



Chinese Folk Performance Traditions
中國民間演藝傳統



Technology-enhanced learning for Chinese language, theater performance and culture



Sue-mei Wu 吳素美, Ph.D.

Teaching Professor of Chinese Studies

Director, MA in Applied Second Language Acquisition

Dept. of Modern Languages, Carnegie Mellon University

e-mail: <suemei@andrew.cmu.edu>

URL: <http://xinterra.com/suemeiwu>

CMU's Teaching & Learning Summit, Friday, October 14, 2016



Abstract

- ◆ Chinese local and folk theater performances can provide great course topics that engage students and help them appreciate Chinese culture and society while also increasing their language proficiency. However, few teaching resources are available to facilitate the difficult task of developing course activities that can help language learners balance content knowledge acquisition with improvements in their language proficiency. Moreover, it is common to have students with a variety of backgrounds and skill levels in an advanced level class, and it can be very challenging for the instructor to create suitable class activities to help manage the diversity. This presentation will introduce a Chinese folk and theater performance website that has been developed to help meet these challenges. The website provides a multimedia introduction to Chinese folk performance forms and is designed to enable a flipped classroom strategy and use of technology-enhanced teaching in the Content-based instruction framework.

Motivations & Intro.

緣起.....



Chinese Folk Performance Traditions

中國民間演藝傳統



- ◆ 82-440: Studies in Chinese Literature and Culture Curriculum: This is an introductory course conducted mainly in Chinese for advanced level Chinese learners. Explore the culture of folk performance, dramatic literature and performing arts, their relationship with Chinese local culture and societies, and their national and global impact.
 - (1) **Chinese Puppet Theater in the Social Context 中國偶戲傳統** (hand puppet theater 布袋戲, shadow puppet theater 皮影戲 and marionette puppet theater 傀儡戲)
 - (2) **Chinese Folk Performance Traditions 民間演藝傳統**
- ◆ Objectives: obtain a general understanding of the various Chinese folk performance forms including puppetry, opera, oral storytelling traditions, music and instruments and temple festival performances. It will also enhance students' language proficiency: reach the advanced-mid to advanced-high level; write an essay of 1,000-1,200 Chinese characters
高年級的文化與語言並重的課: 文學文化知識的介紹 + 提高中文的聽說讀寫能力
- ◆ Class activities include lectures, guest speakers, and discussion, as well as hands-on experiences and presentation of multimedia examples of folk performances. 中國民間演藝傳統: 基礎簡單介紹, 種類, 民間地方戲曲, 生活文化, 信仰與廟會活動等等

At the end of the course, students are expected to :

- ◆ have a better understanding of the nature and scope of the Chinese folk performance traditions and do some cross-cultural comparisons 文化, 藝術傳統的比較與討論 (地方, 全國, 跨國的文化比較)
- ◆ gain some fundamental training that will enable them to carry on related field work and research.
簡單田野調查方法, 文化研究項目介紹: 提高興趣, 演藝表演的賞析, 獨立研究思考



82-440: Chinese Folk Performance Traditions Content and Topics 課程主題及內容



◆ **Puppetry 偶戲**: Hand puppet theater 布袋戲, Shadow puppet theater 皮影戲, string puppet theater (marionette) 傀儡戲



◆ **Opera 曲藝**: Peking Opera, Kunqu Opera, Sichuan Opera, Huangmei Opera, Yue Opera, Cantonese Opera and Taiwanese Opera (京劇, 崑曲, 川劇, 黃梅戲, 越劇, 粵劇, 歌仔戲)



◆ **Temple festival and Folk Beliefs**
(廟會節慶及民間信仰)



◆ **Music & Instruments 音樂及樂器**



Issues, Challenges and Solutions 難度 + 解決方案

Issues and Challenges:

