

教師和學生對英語溝通式教學法中教師角色的看法

John R. Jenkins

劉凱莉

開南大學 應用英語學系

摘要

本質化研究主要分別探討教師和學生對以溝通式教學法為主的英語會話課中，教師所須扮演的重要角色，希望藉由雙方所認同的角色能夠針對學生不熱衷參與課堂學習的問題，對教師的教學行為提出建議方針，進而運用設計可以提高學生參與學習的教學活動與精進本身的教學方法。本研究的三個主要研究問題如下：

- 1) 學生對以溝通式教學法為主的英語會話課中，所認為教師須扮演的重要角色是什麼？
- 2) 教師對以溝通式教學法為主的英語會話課中，所認為教師須扮演的重要角色是什麼？
- 3) 什麼樣的教師人格特質會影響學生的學習參與意願？

研究對象有四位教師與四位學生，共八人，每位分別受訪三次，訪問過程從 2008 年秋季學期到 2009 年春季學期共六個月。研究結果顯示學生認為教師的人格與其所營造出的學習氣氛是影響他們參與學習意願的兩個重要因素，同時也認為教師是他們重要的學習資源，教師的角色典範可以激勵他們參與課堂活動。再者學生喜歡上課有所準備和設計多種不同活動類型的教師。在教師方面，受訪教師認為自己是課室活動的引導者與課程設計者。如同所預期，對於以溝通式教學法為主的英語會話課中教師所扮演綜合角色的詮釋，專業教師們能有更深廣的看法。

關鍵詞：溝通式教學法，教師角色，好教師特質，人格和優良教學

Teacher and Student Perceptions of the Teacher's Role in the CLT Conversation Classroom

John R. Jenkins
Kai Li Liu
Kainan University

Abstract

The purpose of this exploratory qualitative research was to investigate teacher and student perceptions of the role of the teacher in an EFL listening/speaking course grounded in the CLT approach. Identifying the roles of the teacher that both teachers and students identify as important in the CLT classroom provides the framework for a practical approach to improving teacher behaviors in the listening/speaking classroom adaptable by professionals confronted with the dilemma of a lack of participation in classroom settings. By identifying the role of the teacher, teachers can design and implement activities that promote student participation in the classroom and improve their own classroom behaviors and practices. The research questions asked were:

- 1) What are the students' perceptions of the roles of the teacher in a CLT classroom?
- 2) What are teachers' perceptions of role of the teacher in the CLT classroom?
- 3) What teacher personality traits influence the students' willingness to participate in the CLT classroom?

A total of 8 individuals, 4 students and 4 professors, were interviewed 3 times each during the data collection process that spanned a period of 6 months during the fall of 2008 and the spring of 2009. An analysis of the data revealed that the student participants considered the personality of the teacher and the classroom atmosphere created by the teacher to be of importance in their willingness to participate in classroom activities. The teacher was also viewed as an important resource expert whose role model motivated them to

participate in the classroom activities. In addition, the student participants preferred teachers who were well-prepared and who planned a variety of activities to be used in the classroom. The teachers viewed their role in the classroom most importantly as facilitators of classroom activities and curriculum planners as leaders. The teachers' views of the role of the teacher were broader in scope and range in understanding the complex nature of the role of the teacher in the CLT conversation classroom as would be expected from these professionals.

Key Words: CLT, Teacher Roles, Characteristics of Good Teachers, Personality and Good Teaching