

DRAMA TECHNIQUES FOR THE ENGLISH CLASSROOM

Course dates

4 August - 17 August

Course fees

£1365

Course location

University of Kent

Target audience

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

This course is suited for those who have attended a previous drama course and who wish to enhance their drama skills.

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

Course summary

This course will include group dynamics and group co-ordination work to build a trusting and productive environment in which to work. We'll introduce complex improvisation in the language classroom and study how to use these activities to encourage creative writing, building dialogue and story building.

One major aspect of this course will be an in-depth study of status and body language and how they relate to each other and the environment.

To complete the course participants will be encouraged to study literature, including interpreting poetry, sonnets, monologues both classic and contemporary and they will perform them in front of their peers on the last day.

This course will prove to be stimulating and a great deal of fun.



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	Meeting and discussing needs	Review of each day's work	Developing improvisation and its implication for the language classroom	Story telling development through improvisation	Further work on literature
11.00-12.30	Setting goals, Group dynamics and bonding	Improvisation and physical activities	Further improvisation and writing activities	Further story telling through improvisation	Approach to bland text to interpret character and vocal delivery
14.00-15.30	Trust work	Improvisation and freeing the body	Reading and presenting monologues based on improvisation	Literature input monologues, poetry, sonnet and advertisement interpretation	Creating dialogue through scenarios and stage directions
Week 2					
9.00-10.30	Stimulating dialogue and story-telling from photo stimuli	Status and body language study	Shakespeare, A study of female and male monologues	A look at chosen pieces for Friday's performance	Performance of chosen pieces for peer feedback
11.00-12.30	Dialogue. The importance of word, word stress and intonation using simple one word and four word text	Examining equal status dialogue, conflicting status and change in status dialogue writing	Further study of Shakespeare, punctuation, word stressing the pentonic meter and intonation	Scene work and mask. The power of mask	Continued performances
14.00-15.30	Performance and peer feedback	Performance of pieces for peer feedback	Peer performance	Continued mask work and its liberating power for freeing speech and play in the language classroom	Course feedback and wind up.

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:](#)

Contact

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