



# 默示法美語學訊

## The Silent Way Newsletter

發行人／韓楊郁文  
 總編輯／鄧聖芬  
 發行所／寶能股份有限公司  
 地址／106 台北市忠孝東路四段 59 號 6F 之 3  
 電話／(02)8773-7019 傳真／(02)8773-7739  
 登記證／局版北市業字第壹參玖零號  
 E-mail:silenttw@ms38.hinet.net

國內郵資已付  
 台北郵局  
 許可證  
 北台字第16234號

印刷物  
 無法投遞請免予退回

(第九期 2003 年十二月出版)

# 第九期

- 本期摘要**
- ◎ 孩子是說故事高手
  - ◎ 活動小站
  - ◎ 詩—創意寫作的敲門磚
  - ◎ 創意詩作品：Jerome、Celine、Lucas、Tessie
  - ◎ 故事創作：L II Bill

## 孩子是說故事高手

兵雅玲

“安徒生童話”幾乎每個孩子對其中大半的故事都耳熟能詳，但若要以其為範本來做英文故事創作，對老師及孩子來說都是一大挑戰。

由於小學階段的孩子寫作經驗尚不足，滿腦子的奇思異想，往往受制於語言的表達能力，因此老師在引導時，會讓孩子每讀完一個故事後，即做出"story format"（使其明白一個故事的基本架構為：時、人、地、事等），孩子依循這樣的步驟，也做出一份自己的"story format"，再根據裡面的構思，先從人物著手，繼之描述故事的發生地點，進而詳述故事本身，最後去掉枝節末微，彙整成一個故事。

在教學過程中，學習力專注的孩子，一旦領悟了寫作的訣竅，便如虎添翼般，讓想像力無限馳騁，才思不斷湧現，下筆如流水；而一些上課時常神遊象外的孩子，雖有賴老師從旁協助，卻也能做出滿有趣味的作品，實在是因孩子心思純摯，往往能洞察大人未能視見的世界，經由單純的童心及豐富的想像力，即能揮就出一則則妙趣橫生的故事來。

待故事定案後，老師會要求孩子於人物間穿插簡單的對話，再由寫故事的人在班上物色由誰演出，讓每個孩子去把關自己作品演出的品質；結果每個人的參與度都相當熱烈，演出過程發揮極佳的團隊精神，大家都演得很盡興，使得台下的觀眾也都看得很出神。由於一切過程都由孩子自己去掌握，老師退居幕後，只做被諮商的角色，這時候孩子便會嘗試著突破自身能力的限制，讓自己接受更高一層的挑戰，當他們的成就感被鼓舞出來，學習意願也就更高昂了！



### 活動小站

- |            |                  |             |                   |
|------------|------------------|-------------|-------------------|
| 7/14-8/14  | 白鵝媽媽幼稚園夏季課程      | 10/20-11/30 | 永春分校國小英語免費課輔班     |
| 8/9        | 北投區幼稚園英語教學研討會    | 10/22       | 元智大學應用外文系演講       |
| 8/23-8/31  | 師訓第十六期課程         | 10/27       | 松江分校家長返校日演講       |
| 9月初        | 秋季班開學            | 10/29-12/10 | 永春分校免費家長初階班(夜)    |
| 9/7        | 南部定期教師在職訓練       | 11/5-12/24  | 蘭雅分校家長進階班(夜)      |
| 9/8        | 白鵝媽媽幼稚園開課        | 11/6        | 台南師院國小英語師資班演講     |
| 9/10       | 士林社區大學初階班開課      | 11/12       | 新莊民安國小演講          |
| 9/22-10/20 | 蘭雅分校免費成人會話初級班(日) | 11月中旬       | 秋季兒童進階新班開課        |
| 9/24-10/29 | 蘭雅分校免費成人基礎班(夜)   | 11月中旬       | 蘭雅分校成人會話進階班開課(日)  |
| 10/2-10/23 | 蘭雅分校免費成人會話初級班(日) | 12/17       | 永春分校家長進階班開課(夜)    |
| 10/8       | 台北市立師院國小英資班演講    | 12/28       | 師大綜合大樓2003秋英語話劇公演 |
| 10/8-10/29 | 永和分校免費社區班(日)     | 93年元月中旬     | 各分校期末發表會          |
| 10/9       | 政治大學英教碩士班演講      | 2月          | 春季班開課             |
| 10/17      | 華梵大學教育學程班演講      |             |                   |

今年暑期，林老師的創意寫作課程以“英詩”為主題，引導 12~15 歲土生土長的台灣孩子們寫詩，很多老師一定認為這是不可能的任務，但是林老師做到了，以下就是她的教學分享。（註：林音伶老師畢業於都柏林三一大學應用語言學碩士，專精英語教學課程設計，由於篇幅的關係，僅將文中與教學相關部分譯出，刊登原文，供英語教學有志之士共賞）……譯者