- ◆ Lack of available textbooks; the balance between content knowledge and language proficiency 高年級課程,文化文學知識課 + 提高學生的聽說讀寫等語言能力
- ◆ It is common to have students with a variety of backgrounds and skill levels. 學生背景來自四面八方, 了解教材內容, 有趣, 看得懂, 參與討論及課堂活動
- ◆ It is essential to create suitable class activities to help manage the diversity. 教材的選擇: 文本的難易程度, 觀看表演; 靈活有彈性的作業, 考試及課堂活動

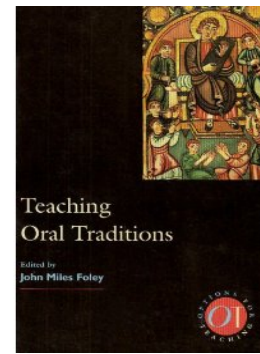
Solutions:

- ◆ Texts & Websites: both in Chinese and English; Both Simplified and Traditional characters 中英文, 簡/繁體字兼顧
- ◆ Multimedia materials with audio and video 錄音 + 視頻教材



Learning Materials

主要教材



1. *Teaching Oral Tradition*. By Foley, John Miles
2. *Plum and Bamboo: China's Suzhou Chantefable 蘇州彈詞 Tradition*. By Mark Bender
3. *Fascinating Stage Arts 京劇*. By Xiao, Xiaoming
4. Other teaching materials prepared by the instructor 老師準備的學習教材
5. Course websites: 中國民間演藝傳統, 偶戲及戲曲網站
(e.g. Sue-mei Wu's Chinese Folk Performance Website, Xinterra Puppetry & Opera Websites, digital storytelling films)

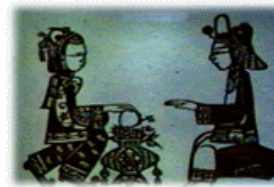


Chinese Folk Performance Traditions
中國民間演藝傳統



Class Requirements & Activities

課程要求 & 課堂活動



- ◆ Class attendance and participation 出席和參與
- ◆ Hands-on Learning & Fieldwork Experiences 實地表演學習
- ◆ Homework 作業
- ◆ Web Reading Assignments 網上閱讀作業
- ◆ Book Reading, Reports and Discussions 讀書報告及討論
- ◆ Tests 考試
- ◆ Interviews 面談
- ◆ Essay Writing 作文
- ◆ Chinese Oral Reports 中文口頭報告
- ◆ Term Project (e.g. term paper, mini filmmaking project 學期項目 (e.g. 學期文章, 微電影製作))



Innovative Solutions and Implementations: Integrate CBI, CALL and Flipped Classrooms



- ◆ CFL: Language+ Culture+ Technology-enhanced Learning
介紹中國文化藝術教與學(語言+ 文化+ 科技運用)



- ◆ Learn content knowledge by interacting with the course website, provide questions and issues to participate in class discussions 網站學習內容,課上討論

- ◆ Class project: e.g. local dialects project & hand puppet theater mini film project 地方方言&布袋戲迷你電影項目



- ◆ Hands-on learning experiences: e.g. manipulate the puppets, basic opera gestures and performing skills 實地戲劇表演經驗

Teaching Chinese Opera in a Content-based Curriculum 中國戲曲: Students explored the multimedia context and learned basic performing skills

◆ Peking Opera 京劇



Sichuan Opera 川劇



◆ Cantonese Opera 粵劇



Kunqu Opera 崑曲



Teaching Chinese Opera in a Content-based Curriculum

中國戲曲：感謝有志一同的老師們

◆ Huangmei Opera 黃梅戲



Yueju Opera 越劇



◆ Taiwanese Opera 歌仔戲



Teaching Chinese Opera in a Content-based Curriculum

中國戲曲教學項目內容+ 教學網頁製作



- ◆ Opera dialects recording + introduction of different Chinese local opera & their special features 劇種(地方戲) 地方方言錄音+地方戲介紹 (著重其特色, 500-600 字)
- ◆ Opera master biography & Story & Audience 代表演員介紹 (或觀眾訪談): 文本, 錄音, 錄像的製作
- ◆ Hands-on skills practice: better understand the content knowledge + language proficiency promotion
練習: 劇種知識了解+ 語言提升
- ◆ Critical thinking and discussions, intercultural comparisons, issues & local and global impacts 思考,文化差異比較,影響

