



STIMULATING SPOKEN INTERACTION THROUGH IMPROVISATIONAL DRAMA

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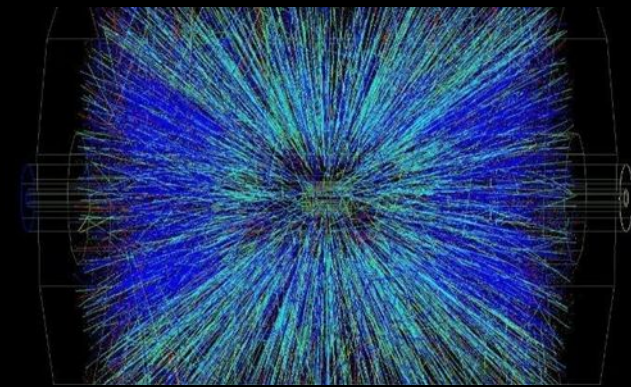
AGENDA

- Exploding Atom
- What are drama techniques?
- Research
- Fortunately/Unfortunately
- I have to go
- 3-Word Sentences
- Tableau
- Conscience Alley
- Wallet Stealing

EXPLODING ATOM

Think of a monster and imagine you are that monster. If you agree with the statement, stay close to your computer. The less you agree, move further away from your computer.

- Monsters are misunderstood.
- I like eating brains.
- Monsters have a lot of power.



<https://www.indiatimes.com/technology/science-and-future/this-is-what-an-exploding-atom-looks-like-when-it-burns-and-reveals-its-innermost-secrets-355469.html>

See how the activity works in person:

- <https://dbp.theatredance.utexas.edu/content/exploding-atom>

FORTUNATELY/UNFORTUNATELY

The first person starts with 'Fortunately...'
The next person continues as the same person with
'Unfortunately...'

Zum Glück/leider
Fortunately/unfortunately
Afortunadamente/desafortunadamente
Heureusement/malheureusement



THE ESSENCE OF DRAMA IS...

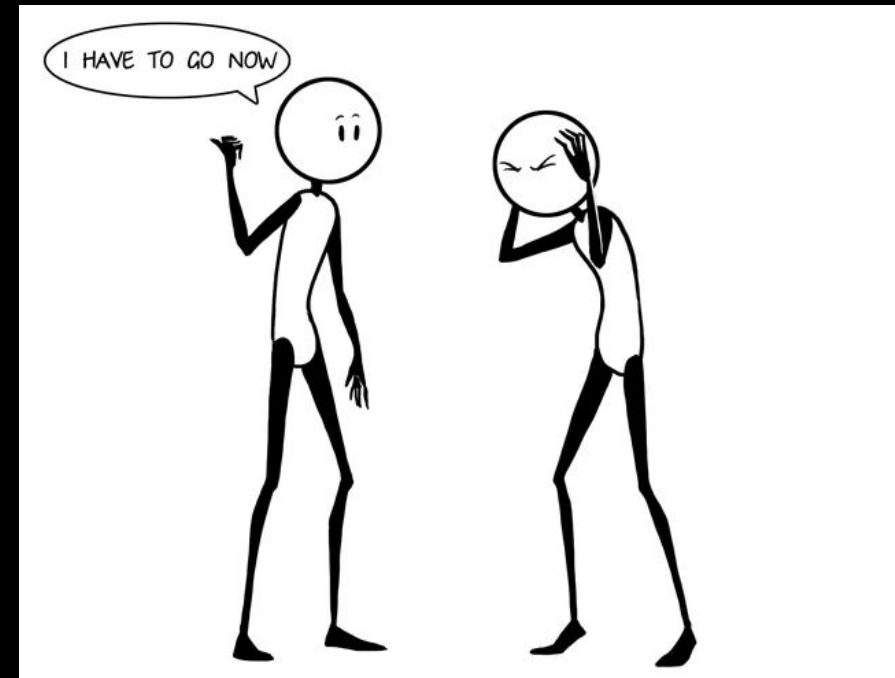
- ...conflict!

A: I have to go./B: I want you to stay.

A: Me tengo que ir./B: Quiero que te quedes.

A: Ich muss gehen./B: Ich möchte das du bleibst.

A: Je veux m'en aller./B: Je veux que tu restes.



WHAT IS AN IMPROVISATIONAL DRAMA TECHNIQUE (IDT)?

1. Participants take on roles in fictitious situations.
2. Spontaneous spoken interaction is elicited.



<https://www.csdb.org/article/school-deaf-drama-class/>

WHY MIGHT WE NEED DRAMA IN FOREIGN LANGUAGE (FL) CLASSROOMS?

- A **grammar-oriented, textbook approach** dominates Dutch secondary school FL curricula (SLO, 2015), despite a well-established research base for **Communicative Language Teaching (CLT)** (Brandl, 2008; Dornyei, 2013; Richards and Rodgers, 2014).
- **Activities** to promote speaking, particularly **spoken interaction**, are often neglected (De Graaff, Goodnight & Nelson 2018; Fasoglio & Tuin, 2017; Van Batenburg, 2018).
- Students **seldom speak the target language** (Haijima, 2013; West & Verspoor, 2016).



THE MASK

- IDTs distinguish themselves from other types of speaking activities in that learners can temporarily hide behind a (figurative) mask.
 - Sağlamel & Kayaoğlu, 2013; Atas, 2015; Arts, 2020
- Weber (2019) noted that increased speaking in drama activities appeared to carry over into other classroom interactions as well.