我認為寫詩是短句（字）的寫作及散文寫作間的極佳橋樑。學習寫詩之前，這些學生已受過字彙、閱讀理解及用字技巧的訓練，也做過文法練習；那些都是基礎的語言訓練，現在他們需要學習如何有創意的用字和句來寫作。為達到這樣的目的，學生需練習不同形式的寫作。詩是其中的一種，因為它的彈性（例如：詩可以短到只有三行或長達數頁）與特質，用來作為 30 小時短期的創意寫作訓練，是很容易掌握和處理的，並且詩也很容易用來介紹文意，又同時訓練語言的使用，再者更能用之培養學生的學習技巧，例如如何使用字典、同義反義字辭典或其他類型的參考工具。

在這門課中，學生學習了五種詩體：古典詩、抒情詩、自由詩、五行詩及打油詩；古典與抒情體純以欣賞為目的，學生練習寫讀後感及詩的基本分析，其他三種則讓他們學習創作。寫作的過程從腦力激盪、自由寫作到修正、編輯及校正，每一過程都必須有計劃的拆成更細的步驟執行；同儕合作在整體過程中非常重要，同學之間、師生之間必須不斷的相互給予意見；剛開始學生不習慣對別人提出自己的看法，而且很在意別人的意見，也不習慣與人分享他的作品或修改別人的文章，但是經由一連串清楚的導引、鼓勵及信心建立，我漸漸可以讓他們的討論有反應，有內容，漸漸地他們的寫作題目和想法內容就自然浮現，進而創造出舒適的寫作環境。

學期結束時，他們做出了自己的詩作，包括令人愉悅的自由體、可愛的五行詩、幽默的打油詩及稍含激情的詩作分析與讀後感，值得給予掌聲。我則因為孩子能夠建立寫詩的信心及寫作基礎而愉悅，最後甚至發現他們在課程評估表上寫著：「詩很有趣、特別」以及「寫作是有趣的事」。

我一直認為藉由詩，人們可以分享不同經驗；讀詩，甚至用詩教學不只使學生知道更多、了解更多，甚至享受得更多。增進人們享受人生的能力，絕對是教育的目的之一，從學生的反應看來，似乎這門課的確讓他們在 2003 年的夏季裡享受到了些許人生。

### Poetry: A Building Block to Creative Writing

By Elizabeth Lin

A major problem that teachers of creative writing face is how to motivate their students to write and express themselves freely in writing. The difficulty is even more acute when trying to motivate students to write poetry. Students often complain, "I can't write poetry" or "I don't

文譯：  
林音伶  
楊郁文

# CREATIVE WRITING

Lions

## FREE VERSES

Lions are very fearful  
But they are not very careful.

Their teeth are sharp  
And their nails are also sharp.

Their faces look scary  
But they are not careful because their tails always come out.

They like to sleep  
And they live in Africa.  
They have to carry  
A lot of meat.  
They also have to keep  
A lot of food.

People think lions are very fearful,  
But they are not careful.



Jerome Chen

Light  
shining, bright  
blinking, beaming, thawing  
keeps darkness far away  
tomorrow

Tessie Tu



## CINQUAINS

children  
innocent, impish  
playing, crying, trouble  
make this world happy  
angel  
ali  
cha

Song: My Love  
Artist: West Life  
Review



## SONG REVIEWS

Tess

"My Love" is a beautiful song. The singer, West Life, is a popular team. In England, one out of three goes to a West Life concert. I think their voices are beautiful, which makes this song good.

I think this song is about a woman who leaves a man, who really loves her. He can't stop thinking of her and he feels the room getting smaller, because his love isn't with him. I like this song, "My Love", very much.

know what to write." Such complaints are either a result of frustrating experiences with poetry or limited exposure to it. As teachers, we could choose to either ignore this form of creative writing or try to overcome this negative attitude. I chose the latter. Hence, in the summer of 2003, I introduced poetry in my creative writing course.

Ignoring my personal obsession with this particular genre and taking into account the needs of my students in grades 6-10 in a language classroom, I saw poetry as an excellent bridge between the two levels in writing: words/sentences and essays. Prior to doing creative writing, most of the students have practised vocabulary, reading comprehension, and word skills, have been drilled with grammar, all of which are at the basic word/sentence level. Now, they need to move on to use words and sentences creatively and one way of achieving so is to work with the different forms writing can take. Poetry, a form of writing, serves this purpose well because of its flexibility (i.e. poems can be as short as 3 lines and as long as many pages), making it quite manageable in a 30-hour course, a relatively short course in which students are often pressed for time. Also, it is easy to introduce any literary devices, incorporate language elements, and develop learner's learning skills ("learning to learn"), such as the use of dictionaries, thesauruses, or other types of reference tools, in a poetry course.

In this course, the students were introduced to 5 different formats of poetry: classical, lyrical, free verse, cinquain, and limerick. The first two were purely for appreciation, reflection, and basic analysis while the last three were also for production. The writing process, which included brainstorming, free writing, revising, editing, and proof-reading, was broken down into small steps and sub-skills, which were approached sequentially. Peer collaboration was essential in the process and there was ongoing feedback between the students and me and amongst students themselves. At first, they felt uncomfortable and self-conscious when finding their own voices, expressing their genuine feelings, sharing their own writing, or editing other people's work. Through clear guidance and constant encouragement and reassurance, I was able to engage them in responsive, comprehensive discussions, which led to the natural emerging of writing topics and ideas, and create with them a comfortable writing environment.

