

(workshop)

Using drama and theatre in Japanese language classroom

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語学教育に演劇を利用するには、大きく三つの方法がある。一つは学生にドラマを演じさせるもの、一つはドラマの脚本や録画を聴解や口頭表現の教材に使うもの、さらにもう一つは語学の指導に「演劇的な要素」を取り入れるものである。今回の私の講演は、最後のタイプのものについて、私の最近の実践を紹介するものである。これは、「文法スキット」と「出席ゲーム」と呼ばれるアクティビティで、初級日本語の文法説明を分かりやすくするために演劇的な要素を取り入れたものである。どちらの手法も、特定の文法事項が表す表現機能を具体的な文脈において見せるもので、学生の文法理解を支援するものであることが認められた。今回は、初級の文法項目のうちで、他の言語に類例のあまりない、受給表現の理解のために創作した「文法スキット」と「出席ゲーム」を録画したフィルムを紹介し、この指導法の理論的な背景と日本語教育上の効果を説明する。

Among the ways of using theatrical works in foreign/second language teaching, there are three major ones. One is to make the learners perform a drama. Another is to use drama playbooks or video-taped performance of dramas as teaching materials for listening comprehension or speaking. The other is to apply some theatrical elements to language teaching. Today's lecture/workshop of mine deals with the last one and introduces an example of my latest teaching experiences, which I call "grammar skit" and "call-a-roll game". These are the classroom activities designed for comprehensible explanation of elementary Japanese grammar with an application of theatrical elements. Both methods show your students the communicative functions of a specific grammatical item under a concrete communication context. Application of them proved itself to be effective for supporting a better grammar understanding of the students. This time, I will introduce the video-taped example of "grammar skit" and "call-a-roll game" created for comprehension of "benefactive expressions", which are rarely found in other major world languages, and explain its theoretical background and effect in teaching Japanese as a F/S language.

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