy use