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Title: Using drama in class

Audience: In-service teachers (middle and high school)

Rationale:

Drama is used in language classes to develop communicative competence. It's highly successful in improving oral fluency (Hines,1973 and Stern, 1983). There seems to be a strong correlation between self confidence in using a language and the ability to produce it orally (Hyde, 1979). Introvert students respond well to drama as they can hide behind the mask of their character and also within the group.

Objectives:

1. Raise the teachers' awareness to the importance of the learners' affective filter: the lower it is, the more motivated they are and the better they achieve.
2. Sensitize the teachers to the necessity to enhance group development with a view of promoting cooperative learning.
3. Draw the teachers' attention to the importance of acting as a way of producing language in a stress free atmosphere and hence ensuring a better intake.

Steps :

1. Briefly tell the teachers about the three phases of a drama class:

- physical warm up
- performance
- cooling down

2. Demonstrate and ask about reflections

Activities:

a) teachers in groups think about ways of making students get physically prepared to act out a song, a text, a play...

b) teachers in groups are supplied with " books in a box " to try and find suitable texts for dramatization and determine both the criteria for choice and the level targeted.

c) Groups report the findings and general discussion follows as to the feasibility (and value) of the activity within the Moroccan context.
(optional): volunteers are called upon to perform in front of their colleagues.

d) Evaluation:

Teachers answer the following questions:

1. What's positive/negative about this activity?
2. What needs to be adapted?
3. What are the constraints (if any) and how to overcome them?
4. Will you adopt it?

e) Materials: "books in a box"

a drama bibliography list for further reading