At the end of term, the students put together a collection of their own works of delightful free verses, charming cinquains, humorous limericks, and mild flirtations with poetry analyses and reviews. While such a compilation was well worth applauding, my joy lies in seeing the students building up confidence in writing poetry and writing in general. Yet, my greatest delight is seeing the students enjoying themselves in the process of learning and in the end, discovering, as a few of them wrote in the course evaluation, that poetry is "interesting" and "special" and that "writing is a fun thing!"

I have always thought that despite the bad press poetry has received amongst students and other people, it is through poetry that people share different experiences. The purposes of poetry, or teaching it, is not just so you will know more, or understand more, but so you will enjoy more. Surely one of the major purposes of education is to increase people's capacity to enjoy life. From the feedback, that seems to be exactly what the course in poetry did for the students in the summer 2003.

## 學生作品發表園地

# POETRY

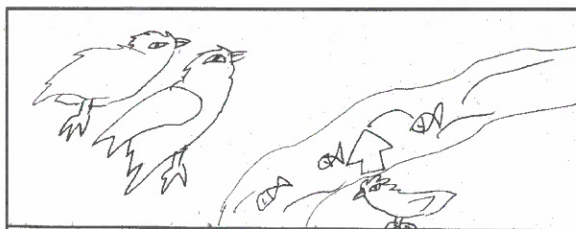
### LIMERICKS



There once was a boy from hell  
All the while he hoped he could speak English well.  
So he took out his magic wand,  
And he put himself under the spell "wa a land".  
That boy from hell who can speak English well.

Lucas chao

LII Bill



Once upon a time a mommy duck by the river waiting for her eggs hatched. The mommy duck took her children to the river to swim. But only the biggest duckling couldn't swim, so the other ducklings laughed at him. One day he looked up and saw two eagles and they called him to fly up. When he flew up high in the sky, he was amazed and cried, "I could fly, I am so happy."

# 沉默的教，靈活的學——默示法

以人類語言學習過程為實證基礎的語言教學法，創始人加特諾博士(Dr.Gattegno)曾獲心理及數學雙科博士，是一位精通多種語言的學者。他以色彩及數學用彩色木棒發展出一套教導各種語言的教學方式，色彩與積木的組合使得學生在語言學習中充分運用想像力、觀察力、思考力，使得語言學習充滿彈性及創發性，也因此造就語言學習者有系統的憑己力使用新語言。

在默示教學的課程中，教師必須謹守「沈默」的原則，利用教具並將各種英語語言概念教的清楚

，實是富於挑戰的教學。反之，孩子被激發，主動開口練習並自我調整，學習到的是真正屬於自己的英語語言系統，在教室中，師生各扮演的角色以及教與學之間的關係都有了革命性的新視野！

默示法語言中心負責人楊郁文老師研究默示法英語教學已有十餘年，並研究成功完整的默示法兒童課程，成立默示法語言中心，並積極培訓師資，陸續在龍安，仁愛，吳興，建安，敦化，大安，北新等國小舉辦家長座談會及師資講座，備受教育界的肯定與迴響。



## 默示語言教學法與一般英語教學法比較

### 一般英語教學法

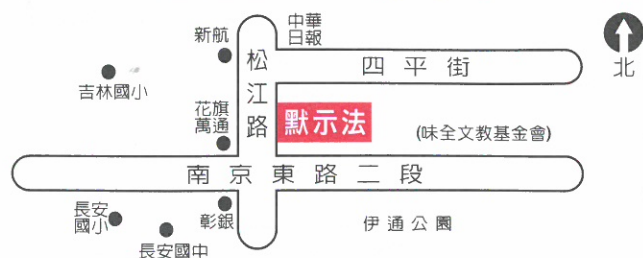
- 以唱遊、字母、單字切入
- 要背很多單字
- 要背很多句型
- 老師必須不斷的示範

### 默示語言教學法

- 以色彩引導做聲音組合的遊戲
- 能看到單字自己唸
- 老師引導學生使用句子、延長句子
- 老師漸漸愈說愈少，學生自己說

開課班別	新班開課上課時間			
兒童正音班	每週一 / 四	7:00 - 8:30PM	48hrs	2/9 - 5/27
兒童正音班	每週三 / 五	5:00 - 6:30PM	48hrs	2/11 - 5/28

免費教學 觀摩會	93年1月14日 (三) 晚上 7:00 - 8:00	只要您預約參加 教學觀摩會--- 精美贈品送給您!
	93年1月28日 (三) 晚上 7:00 - 8:00	
	93年2月11日 (三) 晚上 7:00 - 8:00	



## 默示法美語 松江分校

台北市松江路125號4樓 (味全基金會)  
電話：2517-0686 · 2517-8216