HOW CAN IDTS HELP?

IDTs can stimulate **positive affective reactions** related to spoken interaction. The studies cited below include data from 6 continents and classrooms ranging from primary school to university:

- **lowering anxiety** and **promoting self-confidence** (Atas, 2015; Dunn & Stinson, 2012; Galante, 2018; Rothwell, 2012; Sağlamel & Kayaoğlu, 2013);
- stimulating **enjoyment** (Adebiyi & Adalabu, 2013);
- **engaging** students (Kao & O'Neill, 1998; Ntelioglou, 2012);
- cultivating **creativity** (Even, 2011; Gallagher, 2007);
- engendering **group bonding** (Palechorou, 2012; Reed & Seong, 2013); and
- building **empathy** (DiNapoli, 2007)

3-WORD SENTENCES

- Our grandmother is turning 100! We would like to have a party for her. First we need to brainstorm. We need to consider the location, food, presents, decorations, etc. In our family we can speak many languages, but we can only speak in 3-word sentences...

Bijvoorbeeld...

- *Mit einem Kuchen!*
- *Seulement un gâteau ?*
- *Y mucho vino...*
- *But she's old!*



TABLEAU

The performers freeze in a tableau.
The audience members come up with the speech/thought bubbles.

Was sagt sie?

Ce qu'elle dit ?



What's she saying?

¿Lo que está diciendo?

<https://www.youtube.com/watch?v=ZM1aNIGU4>

Bekijk het filmpje: <https://dramaresource.com/tableaux/>

DOCTOR KNOW-IT-ALL

- Participants sit in a row.
- The sentence always begins with the participant on the left.
- Each participant may only say one word at a time.
- The audience asks questions, because Dr. Know-it-All knows everything!



CONSCIENCE ALLEY

Tu es!

Faire ça !

Do it!

¡Haz lo!



<https://dramaresource.com/conscience-alley/>

Tu es nicht!

Ne fais pas ça !

Don't do it!

¡No lo hagas!

Watch the video: <https://dramaresource.com/conscience-alley/>

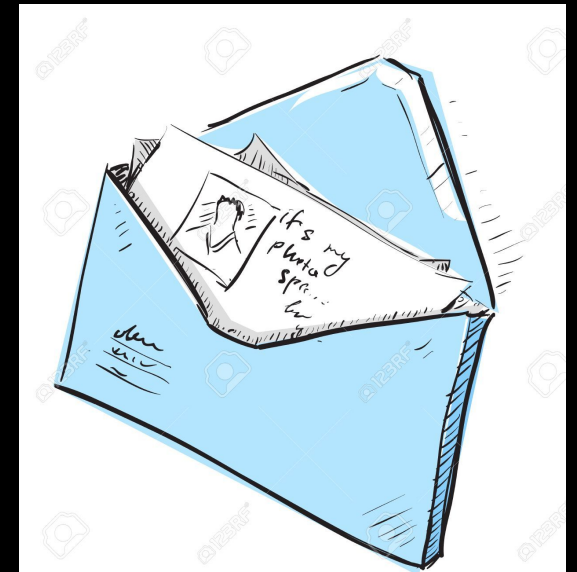
WALLET STEALING

- Decide who is A and who is B.
- Partner A's wallet was stolen. Partner B is the police official who makes the sketch.
- Carry out the activity.
- Then switch roles!



THE LETTER

1. Each of you has received a letter in the post.
2. Read the letter in your head (don't read it aloud).
3. Respond to the contents of the letter with your facial expressions, breathing, body language, gestures, etc.



à l'hôtel - il y a ...

















			
le court de tennis	la télévision par satellite	le télécopieur	le wifi
			
le bar	la salle de mis en forme	le mini-bar	la piscine
			
le lit à deux places	l'oreiller	le coffre-fort	des cintres
			
le lit à une place	le parking	la salle de réunions	l'ascenseur
			
la réception	la climatisation	le service de blanchissage	le service des chambres

	SALÓN		TARJETAS DE CRÉDITO
	TRANSPORTE AEROPUERTO		APARCAMIENTO
	JACUZZI		SAUNA
	GIMNASIO		PISCINA
	TENIS		DEPORTE HÍPICO
	ANIMALES		BICICLETAS
	PARQUE INFANTIL		PESCA
	CAMPO DE GOLF		SALA DE JUEGOS
	JARDÍN		ASCENSOR

<https://lewebpedagogique.com/hispadictos/2008/08/01/el-hotel/>

Im Hotel

Schreib das richtige Wort uner die Bilder

das Einzelzimmer – das Doppelzimmer – der Flur – die Hotelhalle – die Rezeption – der Speisesaal
 der Aufzug/ der Lift – die Bar – das Badezimmer – der Reisepass – das Anmeldeformular
 das Gepäck – die Decke – das Handtuch – der Polster – die Fernbedienung – die Glühbirne
 der Kühlschrank – der Parkplatz – der Hoteldiener – die Toilette – der Fitness Raum –
 das Schwimmbad – der Geschenkladen

<https://www.pinterest.de/pin/417849671654502094/>

<https://de.islcollective.com/deutsch-daf-arbeitsblätter/wortschatz/reiseunterkunft/bilderwörter-uch-im-hotel/111441>

Questions?



<https://www.cttsonline.com/2019/06/07/questions-entrepreneurs-need-to-ask-to-succeed/>

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