

# The Power of Drama

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# Overview

- Introduction and Background
- Rationale behind using drama
- Implementation on to the Academic Skills module
- The drama project and activities
- Future plans

# Rationale and background

## Student feedback

- Lack of confidence
- Too shy to speak
- My English isn't good enough

# Why drama instead of a traditional presentation?

- To enhance team working and group dynamics
- To give shy and less confident students the opportunity to contribute to activities

- To increase fluency and prepare students for different forms of interaction.
- To help students improve pronunciation and develop an awareness of intonation, rhythm and stress.
- To develop transferable skills

# The mini module within a module

Assessment method1	number	% contribution
Speaking and confidence	1	5
Discussion skills	1	5
Reading and writing exam semester 1	1	15
Essay semester 1	2	10
Listening exam 1	1	5
Essay assignment semester 2.	2	20
Listening exam 2	1	15
Reading and writing exam semester 2.	1	25

# Learning and teaching methods



# The structure of the one hour

- A warmer/game/icebreaker
- A voice warmup and work on prosodic features relevant to the session
- Mime pairwork activity
- Small group activity (Roleplay/improvisation).



# Warmers, icebreakers and games

- To build group dynamics
- To break down barriers and build trust and group cohesion



# Example activities:

## 1,2,3 (warmer and concentration) in pairs

- Face each other/Alternate counting 1-3 between you
- Now each time you say ONE, you clap your hands. Each time you say THREE, you bend your knees.

## Zip Zap Boing (concentration game in a circle)

- One person starts by imaginary passing the Frisbee to the right with a “ZIP”.
- Once around the circle introduce the pass to the left with a “BOING”
- Finally, ZAP is introduced which means the Frisbee is passed across the circle. Eye contact is essential.

## Count to 20 (group dynamics and concentration)

# Mime

- Enables students to eliminate language
- Provides a level playing field
- Allows true freedom of expression
- Is simple and fun!



# Example activities

- Ten second objects( introducing method acting and letting go!)
- Mime a scene
- Interpreting images-social problems

# Role play and Improvisation

- Enables a flow of language in a safer scenario
- Allows for spontaneity



# Example activities.

Spontaneity, instant response and motivation

## Switch the role

- Students work on 3 different role-plays in 3 different contexts with 3 different partners

## Everyday scenes

- Students work in groups on a given topic such as ‘incident at the train station’, ‘an argument at the supermarket’

# Pronunciation

Work on pronunciation should be integrated into the session (Goodwin,2001)

An example tongue twister for articulation and rhythm.

Betty Botter bought some Butter

But she said “This butter’s bitter

But a bit of better butter

Better than the bitter butter

That would make my batter better”

# Scheme of work

	Classwork	Independent study
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Warmers, ice-breakers,</li> <li>• Building trust and group cohesion.</li> <li>• Features of pronunciation</li> </ul>	Groups prepare a short poem
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Introduction to mime activities</li> <li>• Adding dialogue and building scenes</li> <li>• Pronunciation-articulation, word stress</li> </ul>	Prepare a short advert in groups
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Sentence stress, intonation-expressing feelings and attitude.</li> <li>• Complaints role-play</li> </ul>	Groups prepare a short scene
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Intonation- conveying the correct meaning in a sentence</li> <li>• Role-play – everyday situations.</li> </ul>	Research British dramas
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Improvisation and dialogue building</li> <li>• Moods and functions in dialogues</li> <li>• Dialogue and play readings from British plays and series.</li> </ul>	Research ideas for scenes
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Using British dramas as a basis for improvising scenes</li> <li>• building scenes from own ideas</li> <li>• group collaboration</li> </ul>	Write dialogues



# Scheme of work

<b>Week 7</b>	<ul style="list-style-type: none"><li>• Script writing</li><li>• Acting the script/work on the voice</li></ul>	Edit the script
<b>Week 8</b>	<ul style="list-style-type: none"><li>• 'voice work' Pronunciation</li><li>• Character objectives</li><li>• Work on scenes with the final script</li></ul>	Work on character Rehearse in groups
<b>Week 9</b>	<ul style="list-style-type: none"><li>• Learning lines (and ad libbing!)</li><li>• Working on scenes without the script</li></ul>	Learn lines
<b>Week 10</b>	<ul style="list-style-type: none"><li>• Stage and audience awareness</li><li>• voice projection and pronunciation</li><li>• Final rehearsals</li></ul>	Learn lines and find props!
<b>Week 11</b>	<b>Final assessed performance</b>	

# Feedback!

What are the best feature of this module?

Speaking skills class was great for presentations!

Speaking skills is fun and <sup>encourages</sup> ~~pushes for~~ more confidence.

definitely better  
presentation skills!

speaking skills helped me  
be more confident.