Local Dialect Project Sample: 歌仔戲: 地方方言錄音(普通話 VS 台語/閩南語) Taiwanese Opera: Mandarin Chinese VS Taiwanese (Southern Min Dialect): Sound file, similarities and differences

- ◆ Mandarin 普通話: 大家好！我是台灣宜蘭人, **我們** **家** **住在** 台灣宜蘭。
 (Taiwanese 台語: 大家好！我是台灣宜蘭人, **阮** **兜** **跔佇** 台灣宜蘭。)

- ◆ 我 **現在** **說** **的** 是台語/閩南語。
(我 **陣馬** **講** **兮** 是台語/閩南語。)



- ◆ **如果** 有機會, 我想要給 **你們** 介紹 **我們** **的** 家鄉戲: 歌仔戲。
(**若是** 有機會, 我想要給 **恁** 介紹 **阮** **兮** 家鄉戲: 歌仔戲。)

- ◆ **我們** **那兒** **的** **人** **都** **很** 愛看歌仔戲,
(**阮** **遐** **兮** 人 **攏** **真** 愛看歌仔戲,)

- ◆ 希望 **你** **也** 會 **喜歡** 看歌仔戲。
(希望 **汝** **嘛** 會 **呷意** 看歌仔戲。)



- ◆ **謝謝**, 祝 **你** 萬事如意, 再見。
(**多謝**, 祝 **汝** 萬事如意, 再見。)

歌仔戲: 地方方言錄音 (普通話 VS 台語/閩南語)





(Taiwanese Opera: Mandarin Chinese VS Taiwanese (Southern Min Dialect) simple linguistics comparison:

- ◆ **Pronouns:** 我 [wǒ] / 我, 吾 [guá]: I 我們 [wǒmen] / 阮 [gún]: we (plural)
你 [nǐ] / 汝 [lí]: you (single) 你們 [nǐmen] / 恁 [lín]: you (plural)
大家 [dàjiā] / 逐家 [taik-ke] : everyone
- ◆ **Adjective:** 好 [hǎo] / 好 [hó]: good
- ◆ **Verbs:** 是 [shì] / 是 [sī] : to be (is/am/are) 說 [shuō] / 講 [kóng]: to speak
喜歡 [xǐhuān] / 呷意 [kah-ì] : to like 住 [zhù] / 蹕 [tuà]: to live
謝謝 [xièxie] / 多謝 [to-siā]: to thank
- ◆ **Adverbs:** 都 [dōu] / 攏 [long]: all 也 [yě] / 嘛 [mā]: also
很 [hěn] / 真 [tsin]: very
- ◆ **Preposition:** 在 [zài] / 佇 [ti]: in, at, on
- ◆ **Others:** 家 [jiā] / 兜 [tau]: family 現在 [xiànzài] / 這馬 [tsit-má] : now
如果 [rúguǒ] / 若是 [nā-sī]: if 那兒 [nàr] / 遐 [hia]: there
的 [de] / 兮 [ê]: possessive/structural particle

Taiwanese Opera Features 歌仔戲特色:

Peking Opera VS Taiwanese Opera

	京劇 Peking Opera 	歌仔戲 Taiwanese Opera 
臉譜/表演 Faces/ perform	臉譜重要; 顏色, 突顯角色性格與身分, 唱腔講究 Faces, singing styles and different colors indicate the characters' personality, social status...etc	較簡單, 唱腔較自由 Faces and singing styles are relatively simple
表演語言 Performing language	北京話 Peking Dialect	閩南語(台語) Taiwanese Language

