

A Study of Constructive Teaching Program into English Class Teaching

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Abstract

The purpose of this study was to examine the effects of constructive teaching program. In order to accomplish this purpose, the researcher designed an English teaching program based on curriculum integration, constructivism, and second language acquisition theories. The participants were 36 eighth-grade students. With the use of portfolio process assessment and thinking-aloud, the data were collected. The results indicated that the students became more confident and willing to learn English after the teaching. At last, the researcher provided a discussion and gave some recommendations for English instruction in the future.

Keywords: constructive teaching, English teaching, metacognition, volition

建構取向的教學在國中英語課堂 實施之研究

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摘要

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本文旨在探討建構取向的教學在國中英語課堂實施結果及其對國中英語教學的啟示。針對上述目的，本研究者依據課程統整、建構主義學習觀、第二語言習得等理論來提出一個以英語為特定領域的「建構取向教學課程」。接著以一個國二班級的三十六位學生進行一學期研究，透過學生的學習歷程檔案、觀察與訪談等方式來進行資料收集。結果發現學生在接受實驗教學後都對英語學習更有信心也更願意去學習。最後再依據結果提出幾項建議做為未來英語教學的參考。

關鍵字：建構取向的教學、後設認知、意志力、英語教學