



運動訓練歷程中的關鍵「他者」： 以他者現象學解析教練現身對選手身體知識轉化之影響

The Key Other in Athletic Breakthroughs: Analyzing the Impact of Coach Presence on Athlete's Body Knowledge Transformation through Levinas's Phenomenology of the Other

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一、研究背景

在競技運動訓練現場，選手表現常被化約為秒數、步頻與配速等量化指標。然而，對400公尺選手而言，身體經驗與訓練情境中的細微變化，往往也是影響表現的重要因素。本研究以研究者自身作為400公尺選手之訓練與競技經驗為素材，參照SECI (Nonaka & Takeuchi, 1995) 知識螺旋梳理經驗轉化的階段，並以Levinas (1969) 他者現象學作為核心詮釋視角作為核心詮釋視角，探討教練的在場如何影響選手的身體感知與知識轉化。

二、研究目的

以Levinas (1969) 他者現象學的概念，解釋教練在運動訓練歷程中，於身體知識轉化的各個階段裡，教練「現身」的價值、與影響為何。

三、研究方法

本研究採自我敘說取徑 (Autoethnography)，透過敘說與反思，詮釋分析，並以SECI知識螺旋整理突破歷程中的經驗轉化，進一步以Levinas (1969) 他者現象學作為核心詮釋視角理解教練-選手關係中的倫理意涵。

四、名詞釋義

知識螺旋理論 (SECI)