Taiwanese Opera Features 歌仔戲特色

	<p>京劇 Peking Opera</p> 	<p>歌仔戲 Taiwanese Opera</p> 
<p>反串 Gender -switch roles</p>	<p>The female roles are usually performed by male 其中小旦常是男扮女裝 名人: 梅蘭芳, 貴妃醉酒</p> 	<p>The male roles are usually performed by female 其中小生常是女扮男裝 名人: 楊麗花 薛仁貴, 皇帝, 唐伯虎 (葉青, 黃香蓮, 陳亞蘭...)</p> 

Taiwanese Opera Features 歌仔戲特色

	<p>京劇 Peking Opera</p> 	<p>歌仔戲 Taiwanese Opera</p> 
<p>唱腔講究 Singing style</p>	<p>唱腔講究, 影響各地方劇種 very detailed singing styles, impacts on other local opera</p>	<p>哭調唱腔很有特色 影響喪葬孝子哭墓 Has a distinct crying singing style which has also impacted on the funeral ceremony</p>
<p>劇本 Play scripts</p>	<p>文本紀錄, 劇作家 Written scripts, produce some famous play writers</p>	<p>較無固定劇本 (野台戲); 多由戲先生說戲供演員 即興發揮、演出。mainly from the oral story-telling tradition, the masters are the narrators.</p>
<p>演出場所與場景 Performing places</p>	<p>劇院, 表演性質 Performing and entertaining purpose, occur in the theater</p>	<p>野台戲普遍 與民間信仰, 廟會節慶結合 occur mainly in the open-air performances in the temple festival, relate to folk beliefs and religions.</p>

Taiwanese Opera Features 歌仔戲特色

<p>京劇 Peking Opera</p> 	<p>歌仔戲 Taiwanese Opera</p> 
<p>中國戲劇代表, 主流 Representative of Chinese Performing Art.</p> 	<ul style="list-style-type: none"> - 歷經了野台、內台、廣播、電影、電視歌仔戲等階段 - 與台灣人們的生活習俗緊密地結合 - 反映了當代台灣的經濟、社會、政治等的蛻變情形 - Has been through open-air, theater, broadcast, movie and TV - Intertwined with local people life, developed closely with local society changes 

Gender Switching in acting

歌仔戲小生反串 (常是女扮男裝)



The distinct feature of Taiwanese Opera is that the young male roles are usually performed by females. 楊麗花, 葉青, 陳亞蘭常是反串小生, 他們的小生扮相是英俊瀟灑, 風流倜儻, 迷倒不少女粉絲!



Taiwanese Opera Master: Yang Lihua 歌仔戲天王巨星 “楊麗花”



Yang Lihua is particularly good at performing the young male roles: handsome appearance with loud and clear singing style have captured the hearts of many fans.

楊麗花對演小生特別拿手，她的反串小生：扮相俊美、音色渾厚，迷倒了不少女粉絲。

歌仔戲天王巨星“楊麗花”：網頁 & 課堂講義

Text about YangLihua: Website & Class Handouts



- ◆ 一提到台灣歌仔戲，人們就會想到歌仔戲天王巨星“楊麗花”。
- ◆ 楊麗花(1944年--), 是台灣宜蘭人, 她從小在宜蘭的歌仔戲班裡長大, 三歲時就開始上台演出。她媽媽常是女扮男裝反串演小生, 楊麗花從小耳濡目染, 也對反串演小生特別拿手。她的小生扮相俊美、音色渾厚, 迷倒了不少女粉絲。而楊麗花的女扮男裝, 這不但是她的演出特色, 也是台灣歌仔戲的主要特色之一。
- ◆ 楊麗花在1950年代—1960年代就成了遠近馳名的歌仔戲野台戲演員, 她也是台灣「電台歌仔戲」、「電視歌仔戲」的創始者。她於1970年代所組成的「台視歌仔戲團」不僅讓歌仔戲能在電視新媒體得以流傳, 她也是讓歌仔戲聲名遠播海內外的靈魂人物。
- ◆ 回想當年楊麗花在電視台錄《薛平貴和王寶釧》時, 超過五十的高收視率, 真是破了台灣電視史的收視紀錄; 那時每次錄完影以後, 楊麗花總是要擠過層層的粉絲人牆, 才能離開電視台, 其中還包括喜愛她的家庭主婦和婆婆媽媽們。
- ◆ 楊麗花表示, 她演歌仔戲演了四十多年, 詮釋過好幾百個歷史人物, 雖然她只有念到小學三年級, 但是因為她演的多是忠孝節義的歷史故事, 所以她在戲裡學了不少的做人的道理, 而她所最珍視的就是『情義』兩個字。

