

六、本研究之限制與對未來研究之建議

本研究採用質性研究半結構訪談，請學生就一般課室發言經驗提供意見，其結果可能受時近效應或個人記憶偏誤等影響，此為研究可能的限制。未來研究可加入訪談教師的部分，由教師的觀點可能得到不同的啟發。若能針對特定課程，進行課室錄影觀察，加上學生與教師的訪談，應能得到更客觀、更多元的結果。對於本研究初步綜合出的影響課室主動發言模式，未來可以設計問卷，以量化的方式加以驗證。例如影響問題產生的因素、影響學生對於教師的知覺的因素、影響學生對同儕知覺的因素，皆可個別探討之。再進一步，對教師的知覺、對同儕的知覺、以及自己個人的因素之間的交互作用，對於提問或發問的影響，也可以加以探討。由模式衍生而出的幾項教學措施，也值得在未來進一步設計教學方案，測試其增進課堂參與及學習成效的結果。最後，跨文化比較大學生對於教師或同儕知覺等教室規範的解釋，則能夠更加釐清社會文化所扮演的角色，也值得探討以提供國內教學之參考。

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