源於Nonaka與Takeuchi (1995)，指知識透過社會化、外化、結合化與內化四階段，在內隱與外顯間轉化的動態歷程。本研究以此整理突破經驗之架構。

Levinas (1969) 他者現象學

Levinas (1969) 強調倫理先於存在，主體是在回應他者的召喚與責任中形成。本研究以此理解教練與選手之間的倫理關係。

五、研究分析歷程與結果

圖1
研究分析歷程圖

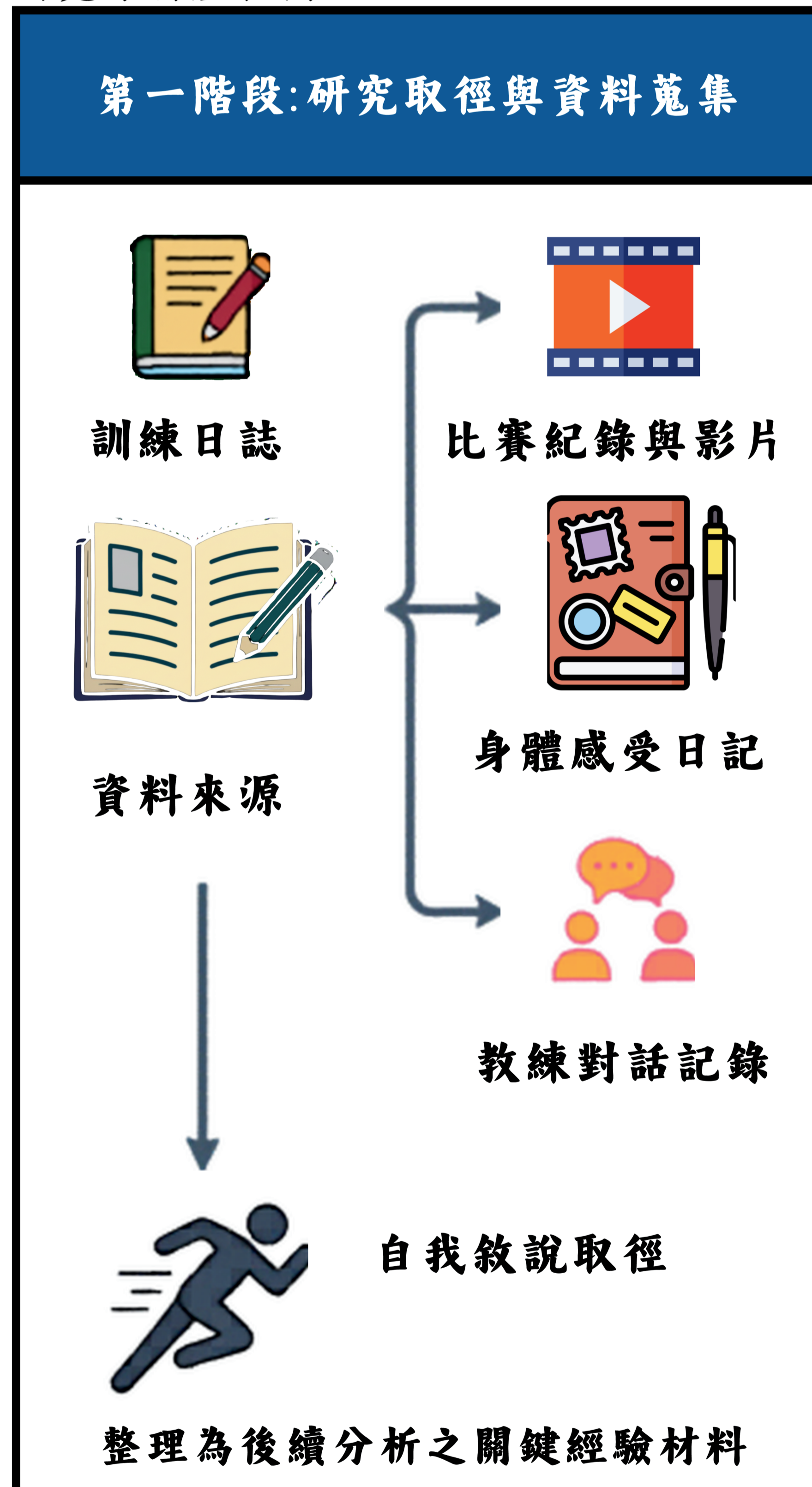


圖2
SECI分析與他者現象學詮釋架構圖

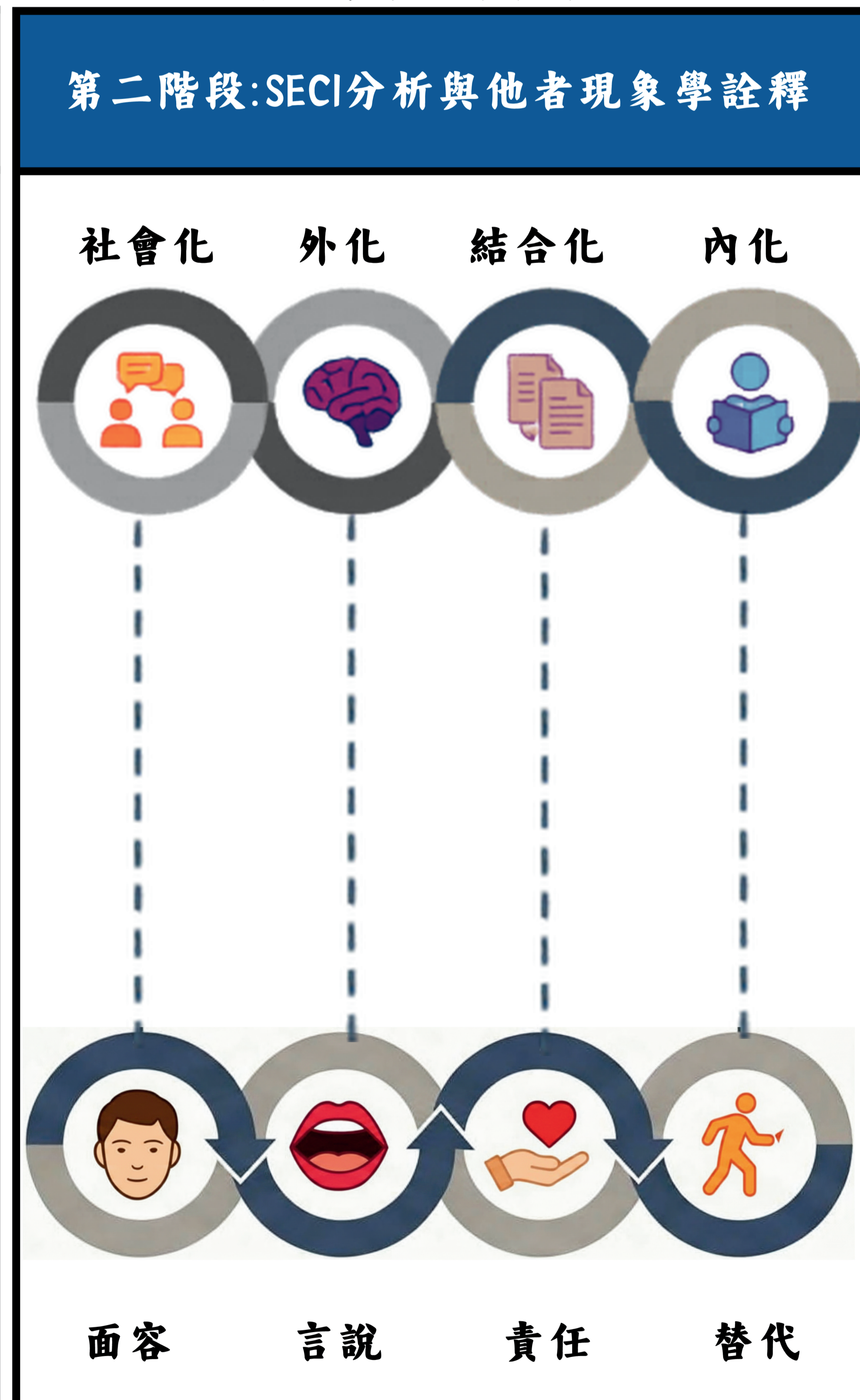


圖3
教練現身影響之研究結果整合圖

第三階段: 教練現身的影響		
SECI階段	他者現象學	教練現身之意義與影響
社會化	面容	教練的在場與注視成為選手調整身體感知與重新聚焦的契機
外化	言說	教練話語提供表達空間，原本難以言說的身體感受得以被說出
結合化	責任	教練透過回饋與引導，協助選手整合經驗形成理解與行動策略
內化	替代	教練的影響逐步進入選手行動與節奏，並內化為身體反應

六、結論與建議

教練的現身、注視與話語，不只是技術指導，也會影響選手的身體感知、理解與行動。從Levinas (1969) 的視角來看，教練作為他者的在場，會對選手產生影響，而選手如何將這些影響轉化為自身的身體知識，才是主體在他者關係中重新理解自身的關鍵。因此，訓練實務除重視技術指標外，也應關注教練在場方式所帶來的影響，以及選手面對這些影響的身體經驗轉化過程。

Disparities in expectations and realities of pre-service bilingual PE teachers in Taiwan: A narrative inquiry

INTRODUCTION

- Physical Education (PE) has been designated as one of the priority subjects in bilingual education (BE) in Taiwan (MoE, 2024).
- Major challenge:** insufficient number of pre-service bilingual PE teachers, also limited availability of well-prepared educators to deliver high-quality instruction.
- Observation:** allowing pre-service teachers to identify gaps between their beliefs and classroom realities.
- These gaps in beliefs can:** generate insights and inform their subsequent teaching practices, considered the most crucial component in teacher education (Korthagen et al., 2001).

RESEARCH QUESTIONS

1. What do bilingual physical education pre-service teachers perceive as a good bilingual physical education (BPE) lesson?
2. What differences exist between their beliefs and the realities of BPE teaching practices?
3. How do these differences reinforce or reshape their perspectives on BPE?

