

NUFS Workshop 2013

*Newsletter No. 9***Workshop in January****<Part 1 >****Date:** January 11, 2014, 10:30-14:00**Venue:** NSC College (Shin-sakae, Nagoya)**Presenter:** Masami Maeda (Obuhigashi High School)

Bio: Masami Maeda teaches English at Obuhigashi High School in Aichi. Masami has a Master of Arts in Drama and Theatre Education from the University of Warwick in the UK. She has great experience in conducting drama workshops for primary and secondary students in India. Masami is also interested in developing education, and visited Bangladesh through the JICA Teacher Training Program in 2011. She is an amateur actor and enjoys performing on the stage in her spare time.

**Title:** "" How to Apply Drama Techniques to ELT"**Abstract:**

“I hear and I forgot, I listen and I remember, I do and I understand” (Chinese proverb)

Teaching English through drama is not simply something enjoyable. Drama provides meaningful context, language exposure, involvement in activities, and creativity, etc. This session consists of two parts – Theatre games and Dramatization: In the first part, you will experience some theatre games for promoting physical and vocal skills. In the second part, you will dramatize one picture book with a whole class. Start positive, Fail “good naturedly”, accept your own ideas and others’, and have fun! You will need to wear comfortable clothing and soft-soled shoes for the workshop. If possible, it would be great for you to bring musical instruments such as toy tambourines, recorders, and so on. These instruments must be help for making SE for the performance.

The number of participants: 21**1. Interesting activities you might want to use in your class. Why?**

- I would like to try reading theater. There are some stories in New Horizon. It’ll be fun for students not only to read aloud but to be assigned a roll and read with emotions. I also like the activity ‘Catch and throw’. I think it’s doable in my classroom.
- I found acting is really enjoyable. By doing physical exercises, we can relax and enjoy studying English. I want to try some warm-up activities in my class. This is going to be a good ice breaker. Also, I think these drama techniques could be used in ESS.



- I enjoyed the hobby line up activity but don't think my Ss have enough English to create hobbies that are descriptive enough to do it. I enjoyed the improvisation 'tap' activity and am thinking about how to make it more 'language productive'.
- Walk, Clap, Jump – easy, fun and let students' ability of listening brush up.
- The importance of involving non-verbal communication is very appropriate especially for students with very low level of English proficiency.
- 'Alexander and the Wind-up Mouse' – I am thinking to make students do the same kind of activities.
- I would definitely try all the warm-up activities that were presented in class., It was nice to see how creativity can be developed from it. This seems to work to all levels of English language learners.
- 'Decision Ally' – Students can express their opinion, also get other view from friends. It will help them to exchange communicative language.



2. What you learned from today's workshop.

- As Masami said, "Drama is learner-centered", and we use all the channels (Sight, hearing and physical bodies), so it is really effective to learn better.
- I learned so many things about incorporating drama to my English class. A simple story can be more realistic and interesting if we use sound effects, read with emotions and act it out. Drama activities are more students' centered so students have more opportunities to use the language and experiment with it.
- I found that there were many ways to draw students' attention and raise their motivation in order to learn English. I should have more skills to attract them as Masami sensei.
- It is always interesting to know how improve. is interpreted by facilitators and participants; not the matter of good/bad interpretations, but I find all the ranges, slightly different from each other.
- I really learned a lot from today's workshop. I like the warm-up activities because it is fun and engaging. I never thought that English language can be learned through drama. This will also give the students to act out the lines naturally.
- Using instruments, pictures and books is good for us to remember.

3. Questions and Answers

Q (1): How can we evaluate?

A: First teachers need to set up goals for their lessons, and tell them to the students in the first class.

<Focus on language>

If you want to focus more on language learning, the areas of evaluation might concentrate on the student's writing, or speaking, or comprehension of the texts or stories. As with writing or speaking, you should create a matrix to evaluate the students. Of



course, teachers can always evaluate the learning process, or involvement in the activities, through observation.

<Focus on drama>

In contrast when you are more interested in drama, you can observe the learning process during the lessons. Think of project-based learning, where you must create goals for the students who have their own specific purposes which they want to develop; for example, concentration, self-confidence, communication skills, leadership, etc. In this case, it is good for students to write a short reflection log after each lesson and make a portfolio of these to record their learning. Teachers and students can see their achievements through the written records.

Q (2): Where can I get the English version of Radio exercise?

A: You can get it through NHK's online shop.

<http://shop.nhk-sc.or.jp/shop/g/gC20401001/>

Q (3): In what class do you use drama methods? 40-student class is OK?

A: Less than 20 students is ideal for a drama class. But I have taught drama to about 50 primary students in one class in India. At that time I divided the students into four groups. While one group of students was doing the drama activities, the other groups were sitting on the floor and observing. In addition, I had an assistant teacher. Honestly, a class of 40 students is too large for drama lessons. However, if you make three or four groups, and the others are watching and listening, it might work.

