

標題：從班級經營中探討學生的說話權

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摘要：《5C 外語學習標準》中指出「溝通」作為第二語言的學習核心，若是沒有精熟文化脈絡就無法真正瞭解或使用第二語言的語用情境，欲有教學成效，首須學生對課堂活動有合作意願與支持度，此向心力之凝聚，建立共識當為首要之務，教室不再是一「黑盒子」(black box)，班級經營已視為教學上成敗的關鍵，針對華裔學生於跨文化認同中，學生的學習模式自初期焦點式、受控式(a focal, controlled mode)，進而為有語境，有語感的自動化模式(automatic mode)，在依5C觀念設計中，則自有學習進階(curriculum as currere)，有複雜度(curriculum as complexity)，有高瞻計畫(curriculum as cosmology)，有對話(curriculum as conversation)，而至能參與社群活動(curriculum as community)。提升學生學習動機，以提問設計，以差異教學作互動調整(modified interaction)是第二語言習得的關鍵，關注學生話語權才能因材施教，達成教學目標。

The critical role of students within the Socratic Method

In the classroom setting in the traditional world, people see classroom as a black box. In this closed environment, the teacher-student interaction appears to be a one-way street in which the teacher has the power. From a student's perspectives, the teacher is a role model who passes down knowledge, assigns tasks and corrects homework. However in a more modern setting, people pay more attention to the teacher-student interaction in the classroom with educators re-evaluating the teacher-student activities in the classroom.

The main purpose of this exercise is to study the interactions of students who express themselves, share information, and address the difficulties they encounter. Teachers should use different teaching style for different students and customize their teaching material to match each student's needs.

This thesis is focused on the importance of teaching methods that allow students to ask questions, in which the teacher's role in the classroom setting is to observe student learning and emphasize the power of discussion in facilitating the success of both local and foreign in our multi-culture melting pot.

關鍵字：溝通、差異教學、因材施教、班級經營、外語學習標準