

戲劇教育與劇場研究

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戲劇能改變教育遊戲規則 迷失在譯入語中？

John O'Toole

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摘要

這是一場「對話式演講」。John O'Toole 邀請聽眾以對話的方式分享。他首先分享究竟是那些因素讓不管是將戲劇視為主科或教學方法，都讓戲劇課能在學校中獨樹一格的原因。聽眾藉著討論自己在課堂中進行戲劇課程的經驗，探究戲劇與其它學科有所不同的七種特色。講者以世界各地的教學現場為例，指出文化與其它無法推廣與執行戲劇的因素。聽眾也再次從個人經驗探討其中原因。最後，講者設定一個提倡戲劇進駐校園的任務給聽眾，激發大家找出或因現實因素或文化差異而沒辦法推展戲劇的主因，並從中想方設法突破重圍，將戲劇課程引薦到校園。

Drama: the Game-Changer in Education Lost in Translation?

John O'Toole

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Abstract

In this 'converse keynote', John O'Toole engages the audience in real conversation about the factors that make drama distinctive in schools both as a subject and a pedagogy. He identifies seven clear distinctions from conventional practice in schools and the audience investigates these through discussion of their own classroom experiences of drama. Using examples drawn from round the globe, he identifies some of the cultural and other factors which inhibit the implementation and spread of drama, and again, the audience explores some of these using their own experiences. Finally, he sets the audience an advocacy task, challenging them to find ways of breaking down the real or perceived cultural barriers to the introduction and implementation of drama in schools.

戲劇性導覽運用於國小「藝術與人文」 跨領域課程初探

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摘要

本研究以國小表演藝術領域之「戲劇」做為跨領域課程的媒介，藉由博物館導覽之三種形式，貫穿聯結「語文」及「藝術與人文」領域課程，含閩南語、視覺藝術及音樂。旨在探討將博物館的藝術作品設定為一種開放對話性的「展覽文本」，使學童在教室情境的環境中，藉由群體的感官體驗，相互激盪、表達與分享，豐富審美心理，進而能建構之於展覽文本的詮釋意義。據此分析以戲劇教育融入跨領域課程設計與執行成效，以及對於學生理解藝術作品之影響。

關鍵字：藝術與人文、戲劇性導覽、戲劇教育、博物館教育、跨領域課程

A Preliminary Exploration of Dramatic Interpretation Applied to Cross-disciplinary Elementary-school Courses in the Arts and Humanities Learning Area

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Abstract

This study employs “drama”, a branch of the performing arts learning area of elementary education, as the medium to create a cross-disciplinary course that connects the learning areas of “language” and “arts and humanities”, drawing inspiration from three types of guided museum tours while simultaneously involving the Taiwanese dialect, visual arts, and music. This study examines the viability of redefining a museum’s art collection as an open, dialogic “exhibition text” that not only elicits experiences appealing to students’ collective senses in a classroom setting, but also encourages the brainstorming and expressing, or sharing, of ideas while unleashing an aesthetic mindset that fosters the interpretive significance of exhibition text. Based on the above objectives, the study analyzes the design and implementation of a cross-disciplinary course with components of drama education integrated, as well as its influence on students’ understanding of artworks.

Keywords: Arts and humanities; dramatic interpretation; drama education; museum education; cross-disciplinary courses

英語教學實施讀者劇場：學生美感經驗之探究

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摘要

本研究目的在於英語教學的實施過程中，探究學生所呈現的美感經驗。研究者藉由學生在參與讀者劇場時與文本、活動本身、同儕交流互動下所產生的感受、具體表現，以及成長與蛻變探索其美感經驗。據此，研究者蒐集相關資料來源，以教師行動研究的方式進行研究。據上研究者發現，第一，從學生參與讀者劇場的完整歷程發現美感經驗有助於提升個體對於語境的掌握度以及情意層次的展現。第二，從學生參與讀者劇場歷程中階段性的成長與蛻變發現美感經驗對於其認知能力有強化之作用。第三，學生參與讀者劇場所展現的語言美和學習歷程美轉化了教師對於英語教學既有的視野。最後，學生參與讀者劇場所獲致的美感經驗對於個體的學習特質和生活經驗乃更具影響力。

關鍵字：讀者劇場、美感經驗、英語教學

Implementing Reader Theater into English Teaching: Exploration of Students' Aesthetic Experiences

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Abstract

The purpose of this study is to explore students' aesthetic experiences during the process of implementing a reader theater into English teaching. The researcher explores students' aesthetic experiences through their concrete behaviors, feelings, growth, and changes after interacting with plays, activities, and classmates in a reader theater. On the basis of relative theories and practices, this study conducts action research by collecting the related data and offers the following findings. First, the aesthetic experiences in a reader theater do enhance students' understanding of language contexts and affective aspects. Second, the aesthetic experiences in a reader theater also strengthen students' cognitive ability. Third, the beauty of language and the beauty of the learning process revealed by the students both transform the teacher's horizons for English teaching. Finally, the aesthetic experiences in a reader theater have more influential impacts upon an individual's learning characteristics and living experiences.

Keywords: Reader Theater, Aesthetic Experiences, English Teaching

互動式演說故事對幼兒口語表達能力影響之初探

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摘要

本研究旨在探討互動式演說故事對幼兒口語表達能力之影響。本研究採準實驗研究法之不等組前後測設計，並輔以行動研究歷程，探討互動式演說故事策略之運用，以及幼兒口語表達之情形。研究對象為屏東縣某幼兒園中班幼兒，從兩班幼兒中各隨機抽取9人分為實驗組與控制組，共18人。實驗組採口語互動模式進行說故事活動；控制組則採一般講述法進行說故事活動，以三本故事繪本為研究材料，每週講述一本繪本，共進行3次教學活動，每次活動約二十分鐘。研究資料處理同時採用質與量的分析法，分析包括：1)互動式演說故事實驗效果分析：研究者以「兒童口語表達能力測驗」在實驗處理前和結束後分別進行前測、後測，並將施測所得口語表達內容型式計分結果進行前後比較。2)行動歷程觀察記錄分析：將繪本故事活動觀察記錄結果進行分析。最後統整出研究結果如下：一、互動式演說故事比講述式說故事對幼兒口語表達能力更有積極正面的影響。二、互動式演說故事活動應注意環境、時間與提問方式之安排。三、無字圖畫書能激發幼兒更多的語言表達，並吸引孩子目光，使其在學習上更為專注。研究者針對本研究提出相關建議作為後續研究之參考。

關鍵字：互動式演說故事、口語表達、讀者反應理論

An Exploratory Study of the Impact of Interactive Storytelling on Young Children's Oral Expression Skills

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Abstract

This study investigates the impact of interactive storytelling on young children's oral expression skill. This study adopts the ranging group of the quasi-experimental research method as a post-test design, supplemented by course of action research, to explore the use of interactive story strategies and the circumstances of children's oral expression skills. The 18 research subjects were 4 to 5 year-old children recruited from a private kindergarten in Pingtung County. They were randomly divided into experimental and control groups of 9 children each. The experimental group used an interactive storytelling approach, while the control group used a general storytelling approach. The quantitative and qualitative research data were collected respectively from "Children's Oral Expression Test" and the observation records of the storytelling activities. The major findings of the study are as follows. First, the interactive storytelling activities have a more positive impact on young children's oral expression skills than traditional storytelling. Second, interactive storytelling activities should focus on the environment and time arrangement as well as the way of questioning. Third, wordless picture books are likely to inspire children towards oral expression and draw their attention in learning. Finally, several recommendations have been provided for future research.

Keywords: Interactive storytelling, oral expression