

Univerza v Mariboru
Pedagoška fakulteta
Razredni pouk

DRAMATIZING IN THE FOREIGN LANGUAGE CLASSROOM

(Seminarska naloga pri ANGLEŠČINI)

Avtor: Tomaž ČOKL
Smer: Razredni pouk – 1.letnik
Mentorica: prof. Mihaela BRUMEN
Datum: Maj 2011

KAZALO

INTRODUCTION.....	3
Background of Role Play and Dramatization in Foreign Language Education.....	4
Defi nition.....	4
CONCLUSION.....	8
LITERATURE:.....	8

INTRODUCTION

The aim of my seminar paper is to teach all students and teachers how to get some skills on an easy way through drama.

The need for communicative skills in English has been increasing, both for business and in private life. Tanaka (2002) asserts that dramatization meets a need of the times in which students' desires to practice English in the classroom and to express themselves are increasing. Raz (1985) also demonstrates that role play is the most effective method in foreign language education, because it has beneficial effects on the learner's communicative competence and motivation.

At the same time, the necessity of learner-centered education in language classes has been proclaimed. Oyabu (1999) asserts that the activity of drama is suitable for making an environment in which students do not remain silent but rather can naturally speak in and listen to the target language.

This article claims that activities of role play and dramas are the best and most appropriate methods to improve one's communicative skills while cultivating awareness of grammatical accuracy. We also assert that such activities can foster the personal growth of students as they participate in creative and cooperative assignments.

Background of Role Play and Dramatization in Foreign Language Education

According to Ueda (2003), speech and theatre were taught together, as important communicative activities, in the same department in American universities until the 1980s. He explains it was not until recently that attention began to be paid to dramatization as a communicative education method. However, the practice of drama in foreign languages has been conducted for over hundred years at the Tokyo University of Foreign Studies, as will be presented in 4.1.

Some studies were conducted in order to demonstrate the effectiveness of drama activities in foreign language classes. For example, Schellin (2006) stresses the importance of simulation, role play and drama in foreign language classes. Scarcella and Crookall (1990) point out three major merits of learning through simulations: (1) learners are exposed to large quantities of comprehensive input; (2) learners are actively involved; and (3) learners have positive affect. Furthermore, Kendall (1998) admires the practicality of drama exercises as a rehearsal for real situations as follows:

Definition

Schellin (2006) claims that simulation, role play and drama are three very useful EFL / ESL learning tools. According to him, simulation is longer than role play, and students keep their own identities instead of playing a role. In role play, on the other hand, students assume a role and play a part in a specific situation.

In drama, students are supposed to act out exactly what is written in a script.

Schellin (2006) also illustrates how the three tools can be combined, and demonstrates a model for a teaching method in which students practice simulation, role play, and drama in combination.

Kakita (1979) similarly points out that role play as a teaching method has many points in common with dramatization, such as aims and procedures. He indicates, therefore, that it is preferable if teachers use the two synthetically. Even though there are some differences in length, creativity, and flexibility, all of these techniques can serve beneficially for learners as a rehearsal for real life, and inspire learners to acquire the target language in a comprehensive manner.

Accordingly, we use the term 'role play' for a short sketch based on prepared scripts, 'short drama' for a drama which is inventive and contains

just one scene, and 'creative drama' for a long, creative, and comprehensive type of drama. We use the term 'dramatization' as a category which embraces both 'short drama' and 'creative drama'.

Do Improvised Dialogues

Another popular technique is to "improvise" scenes based on specific character sets in different situations, like a Mother - Daughter, Father - Son, Teacher - Student, Boss - Worker, Robber - Bank Teller, Waiter - Customer, or a multitude of other possible combinations of two, three or even more characters. Give each character set a scenario in which to work, like a son with bad grades who wants to borrow Dad's car, or a mother who needs help around the house with a daughter giving excuses so she can talk on the phone with her friends.

Have a student answer the phone and have a chat with the "wrong number" who wants to talk anyway.

-Example 1 [Situation chosen: 3]

Policeman: Good afternoon.

Suspicious-looking man: Oh, what?

P: What are you doing?

SM: Leave me alone!

P: Show me what is in your bag.

SM: Hey, I have nothing!

P: You are a wanted criminal, aren't you?

SM: Shit! Why do you know that?

P: My wife said you were handsome.

B: Oh, that's exactly what I thought.

P: Let's go to jail!

SM: Okay!

-Example 2 [Situation chosen: 3]

Policeman: Excuse me?

Suspicious-looking man: Yes?

P: What are you doing?

SM: I'm doing nothing.

P: What is your occupation?

SM: I'm doing nothing. I want to go home.

P: Wait, wait!!! Show me what's inside?

SM: . . . OK.

P: What's this?

SM: Field glass.

P: What were you seeing?

SM: I'm seeing you every day!

-Example 3 [Situation chosen: 2]

Teacher: You, over there!

Pupil: . . .

T: What were you looking at?

P: I didn't look anything.

T: It cannot be true! You must have cheated. You must not do. You know, cheating on the test is not permitted!

P: I'm sorry. I was sleeping with my eyes open.

Interview a famous person

Simulate an interview with a famous person or historical figure or even create a fictitious scene involving a famous person or historical figure. You can get an extensive list of famous people / historical figures the students are familiar with and use these as a basis for constructing scenes and dialogues. You can even have famous people "talk" to each other who couldn't literally have done so. What would Jesus or Mohammed say to Adolf Hitler? What would George Washington say to Marilyn Monroe, Pamela Anderson or JFK? What might Chairman Mao and Idi Amin or Augustus Pinochet have talked about? How about a chat between Princess Diana and Cleopatra or Marie Antoinette? The possibilities are endless. Some wonderful ideas, dialogues, scenes and scripts could come out of a little swapping and brainstorming in this manner.

Double Talk Dialogues

These fun dialogues will erase any timidness the learners may have in speaking in front of others. Start with your most uninhibited learners at first until others from the group "get up their nerve" to do this activity. In this dramatic speaking practice activity the person "talks" to him/herself taking on multiple roles in a dialogue, asking him/herself a question and then answering him/herself too. He/she could also argue pros and cons of a decision or situation aloud. They are often hilarious and loads of fun once the students get the hang of it. A man can discuss / argue the pros and cons of going out with woman A or woman B. Betty or Nicole? A woman learner can do the reverse. Tom or Jerry? Other sample themes are: Which friend to tell a secret? Which car to buy? Which vacation to take? The fun almost never ends.

To continue to get even more mileage from these activities and materials, record and use them for listening comprehension, error-correction exercises, pronunciation, language use or grammar practice activities in another class. Teachers and students, I hope some of these ideas help with starting material. I'll send you some more specific suggestions if you'll tell me specific areas you'd like more information on. Please let me know about your progress and experiences. Good luck.

CONCLUSION

Through the seminar paper I realized that learning through drama could be funny too. There are many different drama games or stories which help us to improve foreign language on an easy and appropriate way for children.

LITERATURE:

<http://www.eslbase.com/articles/drama2>

<http://park.itc.u-tokyo.ac.jp/eigo/KJEE/001/031-058.pdf>