METHODS

1. Research Design

- Qualitative study
- Narrative inquiry
- Semi-structured interviews x2
- Before and After classroom observation



2. Data Collection

- Classroom observations were undertaken in a junior high school in Taipei, TW.
- Multiple data collection methods (Barkhuizen et al., 2024):
 - classroom observation reflection
 - questionnaires
 - field notes by researcher



3. Data Analysis

- Interview transcripts and classroom observation reflections were collected to achieve data triangulation.
- First cycle: descriptive coding and in vivo coding
- Second cycle: clustering keywords into themes through thematic analysis (Braun & Clarke, 2012).

RESULTS

Academic Excellence Award since 2023, CEFR B2, pre service teacher in BE program. Conferences and workshops, badminton coaching and skills exchange program in Canada.

I feel moderately willing (4/5) to teach BPE, but I'm still exploring and hesitant as the first year of BE program, with **limited understanding and uncertainty** about government's policy.

I would rate my preparedness as 3 out of 5. Still developing my teaching skills and need more practical experience, so I actively seek opportunities through coursework, classroom observations, and workshops.

I expect the lesson I'm observing to be well received by students, which I value as the most important factor for BE lesson. With teacher's **physical demonstrations helping to overcome language barriers** and the difficulty level adjusted based on students' understanding.

I believe a bilingual PE lesson should prioritize subject content (about 80%) over language (20%), using multimodal strategies and scaffolding such as worksheets, and balance both languages through approaches like translanguaging, using L1 when content becomes difficult. Teacher should **create friendly and encouraging** output chances and provide enough opportunities.

The lesson is neither language-focused nor PE content-focused, nor does it achieve a balance between the two.

after
observation

Input was mainly (95%) conducted in English, and students' acceptance was noticeably low. Students are actively participating in class, but not truly understanding the purpose. Limited output opportunities. I didn't notice any specific adjustments made for differentiated instruction.

I feel that this classroom observation differed somewhat from what I had originally expected, because it was quite different from what I've learned. I believe BPE can be taught better. This is not the type of teaching I would want in the future, **but I can take it as a learning experience.**

Academic Excellence Award since 2022, CEFR B2, pre service teacher in BE program with second year experience.

I'm well prepared (5/5) to deliver a BPE lesson, with 4 out of 5 willingness. Realistically, I chose BE program because it gives me **more job opportunities** in the future.

Given my lack of experience, I'm afraid that **students' unfamiliarity** with English may affect their learning. I find it **challenging to simplify my language** so that students can understand.

During skills combination practicing time, students tend to switch to Chinese for interacting freely. I allow this during practice, but I design questions so that when they respond, they use English as much as possible.

I think a BPE lesson should be **dual-focused**, with content as the priority and English as a tool, not a barrier. It should feel immersive. With gradual language exposure, starting from the basics and supported with scaffolding. English should be learned contextually through movement, with students responding, interacting, and even doing peer teaching in L2. Under Krashen (1985) "*i+1*" theory, combining different strategies, students can gradually build both language and content understanding without losing learning effectiveness.

after
observation

The lesson is **completely different** from what I had expected, and it left me feeling **disappointed** about how bilingual PE is carried out in real school settings.

This observation was the **opposite** of my vision of a bilingual PE class. I did not see subject-content learning, nor meaningful English input, output, or scaffolding. This is not the kind of bilingual PE instruction I hope to implement in the future.

Explanations provided by teacher were unclear. Even with physical demonstrations and the use of a tactics board, many students still did not understand the instructions and repeatedly asked what they were supposed to do, which seriously affected their learning. Students **also had almost no opportunities** for English output. The activities did not align well with learning objectives, neither preparation and development activities were connected.

CONCLUSION

Classroom observations support professional growth by providing opportunities for modeling and reflection, influencing perspectives of BPE, consistent with Albert Bandura's social cognitive theory.

Initial beliefs emphasized integrated, content-focused lesson with strategically designed instructions, while observed gaps revealed challenges in translating theory into practice. Greater prior pedagogical knowledge appeared to support a clearer conceptualization of BPE, as the senior pre-service teacher demonstrated more articulated perspectives than the junior counterpart.

This study is limited by the limited time of observations; future research may adopt a longitudinal design to examine BEPCK development over time.