Q (4): Not all students are motivated to act, especially in class, so what's your advice for teachers who have this kind of student?

A: First of all, you should know your students and have patience!

Teens are very self-conscious as we used to be!

1. Contract

If you conduct drama work regularly, you should have the orientation for it. Let the students know the effectiveness and importance of learning English through drama. In addition, students should write a contract before embarking on drama classes. Actually this is true in England, where students do sign a



contract. I will introduce my example. Montimurro introduces a three C' contract for her drama class: Communication, Co-operation, Concentration. In the contract, students agree to: work together, listen to each other, etc. and they agree not to tease others, boast or show –off...

2. Choosing games

For example, in “Someone who...”, when “It” says “someone who has black hair or who wears school uniforms,” every student has to move. In addition, explain how the activities which they are doing relate to their learning goals. There are tons of drama games and activities, so you can find some games which can work out for even the seemingly unmotivated students.

Q (5): I also have special students from a handicapped class who are joining my class, how can I avoid offending them if they can't do the role or do the things they should do, like jumping/walking, speaking?

A: It is difficult to answer this question, because I don't know the level of their handicap. I am sure there are a lot of activities they can do, because my friend, who is a drama researcher often holds workshops for handicapped children. Umm, if I were you, I would introduce massage. Students pair up and one student lay on the floor and the other student massages him/her. The instructor says "touch the shoulder and push it very softly, or rub their back and..." It is very relaxing, and moreover, students can build trust with each other." Please let me know your situation, I will ask my friend and will try to help you.



Q (6): I would be interested to know and see how improv work/games can be incorporated to high school classes.

A: In my workshop at NUFS, almost all of the activities were done with improvisation, because the participants all have an advanced level of English competence or are native-speakers of English. Considering your own students, give them time to prepare before they speak up.

I think that improv activities are good exercises for promoting the student's speaking competence. In reality, we ad lib in daily conversation, we do not prepare our every word. So you need to choose improv games considering your students' language levels. If they do not have a strong language competence, give them time to prepare before they speak.

Another idea is that students can do improv games in Japanese first and then give them some time to do the same game in English. "Decision Ally", and "Bad Angel and Good Angel", are fun games as students really want to give advice. Surely they will try hard to prepare the sentences in English that they said in Japanese.

Q (7): I would have liked to hear more about the implementation of these activities in your classes and how to increase the amount of language production with each activity.

A: I do not have regular classes for teaching English through drama, although I am really eager to have this sort of class. In my case, I conduct drama activities at the end of the term (after term exam) or the period when exchange students visit my classes.

I will teach 1st graders, so I am planning to teach English through drama based on the textbook. That is an idealistic approach for English teaching context in Japan.

As with the question "How to increase the amount of language production with each activity?", it depends on the students. You can give advanced students abundant chances to produce the target language without preparation. They might have a hard time but this mental process promotes their speaking or writing competence. As for low level students, they need more input activities before production. So telling a story or using text activities may work well for them.



Q (8): Do you have any suggestions of how I could adopt your exercises for a JHS class?

Radio Exercise

You can teach some words such as "twist, rotate, knee, whole body, right, left, etc. before listening to the

Radio Exercise. Ask them to raise their hand if they can catch these words.

Decision Ally or Bad Angel vs Good Angel

- Give them some time to prepare or even give them homework for these activities.

- Make a group of five and designate two good angels, and two bad angels, and one who has a dilemma

Still image, through-tracking, tableaux

- Give students time for rehearsals

For the story-based activity, you can use an easier story or use a Japanese story such as Momotaro or some other familiar story, like Little Red Riding Hood. This can reduce their uneasiness in understanding the context of the story.



Thank you very much for joining my workshop today. I was lucky to have such wonderful and creative participants.

I found the website which some of you may be interested in.

TESOL-Drama provides a free web workshop (five weeks) on "the Wonderful World of Teaching English Through Drama" from Jan 13th or 14th. But you need to register it. (Electronic village workshop)

<http://tesoldrama.wordpress.com/2013/01/26/electronic-village-2013-workshop/>

http://groups.yahoo.com/group/EVO_Drama_2013/

<Part 2>

Date: January 11, 2014, 14:00 -17:00

Venue: NSC College (Shin-sakae, Nagoya)

Advisors: Kazuyoshi Sato, Nancy Mutoh (NUFS), Robert Croker (Nanzan Univ.)

Abstract: Monthly reports on action research

The number of participants: 12



Workshop in February (Scheduled)

Date: March 1, 2014, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: NSC College, Building Minami, Room A31

Presenter: Curtis Kelly (Kansai University)

Title: "Dealing with Difficult Students"

Please send an email to Chihaya ([chiha143\(at-mark\)nufs.ac.jp](mailto:chiha143(at-mark)nufs.ac.jp)) to attend this workshop.