

國小英文老師對溝通教學法的信念和實行

何偉軒、倪淑芳、魏式琦

E-mail: 9511412@mail.dyu.edu.tw

摘要

本研究旨在探究國小英文老師對溝通式英語教學法的信念和實行。此研究以問卷調查、課室觀察和訪談的方式進行，對象為109位現職於彰化縣的國小英文老師。首先，109位老師接受問卷調查，以了解他們對溝通式英語教學法的信念。之後，其中五位老師再接受課室觀察和訪談，以了解他們在課堂上如何施行溝通式英語教學法。本研究根據收集之問卷、課室觀察及訪談所歸納之結果摘述如下：第一、問卷結果顯示，國小老師對目前的國小英語教學環境抱持著負面的信念。首先，他們認為學校應該要定期舉辦英語教學工作坊。此外，他們對於任教的國小有適當的教學環境、足夠的師資和充足的教學資源，表示同意。然而，他們對於班級學生總數、學生英文程度差異和每週英文教學時數表達出不滿意的觀點。第二、問卷結果顯示，國小英文老師對溝通式英語教學法抱持著正面的信念。然而這些信念並不會受背景因素(例如：年齡、畢業系所、成為國小英文老師的途徑和教學經驗)所影響。第三、問卷和課室觀察的結果顯示，國小英文老師採用融合傳統教學和溝通式英語教學的折衷方法。在老師角色方面，老師最常擔任引發者(facilitator)和指導者(guide)。在課室活動方面，老師最常使用句型練習(drill)、遊戲和歌曲。在錯誤改正方面，老師最常使用同儕改正和老師改正。在評量方面，老師最常使用筆試跟口試。第四、問卷和訪談的結果顯示，國小英文老師認為溝通式英語教學法不適用於目前的國小英文教學環境。但是，他們仍然願意盡力施行溝通式英語教學法。第五、問卷和訪談的結果顯示，國小英文老師遇到阻礙溝通式英語教學法施行的三個主要原因是：(1)學生的英文差異，(2)大班制，和(3)有限的教學時數。

關鍵詞：溝通式英語教學法；教學法；老師；英文；信念；國小

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