

## 艾略特舞動人生：多模態文本、提問式教學與批判識讀法

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### 摘要

本研究討論台灣大一新生如何體驗批判識讀法之英語學習活動，尤其是透過非傳統文本（如電影「舞動人生」與英文繪本）及多元之學習任務，幫助學生省思與生活相關之議題（例如性別議題）。利用質性內容分析法，本研究探索各類資料，最後浮現下列主題：批判對話、內文批判反應、課堂外批判反應、學習者主動探索精神。從理論層面來看，研究顯示，社會各種現實面向的確是建構蘊含於語言之中，此觀點從本活動邀請學生閱讀不同文本，再將此語言學習經驗擴大至討論性別社會議題之作法，即可證明。從教學實踐角度而言，研究亦發現使用多模態文本與提問式教學之批判識讀法，的確有效幫助學生重新省思各種性別形象。

**關鍵詞：**多模態文本、提問式教學、批判識讀法、性別議題

## **Billy Elliot Dances: Multimodal Texts, Problem-posing Pedagogy, Critical Literacy**

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### **Abstract**

The present study explores a critical-literacy activity implemented in a class of 34 college freshmen in Taiwan. The activity was designed to help students reflect critically on meaningful issues (e.g. gender-oriented topics) related to students' lives through multimodal texts (e.g. the film *Billy Elliot*, related texts, and a picture book) and multiple learning tasks. Adopting qualitative content analysis, the study identifies four major themes: critical dialogue, within-text critical responses, outside-classroom critical responses, and active inquiry by learners. On the theoretical level, this study suggests that social reality is embedded in language, as shown by the activity connecting what students read in different texts to a larger discussion of gender issues in society. On the practical level, the study also indicates that critical literacy helped students reconsider gender images through engagement with multimodal texts and problem-posing pedagogy.

**Keywords:** multimodal texts, problem-posing pedagogy, critical literacy, gender issues