

全美中文學校總會中華文化常識教材以鷹架方式
融入初中部課後班 中文課程之成效初探
**A Pilot Study of Teaching NCACLS's Chinese Culture Knowledge Materials
through Scaffolding Theory at a Middle School Chinese Afterschool
Program**

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摘要

本研究旨在探討鷹架理論在初中中文課後班中華文化常識教材的教學成效，以作為初中部中文教學的參考。本研究以紐約市雙文教育系統六到八年級學生為對象，以全美中文學校聯合總會中華文化常識教材為實驗題材，進行一學年的教學實驗。本研究採取準實驗設計中的等組前後測設計，20位學生被分派為實驗組，接受「鷹架取向教學法」，另外20位學生與實驗組中文程度相當的學生分派為控制組。兩組學生均接受研究者自編之「中華文化常識教材測驗（I）」（前測）與「中華文化常識教材測驗（II）」（後測）。研究結果顯示：實驗組學生之前後測進步分數均優於控制組學生。根據研究發現，研究者提出教學與進一步研究的建議。

關鍵詞：鷹架理論、中文教學、中華文化常識教材

Abstract

The purpose of this study was to explore the effects of scaffolding while applied to teach NCACLS's Chinese culture knowledge materials at the middle school class of a Chinese afterschool program. 40 6th-8th grade students at Shuang Wen Academy Network in NYC were assigned to two different treatments in teaching Chinese culture knowledge: Scaffolding group and control group. These sampled students were tested by "Chinese Culture knowledge Test (A)" and "Chinese Culture Knowledge Test (B)" implemented pre-treatment and post-treatment respectively. Results indicated that the scaffolding teaching can improve students' performance on the learning of Chinese culture knowledge. The suggestions for Chinese teaching and further research are proposed based on the findings of this study.

Keywords: scaffolding theory, Chinese teaching, Chinese culture knowledge material