

# 調查大學非英語系學生對小組活動在英語學習的看法之研究

王嘉玲、魏式琦；倪淑芳

E-mail: 9511709@mail.dyu.edu.tw

## 摘要

台灣的英語教學模式已從傳統機械式學習轉變至強調語言使用的溝通式教學法。增進學生的口語能力已成為這波英語學習熱潮的重要課題。台灣目前的教學環境仍以大班教學為主，學生的學習機會和學習資源少之又少。小組活動主要的功能在於給予同儕互助的學習環境以增加學生的學習動機進而拓展學生的語言能力。小組活動在課堂上的使用雖時間短暫但頻率高，主要是要培養學生解決問題的能力跟社會技巧。並且，老師可以利用小組活動來刺激學生溝通及討論以促進學生英語溝通能力的進步。本研究主要是調查非英語系大一新生對小組活動在（一）提升學生英語學習動機、（二）增加語言使用及英語成就、（三）培養學生社會能力及（四）對其優缺點的意見。問卷及訪談為主要之研究工具來調查大學非英語系新生對小組活動的看法。研究對象為282位修習私立大葉大學初、中、中高級英語聽力與口語課之非英語系新生。問卷由研究者至英語課堂上發放或委託英語老師於課堂上代為發給學生；之後，研究者從問卷中抽出18位同學進行訪談以更了解研究對象的想法。問卷樣本除解釋基本的描述性統計外，還有比較不同學院、程度及性別的學生在對小組活動的看法上有無差別，再加上訪談內容，作進一步詳細的解釋。本研究結果顯示，小組活動值得推廣在大學非英語系的英語課程中。大多數的非英語系新生認為小組活動能提升他們的英語學習動機及參與感、減低學習焦慮、給予更多英語聽說的練習機會、增進人際關係和培養社會能力。研究結果也指出大學英語課程的一些缺陷。強調競爭的學習環境、班級人數過多、英語必修學分過少和英語教師對合作學習知識的不足皆會直接影響非英語系學生在英語學習的成果。此研究可以提供大學語言中心、英美相關學系和英語教師對大學非英語系學生在英語學習上有更深的了解，以利往後對英語課程有更完整的規劃。

關鍵詞：小組活動、英語學習動機、英語使用、社會技巧、合作學習法和溝通能力

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