

國立政治大學英國語文學系在職碩士班

碩士論文提要

論文名稱：台灣高中英語教師對以英語為國際語的教學信念

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論文提要內容：

本研究旨在探討以英語為國際語 (English as an International Language) 之理論將如何影響高中英語教師之教學信念的想法(reflection)與改變(transition)。本研究探討的主要議題，包含了英語的所有權(ownership)、英語標準(standard)與英語的相互理解(intelligibility)，教師對個人形象(self-image)與個人認知(identity)，以及英語發音教學等議題。

本研究的研究對象為三位高中英語教師，採質性研究進行資料收集，包含一次訪談、兩次讀書會研討以及一份問卷。首先，為要探討研究對象對以英語為國際語之理論的認知，採用訪談與問卷進行研究。之後，又進行了兩次讀書會研討，研究對象對其理論有更進一步認識以進行反思與討論，最後用同一份問卷比較研究對象的教學信念是否產生變化。

研究結果顯示研究對象的教學信念並沒有因為對其理論有更進一步的認識後而有所改變。然而，他們對其理論之議題的反思卻深化了對本研究之詮釋深度。在探討其理論之議題時，研究對象也清楚的說明了為何不能接受此理論之因素。

研究最後提出研究總結、教學之建議，及未來進一步研究可行之方向。

## **ABSTRACT**

This study investigates how the infusion of the EIL (English as an International Language) ideology might contribute to the transition of and the reflection from the English teachers in the senior high school. The targeted infusion includes several major issues in the EIL ideology: the ownership of English, the standard and the intelligibility of EIL, the self-image and identity issues, and the EIL phonology teaching beliefs.

A qualitative research is conducted to collect data from three English teachers in a senior high school. One interview, two study group meetings and one questionnaire were utilized in the study. In the beginning, the interview and the questionnaire were applied so as to discover the subjects' knowledge about the EIL ideology. The study group meetings later were held to serve as the infusion of the EIL ideology in the research. After the meetings, the same questionnaire was used again to demonstrate whether the transition occurred in the research.

The results show that no obvious transition of the EIL ideology occurs before and after the infusion. However, the reflection of the three subjects provides richness and depth of interpretation for the study. In the discussion of the major issues of the EIL ideology, the subjects articulate factors of their low degree of acceptance of the EIL ideology in class.

Lastly, summary of the study, pedagogical implications, and suggestions for further research are provided.