

# 以溝通式教學觀看國中英語教師的寫作教學信念與實行

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## 摘要

本研究旨在探討以溝通式教學觀看國中英語教師的寫作教學信念與實行。本研究以問卷調查的方式進行，以彰化地區四十所公立國中英語教師為研究對象，共計回收有效問卷一百四十份，再以統計方法加以解釋，最後輔以訪談，期能藉質與量的研究，能對以溝通式教學觀看國中英語教師的寫作教學信念與實行有更深入的了解。研究結果顯示：(1) 受試者認為造句、作文及中英翻譯為英語寫作應包含之內容，而提高學生寫作興趣為最重要之寫作教學目標。(2) 國中英語教師的整體寫作教學信念偏向溝通式教學觀；而國中英語教師的整體寫作教學實行未偏向溝通式教學觀。(3) 以溝通式教學觀看國中英語教師個人的寫作教學信念與實行呈現正向關係。(4) 受試者認為最難應用在寫作教學課，也較少使用的教學技巧為同儕批改；而寫作結合讀的教學活動是受試者最能接受及較常使用的寫作教學技巧。(5) 學生程度不齊是教師在寫作教學時感到最困擾的因素。

關鍵詞：教師信念與實行；寫作教學；溝通式教學觀

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