DRAMA TECHNIQUES FOR THE ENGLISH CLASSROOM

Course dates
22 July - 4 August
5 August - 18 August

Course fees
£1310

Course location
University of Kent

Target audience
English Language teachers, group leaders and trainers of all ages and teaching levels

Trainees do not require any previous experience with drama in order to attend this course but must be prepared to participate actively in activities. They must have a desire to explore the potential drama provides for using creative and imaginative English in the language classroom.

You will need at least an upper intermediate level of English (B2)

Course summary
The course is aimed at introducing drama and improvisation techniques to the participants to enhance and extend the English language teacher’s communication skills and to provide the teacher with the confidence to use these new skills as methodology in the English language classroom for language development and use. The participant will leave this course with a comprehensive variety of engaging and productive activities that are designed to complement language learning by encouraging the English language student with a real desire to listen, speak and write fluently, actively and creatively. This course also provides a large amount of English practice throughout.

Course content
Developing an effective learning environment through group dynamics and co-ordination as well as trust work

Improvisation classroom activities, for enriching communication skills, self confidence, spontaneity and risk taking

Freeing the body: the instrument of communication to enhance social and professional communication

The study of body language communication and gesture. Improving confidence and effective interaction in class

Creating a desire to write stories, monologues and dialogues. How to feedback and assess activities in class

Freeing the voice: breathing and voice techniques for the language teacher including difficult pronunciation work

Colouring speech. Looking at intonation, word stress, pauses, pronunciation, techniques for enriching spoken English for personal and professional development

Introduction to Shakespeare: sonnets, monologues and soliloquies. Punctuation and identifying Shakespeare’s rhythm and using one monologue

Approach to studying and interpreting a variety of texts examining pronunciation, punctuation, language and rhythm through poetry and then a study of prose, monologues and duologues including voice texts for narration, radio and television advertisements

Presentation of a chosen text to the class as a conclusion to the course which will be assessed by peers or a presentation of drama/improvisation based activities on a theme for the language classroom
Sample Programme

Please note this is an example of a daily programme. Course content may often be usefully adapted to incorporate the needs of each group member.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-10.30</td>
<td>Group co-ordination, dynamics and bonding</td>
<td>Trust work</td>
<td>Development of improvisation in free speaking and writing</td>
<td>A study of body types and character</td>
<td>Voice play, Stressing, intonation and pronunciation</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>Drama discussion and importance for the classroom</td>
<td>Trust work continued</td>
<td>Further exploration of improvisation for story-telling play writing and story creation</td>
<td>Passive, aggressive and assertive body language and behaviour</td>
<td>Voice play, Stressing, intonation and colouring the language continued.</td>
</tr>
<tr>
<td>14.00-15.30</td>
<td>Needs and setting goals and project</td>
<td>Improvisation and value for self development and confidence</td>
<td>Body language, self assurance, centering and posture</td>
<td>Breathing techniques and relaxation activities</td>
<td>Making text live, Voice and text interpretation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-10.30</td>
<td>Introduction to status work</td>
<td>Using gibberish</td>
<td>Activities for vocabulary study and grammar</td>
<td>Presentation of play, poem, monologue or duologues</td>
<td>Group and peer feedback</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>Using status to create improvisation and writing scenes</td>
<td>Using Shakespeare’s “7 ages of man” in the classroom</td>
<td>Continued study of useful activities in the language classroom</td>
<td>Group role plays to extend imagination and creativity</td>
<td>Assessing activities and outcomes.</td>
</tr>
<tr>
<td>14.00-15.30</td>
<td>Story creation and dialogue building techniques</td>
<td>Shakespeare sonnets and review of Friday’s performance</td>
<td>Using visuals, scenarios, bland text and stage directions</td>
<td>Students share activities with the group</td>
<td>Feedback, Review of course. Goodbyes.</td>
</tr>
</tbody>
</table>

Recommended reading


“Improvisation for story tellers” K. Johnstone (Faber & Faber) 1999


“Games for actors and non-actors. Second edition” A. Boal (Taylor and Francis) 2007

“Teaching English with Drama” M. Almond (Modern English Publishing) 2005

Is this the right course for me?

Yes, if you are looking for more productive ways to communicate and encourage students to speak and write.

To see this course in Erasmus+ course catalogue click here:


Contact

Jim Wright
jim@pilgrims.co.uk
0044 1227 762111
Suite 1b Orchard House, Orchard Street, Canterbury, Kent, CT2 8AP