

老師非口語即時行為對學生英語課程情意學習之影響

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摘 要

本研究旨在探討老師的非口語即時行為對學生英語課程情意學習之影響。303名中台灣科技大學的學生參與本研究。受試者回答測驗工具的題目以了解老師非口語即時行為呈現的頻率及其對學生英語課程情意學習之影響。皮爾森相關係數結果顯示，老師的非口語即時行為與學生情意學習的關係呈現顯著正相關。迴歸分析顯示在十四項非口語即時行為裏，有四項即時行為對學生在英語課堂上的情意學習其解釋力達到顯著水準，分別是：微笑、輕鬆的姿勢、手勢的應用與豐富的語調表達。文末針對研究結果的限制、教學實務意涵及未來研究方向提出建議。

關鍵詞：非口語即時行為；情意學習；即時性；老師即時行為

The Effect of Teachers' Nonverbal Immediacy Behaviors on Students' Affect for English Subject

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Abstract

The purpose of this study was to examine the relationship between teachers' nonverbal immediacy behaviors in relation to students' affect toward English subject. A sample of 303 participants was drawn from a technology institution in central Taiwan. The participants were asked to respond to instruments designed to measure the frequency of teachers' nonverbal immediacy behaviors influencing students' affect for English subject. The results of the Pearson correlation indicated that teachers' nonverbal immediacy behaviors were correlated positively and significantly with students' affect for English subject. Multiple regression analyses suggested that four out of fourteen nonverbal teacher immediacy behaviors— give smiles, have a relaxed body position, use gestures, and use a variety of vocal expressions—were significant predictors to students' affect for English subject. Limitations, implications, and suggestions for future research are addressed.

Keywords: nonverbal immediacy, affective learning; immediacy, teacher immediacy