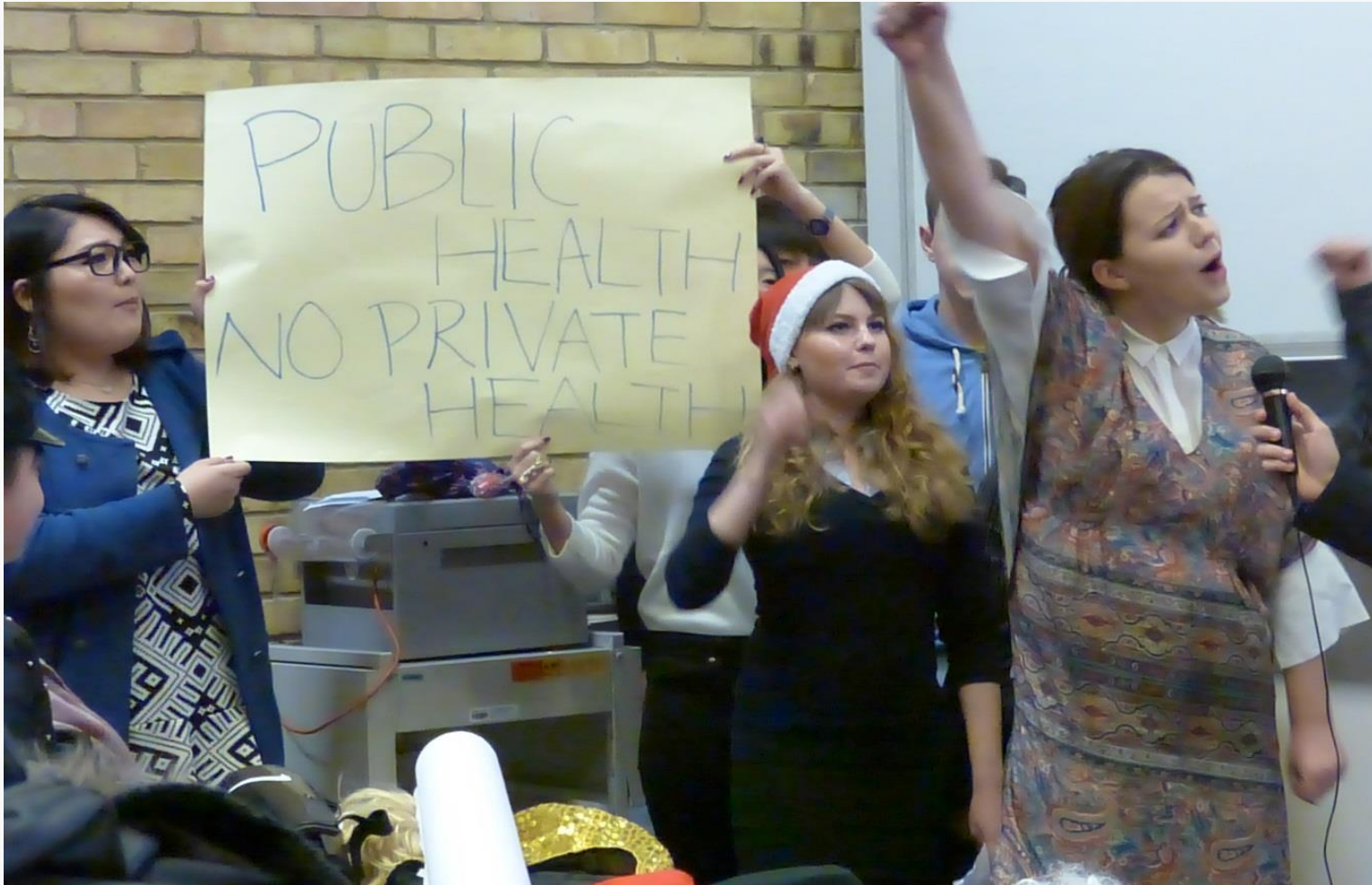
# Content development

- The first year - a news programme
- To familiarise students with British press and media.
- Useful for Academic English, critical thinking and Global society module

# Mime the story



# 2 sides of the argument!



# Building the news

- Work in groups and agree on a story
- Groups choose news item, e.g. the weather, sports, headlines.....
- Volunteers for news readers
- Write the script

# From headlines to the weather



# The New task: Life in Britain

- To work together and research, write and perform a short scene based on your view of everyday life in the UK.
- To present and perform the scene in front of the rest of the IFYP students and tutors.
- The scene should be approximately 5-6 minutes and everyone in the group **MUST** have a speaking role



# More freedom!

Opportunity to watch British programmes for ideas (old but an element of slapstick)

For example:

- Fawlty Towers
  - The Two Ronnies
  - Julie Walters (2 soups)
- Have fun and experiment with different roles
  - Opportunity to devise and script own material
  - Chance to ask us about life in the UK, experiment with language and use of register in different situations

# Improvisations



# Example script. The supermarket

- **Aspa:** Mm... Why it is so difficult to find them?
- **Jin:** Good morning Madam, how can I help you?
- **Aspa:** Good what? Are you crazy? It is afternoon!!
- **Jin:** Right. But i have just woken up.
- **Aspa:** Well I can see that.
- **Jin:** (does not answer).
- **Aspa:** Anyway, I am looking for ginger nuts.
- **Jin:** Err ... We have pine nuts, brazil nuts...
- **Aspa:** GINGER NUTS (*loudly*).
- **Jin:** We do not have this color. How about almond, its color is quite similar.
- **Aspa:** What??
- **Jin:** Do you have a hearing problem?

# Watch the video

- At the pub

# The next topic

- Flexible because student centred
- Feedback from students
  - Advertising
  - Ethical branding/WSA
  - Links to Global society
  - Fun!

# The final rap!

**1 belief, 1 ambition**

**We all here , to accomplish 1 mission  
Which is get the grades an guarantee progression**

**In addition, our grades are gettin high  
With those academic words in essays of the IFY**

**Moreover, I'd like to add that in this foundation  
We gettin the best education**

**Now put off the work , its time for relaxation  
Why?**

**Cuz finally its christmas vacation**

- **Abdul Aziz, 2015**

# Has drama got a place in academic English?

- Confidence
- Building team dynamics
- Pronunciation
- Motivation

# References

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# Any questions?

