

# 幼兒表徵遊戲中文語言溝通之探究一

## 以雙語班與半日全美班個案為例

### 中文摘要

本研究之主要目的在探究接受不同美語教學方式之幼兒在進行表徵遊戲時的中文語言溝通情況。研究方式係以個案研究方式，以台中市某私立幼稚園雙語班及半日全美班之兩位幼兒為主要研究對象，並以質量並重之研究方法，採用教室自然情境觀察，並配合角落時間記錄表、教師與父母訪談等方式進行研究資料蒐集。

本研究之結果發現：雙語班妮妮在表徵遊戲的語言溝通表現上，與半日全美班菲菲之表現相似，兩位都屬於遊戲持續性極佳的幼兒，皆參與了大量的社會戲劇遊戲，並有豐富的中文語言溝通。此外，雙語班妮妮在表徵遊戲之語言溝通類型中，是以假裝溝通中的「符合其所扮演角色的溝通」次數最高，次數最少的則是後設溝通中的「表徵替代物的認定」；半日全美班菲菲在表徵遊戲之語言溝通類型中，也是以假裝溝通中的「符合其所扮演角色的溝通」次數較高，但是，次數最少的則是後設溝通中的「分配角色」。在語言溝通的特色部份，雙語班妮妮呈現出「善於表達」、「配合度高之語言互動」、「重視禮儀的語言溝通」，以及「勇於表達以捍衛自我權益」等四項特色；半美班菲菲則呈現出「語言豐富且創意十足」、「語氣專制且強勢」、「善於溝通且喜好發問」等三項特色。

**關鍵字：**中文語言溝通、半日全美班、社會戲劇遊戲、表徵遊戲、雙語班

# **Young Children's Chinese Language Communication in Representational Play: Cases of Bilingual and Half-day English Classes**

## **Abstract**

The purposes of this study are to investigate how two children from two types of classes, bilingual and half-day English classes, communicated with peers in representational play. The researcher used qualitative and quantitative research methods to explore the types of communication they engaged and the characteristics of the communication in the play.

The results of this study are stated as follows: (1) Nini and Fifi both liked to participate in representational play. They also exhibited persistence and rich verbal communication in play. (2) As to the types of verbal communication, Nini exhibited the most amount of “pretend communication statements are appropriate for the role that the child has adopted”, and the least amount of “designating the make-believe identities of objects”. Fifi also exhibited the most amount of “pretend communication statements are appropriate for the role that the child has adopted”, however, the least amount of “assigning roles”. (3) Nini, the one in bilingual class, exhibited four characteristics while playing, including: an expert of expressing thoughts, good communications with peers, showing respect while communicating with peers, and an exhibition of courage to defend self-rights and interests”. Fifi, the one in half-day English class, exhibited three characteristics: creative and rich language expression, communication with authoritative tone, and make the best use of communications to satisfy curiosity.

**Key words:** Bilingual Class, Chinese Language Communication, Half-Day English Class, Representational Play, Sociodramatic Play