歌仔戲天王巨星 "楊麗花": 網頁 & 課堂講義
Website & Class Handouts: Yang Lihua



◆ (简体字版Simplified Character Text)

歌仔戏天王巨星 "杨丽花"

◆ PINYIN:

Gēzǎixì tiānwáng jùxīng" Yáng Lìhuā"

◆ English:

Taiwanese Opera superstar "Yang Lihua"



生詞表 Vocabulary List



#	繁體	简体	拼音	英文
1	天王巨星	天王巨星	tiānwáng jùxīng	superstar
2	歌仔戲班	歌仔戏班	Gēzǎixì bān	Taiwanese Opera troupe
3	反串	反串	fǎnchuàn	gender switching (in acting)
4	拿手	拿手	náshǒu	expert; good at
5	遠近馳名	远近驰名	yuǎnjìn chímíng	well-known; famous

Online Interactive Exercises

練習: I. 選擇題 Multiple Choice



I. 選擇題 (选择题) Multiple Choice

1. 楊麗花從小在什麼樣的家庭裡長大?

杨丽花从小在什么样的家庭里长大?

Yang Lihua grew up in what kind of family?

(a) 在宜蘭歌仔戲班裡長大 (b) 在宜蘭京劇團裡長大 (c) 在宜蘭川劇團裡長大

(a) 在宜兰歌仔戏班里长大 (b) 在宜兰京剧团里长大 (c) 在宜兰川剧团里长大

2. 楊麗花常反串好幾百個歷史人物, 演的多是什麼樣的故事?

杨丽花常反串好几百个历史人物, 演的多是什么样的故事?

Yang Lihua performed several hundred historical figures for what kind of stories?

(a) 功夫武打 (b) 愛情偶像 (c) 忠孝節義

(a) 功夫武打 (b) 爱情偶像 (c) 忠孝节义

Online Interactive Exercises

練習：II. 是非/對錯題 True/False



1. 楊麗花八歲時就開始上台演出。

杨丽花八岁时就开始上台演出。

Yang Lihua performed on stage since she was 8 years old.

2. 她的小生扮相俊美、音色渾厚, 迷倒不少女粉絲。

她的小生扮相俊美、音色浑厚, 迷倒不少女粉丝。

Her handsome appearance in acting as a young male role and her loud, clear and perfect singing have captured many female fans' hearts.

Online Interactive Exercises

練習: III. 填空題 Fill in the Blank



1. 她媽媽常是_____，楊麗花從小耳濡目染，也對反串演小生特別拿手。

 她妈妈常是_____，杨丽花从小耳濡目染，也对反串演小生特别拿手。

Her mother often acted_____. Yang Lihua was influenced by that ever since when she was little. Therefore she is quite good at performing young male roles.

(a) 男扮女裝 (b) 女扮男裝 (c) 演老太太

(a) 男扮女装 (b) 女扮男装 (c) 演老太太

2. 楊麗花在電視台表演時，超過_____的高收視率，破了台灣電視史的收視紀錄。

杨丽花在电视台表演时，超过_____的高收视率，破了台湾电视史的收视纪录。

When Yang Liu was performing in the TV station, the viewing rate of over_____ broke the historical record for a Taiwanese TV viewing rating.

