

以戲劇演出之訓練方法降低大學生在英語為外語的 演講課程中的焦慮

李右芷

國立台中科技大學應用英語系

摘要

外語焦慮在外語學習上扮演著關鍵角色。先前研究顯示外語焦慮與外語學習呈現負相關，但仍然缺乏針對戲劇公演如何影響外語演講焦慮及小組討論焦慮之相關研究。因此，本研究之目的在探討運用兩次英語戲劇公演作為演講課程訓練的一部份，對於主修英語之大學生英語演說焦慮及小組討論焦慮程度之影響。本研究之受試者共有 47 人分成小組參與調查，研究工具改編自「溝通焦慮問卷—24」(Richmond & McCroskey, 1995)，學生在公演前、後必須填答此問卷，資料蒐集後採用敘述統計、獨立樣本 T 檢定以及成對樣本 T 檢定等方法進行分析。研究結果顯示第一次戲劇公演對英語演講焦慮有顯著降低之效果，但對小組溝通焦慮沒有顯著降低之效果；第二次戲劇公演對小組溝通焦慮有顯著降低之效果，但對戲劇公演後已經降低的英語演講焦慮沒有進一步顯著降低之效果。整體而言戲劇公演活動能有效減低大學生在英語演講課中的焦慮，幫助其克服演講恐懼以及小組溝通恐懼。本研究最後提出應用戲劇公演融入英語演講教學的建議、本研究的限制、以及後續研究的建議。

關鍵字：演講、外語焦慮、英文演講焦慮、小組討論焦慮、戲劇公演

Theatrical Performance as a Training Approach to Reducing College Students' Anxieties in EFL Public Speaking Class

Yow-jyy Joyce LEE

National Taichung University of Science and Technology

Abstract

FL anxiety plays a pivotal role in language learning. Previous empirical studies have proved that there is a negative correlation between FL anxiety and FL learning. However, empirical research documenting the effects of drama on public speaking anxiety (PSA) and group discussion anxiety (GA) remains virtually unseen. Therefore, the purpose of this study is to explore whether two English theatrical performances, as part of public speaking regimen, helps to reduce EFL students' PSA and GA. A total of 47 participants divided in small groups were recruited in this investigation. The research instrument was adapted from Personal Report of Communication Apprehension-24 (PRCA-24) (Richmond & McCroskey, 1995). Progress was tracked by comparing pre-performance and post-performance surveys from the participants. The results of the survey were analyzed by descriptive statistics, Independent *t*-test, and Paired *t*-test. On the whole, the results show that public theatrical performances significantly reduce PSA but not GA after the first performance. After the second performance GA starts to show significant improvement, but PSA does not show further reduction. The theatrical performances have effectively reduced college students' anxieties in EFL public speaking class by helping them to overcome their fear in public speaking and group discussion. Finally, limitations of this study are explained. Suggestions of further research and how to apply theatrical performance to teach English public speaking are discussed at the end of the paper.

Keywords: Public Speaking, Foreign Language Anxiety, English Public Speaking Anxiety, Group Discussion Anxiety, Theatrical Performance