

Sign bilingualism in Taiwan (Part two: Taichung)

**A comparison of the effectiveness of dialogic teaching method versus the 123 method of individually reading instruction for deaf children**

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Taiwanese deaf students struggle to master reading. To this end, within a TSL/Taiwanese Bilingual-Bicultural paradigm, it was hypothesized that by using a Shared Book Reading sessions (Vacca et al. 2012) which included picture books, Taiwanese Sign Language (TSL) and written Chinese, that these visual modes would assist in vocabulary and reading comprehension of Chinese. Two different kinds of storybook reading techniques—the dialogic teaching method and the 123 method were contrasted.

The dialogic method uses a dialogic interaction between the adult and the child where the adult uses WH questions to encourage the child to answer. The PEER (prompt, evaluate, expand, repeat) and CROW (completion prompts, recall prompts, recall prompts, open-ended prompts, and WH questions are also used). The 123 method is a more structured instructional approach. It concludes 8 teaching steps: previews, word recognition pretest, vocabulary instruction, dialogic interaction, word work, writing, comprehension activities and word recognition posttest.

In this study, three deaf school students from grade one to grade two were selected as subjects for this thirteen-week storybook intervention. The researchers used a single-subject, parallel treatment design. The effects of the two kinds of storybook reading techniques (dialogic method and 123 method) were contrasted on these dependent variables: characters recognition, words recognition, reading comprehension, and TSL proficiency. Data were analyzed using visual analysis methods, simple time series analysis, C statistic, effect size and Wilcoxon signed-rank test. The study results showed two kinds of storybook reading techniques did enhance the word recognition of the deaf students significantly. Each student got more gain in word recognition in the “123” Program than in the “Dialogic” Program.

台湾手语双语现状 (第二部分:台中)

## 聋童个别阅读教学中对话教学法与 123 教学法之效果比较

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台湾

为掌握阅读能力,台湾聋童一直坚持不懈地努力学习。为达到这个目的,在台湾手语/双语双文化教育模式下,有人曾提出纳入图画书、台湾手语和中文书面语的图书共享阅读方法 (Vacca et al. 2012),并认为这种方法所涉及到的各种视觉模式有助于中文词汇的学习和提升阅读理解能力。在故事书阅读教学中存在着的两种不同的方法 - 对话教学法与 123 教学法。

对话教学法强调成人与儿童以对话的形式进行互动。成人使用疑问句来鼓励儿童回答问题。除此之外,还会运用到诸如提示、评价、扩展和重复等方法。其中提示又包括完成提示、回忆提示、开放式提示等。比较而言,123 教学法是一种更具结构性的教学方法。它包括八个教学步骤:预览、词汇辨别预测、词汇讲解、对话互动、词汇练习、写作、理解练习及词汇辨别后续测试。

本研究以故事书干预的方式进行,历时十三周,被试为从聋校一、二年级挑选出来的三名聋童。采用了一种单一主题并行处理的设计方法。对于两种阅读教学方法(即对话教学法与 123 教学法)的效果,本文比较了他们在以下几个因变量上的情况:汉字识别、词汇识别、阅读理解以及台湾手语的熟练度。对于数据的分析,我们使用了视觉分析方法、简单时间序列分析、C-统计、效应量计算和 Wilcoxon 符号等级检定。我们的研究结果显示两种故事书阅读教学方法都明显地提高聋童的词汇辨别能力。只是较之对话教学法,对于每位被试,在 123 教学法下面词汇辨别能力提高得更多。