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二语阅读研究：屏幕阅读和纸质阅读

A COMPARATIVE STUDY OF SECOND LANGUAGE READING COMPREHENSION FROM COMPUTER SCREEN AND PAPER

尤春芝 著

本研究建议在基于计算机的多媒体英语阅读教学中，应该考虑到计算机水平和阅读策略的使用，并且应该在英语阅读教学中增加计算机培训课程，对学生进行计算机技能和基于计算机的阅读策略的训练，目的是为非英语专业学生进行多媒体网络英语学习作好准备。

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Summary

This study aimed to examine the effects of text presentation, computer literacy and text familiarity on reading comprehension of Chinese college non-English major students. The reading strategies employed when reading from two presentation modes and the students' attitudes toward computers and paper was also investigated.

Text presentation is operationally defined as the medium through which a text is displayed. In this case, it refers to the computer screen or paper. *Computer literacy* refers to the basic knowledge and skills to deal with computer technology, involving three levels: low, moderate and high in the present study. In addition, *text familiarity* is operationally defined as the prior knowledge or background knowledge of the subject matter of the relevant text. This study includes two familiar texts and two unfamiliar texts. One hundred and twenty Chinese first-year college non-English major students participated in the study. Reading Comprehension Test and Reading Strategy Questionnaire and Semi-structured interviews were employed as the main instruments for data collection. The statistical methods employed to analyze the quantitative data include means, standard deviation and a mixed-design ANOVA. Content analysis was used to analyze the qualitative data.

The findings revealed that there were significant main effects for computer literacy and text familiarity on reading comprehension, but no significant main effects for text presentation. The findings showed

that there were no significant two-way interactions between text presentation and computer literacy, between text presentation and text familiarity, while there was two-way interaction between computer literacy and text familiarity. The results also revealed no significant three-way interaction among the three independent variables (text presentation, computer literacy and text familiarity) was found. The findings of strategy survey showed that the statistically significant differences in overall strategy use were found between the computer reading group and the paper reading group; however, the significant differences were only shown in the use of Support Reading Strategies (SUP). Furthermore, the moderate use of overall strategies as well as the subscales strategies was also reported by the students when reading on two text presentation media.

The study suggested that in computer-based English reading instruction courses, the students' computer literacy level and reading strategies should be taken into consideration and a program of computer training to teach computer skills and computer-based reading strategy training should be introduced in order to prepare students for learning English via computers.

Keyword: Text presentation Computer literacy Text familiarity Reading comprehension Reading strategy from computer screen and paper

摘要

本研究目的主要在于对文本呈现方式、计算机水平、文本熟悉度等变量对中国非英语专业学生阅读理解的影响进行定量和定性研究。其次,本研究还对学生在屏幕阅读和纸质阅读环境下采用的阅读策略进行了调查。

文本呈现方式被定义为文本的载体,本研究指的是计算机和纸质载体。计算机水平指的是应用计算机的基础知识和技能,本研究包括了低、中、高三种水平。文本熟悉度被定义为对相关文本题材的先前知识或背景知识,本研究包括二篇熟悉的文本和二篇不熟悉的文本。有一百二十名一年级非英语专业中国学生参加了本研究。阅读理解测试题、阅读策略问卷调查表和半结构化访谈作为数据收集的主要工具。分析统计数据的方法包括:均值、标准偏差和混合设计方差分析、内容分析法用于分析定性数据。

研究结果显示:一、计算机水平和文本熟悉度对阅读理解力有显著主效应,但是文本呈现方式对阅读水平没有显著主效应;二、文本呈现方式和计算机水平之间、文本呈现方式和文本熟悉度之间没有显著的交互效应,而计算机水平和文本熟悉度之间有显著的交互效应;三、三个自变量(文本呈现方式、计算机水平和文本熟悉度)之间没有显著的交互效应。阅读策略调查的研究结果表明,计算机阅读组和纸质阅读组在整体策略使用上有显著差异。然而,显著差异只是体现在辅助式阅读策略(Support Reading Strategies)这个类别上。此外,学生在问卷中表示整体策略使用度以及三个类别(Subscales)的策略使用度为中等。

本研究建议在基于计算机的多媒体英语阅读教学中,应该考虑到计算机水平和阅读策略的使用,并且应该在英语阅读教学中增加计算机培训课程,对学生进行计算机技能和基于计算机的阅读策略的训练,目的是为非英语专业学生进行多媒体网络英语学习作好准备。

关键词：文本呈现方式 计算机水平 文本熟悉度 阅读理解 屏幕
阅读和纸质阅读策略

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