(a) 三十 (b) 四十 (c) 五十

(a) 三十 (b) 四十 (c) 五十

Online Interactive Exercises

練習: IV. 問答題 Q &A



1. 楊麗花為什麼反串小生最拿手?

杨丽花为什么反串小生最拿手?

Why is Yang Lihua very good at performing the young male gender switched roles?

Key: 她媽媽常是女扮男裝反串演小生, 楊麗花從小耳濡目染, 所以她也對反串演小生特別拿手。

2. 楊麗花是怎麼讓歌仔戲遠近馳名的?

杨丽花是怎么让歌仔戏远近驰名的?

How did Yang Lihua make Taiwanese Opera more well-known?

Key: 她是歌仔戲野台戲名演員, 也是台灣「電台歌仔戲」、「電視歌仔戲」的創始者。她於 1970年代所組成的「台視歌仔戲團」不僅讓歌仔戲能在電視新媒體得以流傳, 也是讓歌仔戲聲名遠播海內外的靈魂人物。

3. 楊麗花說她在戲裡學到了什麼? 她最珍視的是什麼?

杨丽花说她在戏里学到了什么? 她最珍视的是什么?

What did Yang Lihua say she learned from the plays? What did she value the most?

Key: 楊麗花說因為她演的多是忠孝節義的歷史故事, 所以她在戲裡學了不少的做人的道理, 而她所最珍視的就是「情義」兩個字。

Online Interactive Exercises

練習: IV. 問答題 Q &A



4. Use the Vocabulary and the useful expressions (一提到...就...); (對...拿手); (不僅...也) to talk about:

Use the Vocabulary and the useful expressions (一提到...就...); (对...拿手); (不仅...也) to talk about:

(a) 用你的話, 把楊麗花的故事再說一遍。

用你的话, 把杨丽花的故事再说一遍。

Use your own words to retell Yang Lihua's story.

(b) 你喜歡的流行文化或者表演。

你喜欢的流行文化或者表演。

Your favorite Pop culture or performance.

(c) 如果我是一個歌仔戲演員/ 粉絲/ 團長....

如果我是一个歌仔戏演员/ 粉丝/ 团长....

If I were a Taiwanese Opera performer/ fan/ troupe director...



上課討論 Discussions



- ◆ **Youtube + Audio CDs and DVDs**

加深印象, 方便教學, 視聽效果: 聽得到, 看得到, 感受得到...

- ◆ **Youtube Links:**

e.g. 楊麗花, 楊麗花歌仔戲, 歌仔戲的小生反串。

杨丽花, 杨丽花歌仔戏, 歌仔戏的小生反串。



- ◆ **Useful discussion expressions (Advanced level) 討論表達詞語:**

Offering Opinions: 我認為...; 在我看來...; 我覺得...;

In general; to sum up: 一般來說; 總的來說; 總而言之

Conjunctions: 雖然... 但是...; 因為...所以...

- ◆ **Cultural Learning + Improve Language Fluency:** Help students make intercultural comparisons, make connections to their individual experiences, and think critically about the implicit and explicit voices of the performances

Students Learning Outcomes:

Example (1) Students Essays & Term Projects published in the Modern Languages' undergraduate Journal, POLYGLOT 系刊

