

DRAMA TECHNIQUES FOR THE ENGLISH CLASSROOM

Course dates

22 July - 4 August

5 August - 18 August

Course fees

£1310

£1310

Course location

University of Kent

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

Developing improvisational skills and using gesture and voice

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.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Group co-ordination, dynamics and bonding	Trust work	Development of improvisation in free speaking and writing	A study of body types and character	Voice play. Stressing, intonation and pronunciation
11.00-12.30	Drama discussion and importance for the classroom	Trust work continued	Further exploration of improvisation for story-telling play writing and story creation	Passive, aggressive and assertive body language and behaviour	Voice play. Stressing, intonation and colouring the language continued.
14.00-15.30	Needs and setting goals and project	Improvisation and value for self development and confidence	Body language, self assurance, centering and posture	Breathing techniques and relaxation activities	Making text live. Voice and text interpretation
Week 2					
9.00-10.30	Introduction to status work	Using gibberish	Activities for vocabulary study and grammar	Presentation of play, poem, monologue or duologues	Group and peer feedback
11.00-12.30	Using status to create improvisation and writing scenes	Using Shakespeare's "7 ages of man" in the classroom	Continued study of useful activities in the language classroom	Group role plays to extend imagination and creativity	Assessing activities and outcomes.
14.00-15.30	Story creation and dialogue building techniques	Shakespeare sonnets and review of Friday's performance	Using visuals, scenarios, bland text and stage directions	Students share activities with the group	Feedback, Review of course. Goodbyes.

Recommended reading

"Impro: Improvisation and the Theatre" K. Johnstone (Theatre Art Books) 1981

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

"Improvisation for the theatre. Third edition" V. Spolin (Northwestern University Press) 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

Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours.



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:

https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?id=48165

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