

幼稚園教室言談之探究

摘要

在開放教育思潮的影響下，幼稚園的教學著重師生與同儕間的對話互動。然而，教室的言談對話並不會自然形成，教師在教學上扮演相關鍵的角色。本研究的主要目的就是想了解幼稚園教師如何營造師生的言談對話，一個有經驗的幼教師有哪些具體的教學策略能促進教室言談。本研究採取質性研究設計，以教室觀察作為資料蒐集的主要方式。觀察對象為一個幼稚園班級的教學，有26位大班幼兒，觀察時間為期半年。教室觀察的重點在於教師如何引發師生的言談對話，發覺有效的教學策略。研究者採取言談分析之方法，歸納分析個案教師之教學策略。綜合教室觀察的分析結果，本研發現幼教師在教室言談的教學策略使用上為：一、以開放性問題鼓勵幼兒參與對話；二、邀請能力較佳的幼兒回應問題以延續對話；三、教師的大量解說與價值評論不利於教室言談；四、教師教學信念影響教師的提問策略。

關鍵字：教室言談、幼稚園、幼教師、教學策略

A study of classroom discourse in kindergarten

Abstract

The main purpose of this study was to explore how teacher to promote classroom discourse in kindergarten. In order to complete this study, the researcher takes a class of kindergarten as example. The research samples include 26 children. Classroom observation was conducted to collect data for the understanding of the classroom discourse. The findings of this study are as follows:

1. Open-ended problems are useful for improving classroom discourses.
2. Some competent children were assigned to answer question in order to carry on a conversation.
3. It is disadvantageous for classroom discourse when the teacher gave a long speech and a appraisal of children's opinions.
4. Teacher questioning strategies may be affected by his teaching beliefs.

Keywords: classroom discourse, kindergarten, preschool teacher, teaching strategy