

# 台南市光華女子高級中學教師參加校外各項研習會心得報告

報告人：林君芳

研習主題	DRAMA and Imagination for ESL Education in Taiwan	主辦單位	光華高中應用英語學程
日期	107 年 6 月 27 日	地點	光華高中

台南應用科大的外籍教授馬龍是美國哥倫比亞大學劇場藝術學系(導演)碩士，專長領域是戲劇與劇場研究、導演與表演、劇場藝術戲劇與表演、莎士比亞、西洋文學。以下是研習摘要與心得：

1. Student imagination is an amazing resource. It's an infinite realm of possibilities... and it always operates at the appropriate language level. We can use student imagination to generate a simulated "real-world" engagement with the material.

2. A Philosophy for Learning:

Mistakes are necessary... and good!  
Native language is a tool

Asking for help is a way to help others.  
Comfort is overrated.

3. Four types of activities that can incorporate imagination into the language classroom:

A. Single-Word Visualization:

A-1. Ask students to close their eyes and relax. Tell them that you will say a single word, and that they should "see" whatever their imagination shows them.

A-2. Ask them to use all of their 5 senses, and also to notice how they feel.

*Ex. Where are you? Who else is there? What's happening? How do you feel?*

*Ask them to notice details: sounds, smells, colors, feelings, etc.*

A-3. After about 15-30 seconds, have the students open their eyes and share what they saw in pairs or trios. Tell them to share as much detail as possible – but that they don't have to share anything uncomfortable. Allow 1-2 minutes for sharing, and then repeat.

B. Guided Journey:

*Ex. You are walking in a night market. What do you see? What do you smell? Who's there? How do you feel? You are looking for \_\_\_\_\_ things. How many do you see? Remember three. Now, you see something you want to buy. What is it? Do you have enough money? How do you feel? Now you see someone you know.*

They want to tell you something. Listen carefully and remember what they say.

Guided Journey Tips:

- |  |   |
|--|---|
| 1. Explain clearly what you are going to do.                         | 6. Have them discover something or meet someone who speaks to them. |
| 2. Set up the room so that it is comfortable (turn off some lights). | 7. Give students some time to "settle in" to each episode.          |
| 3. Use the present tense   | 8. Give students some time to "come back" after the journey.        |
| 4. Speak slowly and clearly.   | 9. List the main "elements" on the board before discussion.         |
| 5. Repeat key words and phrases.                                     |   |

### C. Role Play

#### C-1. Teacher Role Play:

The teacher presents his/herself to the class as a character with a problem or a need:

*Ex. Hi, my name is Romeo. I have a girlfriend, Juliet, we actually just got married in secret – but our families hate each other. What can we do?"*

Have the students help you solve your problem. This can be done as a class, or in groups (each group come up with 3-5 pieces of advice).

Encourage questions.

No advice given should be "wrong".

Keep asking for more options. Encourage "crazy" advice.

#### C-2. Student Role Play: Students should each choose a role and decide on a problem.

It can be useful to have a common theme for the class, e.g., science, music, history, fashion, etc.

Ideas:

1. Famous people from real life and history.

3. Other members of their own families.

2. Famous characters from movies or stories.

4. Superheroes, cartoon characters, animals, etc.

Process:

1. Make small groups of 3-5 students.

4. Finally, each group member should offer advice in turn.

2. The first student introduces themselves (in character) and explains their problem.

5. Then switch to the next student, until each student has had a chance to role play.

3. Encourage the other members to ask questions and get more detailed information.

### D. The Story Spine:

1. Setting the Scene

2. The Changes

3. Conclusion

*Once upon a time there was a...*

*But, one day...*

*Until, finally...*

*Who wanted/liked...*

*Because of that...*

*Until one day...*

*And every day...*

*And so... And then...*

*Finally...*

*After that...*

*And, ever since then...*

馬龍教授所分享的教學技巧，引導學生建構模擬真實對話情境，並在進行學生角色扮演時協助發揮創造力與溝通能力，讓學生展現肢體語言想像力及口語表達的創意，執行互動的教學歷程中，老師要能觀察記錄學生的學習過程及表現，適時地給學生鼓勵與協助。然而，在進行戲劇融入英語相關課程時，教師經常面臨學生秩序常規表現失控的問題，因為學生在活潑的教學過程中，常常需要離開座位與同儕討論互動，學生甫於情緒高亢，在課堂中不自覺將討論音量提高，因此，教師在教學之前應該掌握良好班級經營模式，與學生訂定好遵守之原則，並在教學歷程中部段地溝通協調，並僅可能地避免對學生責罰，才能使學生樂於學習與討論，並在英語學習方能維持學習興趣及學習動機，避免學習活動變成為毫無章法秩序的遊戲內容。結論，在教學進行的過程中，教師必須經常觀察學生參與課程活動的反應，隨時修正自己的教學，讓學生在教師運用教學策略時能樂於學習英語，所以，教師應精實記錄課堂觀察，並適當的調整與應用教學策略，使學生可以在戲劇融入英語教學的歷程中獲得成長與收穫。

科(學程)主任：

應用英語  
學程主任 莊淑芬

教務主任：

高中部  
主任 陳麗如

校長：

光華高中  
校長 張淑霞