1. 我所學到的中國民間演藝傳統 What I Have Learned About Chinese Folk Performances
2. 第一次看中國雜技表演 My First Time Watching A Chinese Acrobats Performance
3. 陪我成長的玩偶們 Puppets Through the Ages
4. 中國雜技表演 Chinese Acrobatics Show
5. 中國演藝傳統: 我的經驗 Traditional Chinese Performing Arts: My Experiences
6. 比較中國與世界其他的演藝傳統 Comparing Chinese Folk Performance Traditions with the Rest of the World
7. 我學中國民族舞蹈 When I Learned Chinese Traditional Dancing
8. 演藝傳統會保存下來嗎? Can Oral Traditions be Preserved?
9. 聽中國戲劇, 反思 Thoughts on Chinese Opera and Folk Performance
10. 三國演義與中國民間演藝傳統 Romance of Three Kingdoms and Chinese Folk Performances
11. 我與中國民族樂器 Me and the Traditional Chinese Instruments
12. 還沒結束的緣份: 我與中國戲曲 A Continuing Fate: Me and Chinese Opera
13. 我對民間演藝的回憶 My Memories of Folk Performance
14. 中國相聲跟美國脫口秀的比較 Chinese Comedy vs. American Late Night Shows
15. 在中國看民間演藝表演 Watching Chinese Folk Performances in China
16. 我對中國藝術文化的看法 Views on Chinese Performing Arts
17. 中國和韓國的扇子舞 Chinese and Korean Fan Dance
18. 粵劇與香港流行音樂 Cantonese Opera and Pop Music: A Discussion
19. 中國傳統音樂對現代中國音樂的影響 The Influence of Chinese Traditional Music on Modern Chinese Music
20. 蒙古文化: 節慶, 音樂和舞蹈 Mongolian Culture: Festival, Music and Dance



Students Learning Outcomes: Example (2) Students performances and Filmmaking showcase



- ◆ 82-440 (Fall 2015) Final Term Project Showcase Celebration (open to the Public). December 10, 2015.

(1) 山東快板 *Shandong Kuaiban* (Shandong Clapper Ballad):

Performed by 82-440 student: Will Crichton (CS Major and Chinese Studies Minor)



Students Learning Outcomes: Example (2) Students performances and Filmmaking showcase



(2) 布袋戲小學堂迷你電影: Student-led class **filmmaking** (Hand Puppet Theater)

An innovative Hand Puppet Theater Documentary Film produced by the 82-440 instructor and students. The film incorporates ethnographic fieldwork, cultural studies and language learning, and creating it has been an important learning activity in the course.

- ◆ 82-440 Hand Puppet Theater Mini Film Show (open to the public): February 5 (Friday), 2016. CMU. Conjunction with Dept. of Modern Languages' MLSAC Film, Chinese movie, Chinese food and **Chinese New Year** celebration.



Concluding Remarks

- 82-440: The **innovative** teaching and learning about arts and culture with Content-based Curriculum+ CALL+ Cloud technology+ Flipped classroom
- Promote language and culture **learning** and improve students' narrative **proficiency**



Concluding Remarks

- Students published their work in ML's undergraduate **Journal** "Polyglot". It has been an enjoyable way to share their talents and be recognized by the campus community and beyond. It's also a nice way for people to see and acknowledge the breadth of talent among our CMU students.



Concluding Remarks

- The student-led **filmmaking project** in which students used their linguistic proficiency, cultural competence and critical thinking skills to become filmmakers and arts ambassadors. It is a nice way for students to share their work and achievements with the CMU community, their family, friends and the world.



Sharing & Promotion: Organize the “I SEE TAIWAN Film Festival” for Pittsburgh Communities. Time: Saturday, Nov 5, 2016 at CMU “看見台灣” 電影展
I SEE TAIWANESE OPERA 看見台灣傳統戲曲: 歌仔戲

- ◆ At the showcase two mini films about Taiwanese Opera that I recently directed, and will provide a bridge for the western audience to have a better understanding of Taiwanese local culture and folk performances.
- ◆ Introduction to Taiwanese Opera 歌仔戲介紹影片 (Summer 2016, Length: 4:51, Narrated in English, examples in Chinese and a Sample of Taiwanese Dialect台語)
- ◆ Taiwanese Opera Superstar Yang Lihua 介紹歌仔戲皇帝楊麗花 (June 2016, Length: 2:50, Narrated in English, examples in Chinese)

