

# Pilgrims

## Teacher Training 2016 DRAMA TECHNIQUES FOR CREATIVE ENGLISH TEACHING

<b>Course Dates:</b>	<b>Course Location:</b>	<b>Course Fees:</b>	<b>Course Code:</b>
3 July – 16 July	University of Kent at Canterbury	£1175	TDT28 2 weeks
31 July – 13 August	University of Kent at Canterbury	£1175	TDT32 2 weeks

**Please note: This programme is available as a two weeks course only.  
You can also add this course to your Europass cv.**

### Target audience

- English Language teachers, group leaders and trainers of all ages and teaching levels
- Trainees do not require any previous experience with drama in order to attend this course but must be prepared to participate actively in activities. They must attend with a strong desire to explore the enormous potential drama provides for using creative and imaginative English in the language classroom.
- You will need **at least an upper intermediate level of English (B2)**

### Course summary

The course is aimed at introducing drama and improvisation techniques to the participants to enhance and extend the English language teacher's communication skills and to provide the teacher with the confidence to use these new skills as methodology in the English language classroom for language development and use. The participant will leave this course with a comprehensive variety of engaging and productive activities that are designed to complement language learning by encouraging the English language student with a real desire to listen, speak and write fluently, actively and creatively. This course also provides a large amount of English practice throughout.

### Programme of the training activities

- Developing an effective learning environment through group dynamics and co-ordination as well as trust work
- Improvisation classroom activities, for enriching communication skills, self confidence, spontaneity and risk taking
- Freeing the body: the instrument of communication to enhance social and professional communication
- The study of body language communication and gesture. Improving confidence and effective interaction in class
- Developing improvisational skills for further creative story and dialogue using gesture and voice
- Creating a desire to write stories, monologues and dialogues. How to feedback and assess activities in class
- Freeing the voice: breathing and voice techniques for the language teacher including difficult pronunciation work
- Colouring speech. Looking at intonation, word stress, pauses, pronunciation, lifting words from the text and techniques for enriching spoken English for personal and professional development
- Introduction to Shakespeare: sonnets, monologues and soliloquies. Punctuation and identifying Shakespeare's rhythm and using one monologue and chosen literature on a theme for language development
- Approach to studying and interpreting a variety of texts examining pronunciation, punctuation, language and rhythm through poetry and then a study of prose, monologues and duologues including voice texts for narration, radio and television advertisements
- Presentation of a chosen text to the class as a conclusion to the course which will be assessed by peers or a presentation of drama/improvisation based activities on a theme for the language classroom

### Description of training content:

#### Preparation

Participants are not obliged to read books mentioned before the course starts but they may find the contents helpful for understanding improvisation and its value for the language classroom. At least 3 weeks prior to the course students should submit a brief outline indicating desires and needs as well as objectives after attending the course.

#### Objectives and expected results

The course aims to develop teachers' comprehension of improvisation/ drama methodology for use in the language classroom and to enhance classroom teacher performance and explore effective professional communication and English language skills

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## Programme of the training activities day by day:

Please note this is an **example** of a daily programme. Course content may often be usefully adapted to incorporate the needs of each specific group.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00 - 10:30	Group co-ordination, dynamics and bonding	Trust work and introduction to improvisation	The body and body language. A study of physical communication	Our status in the classroom and its relevance to teaching	Voice play. Stressing, intonation and colouring the language and pronunciation
11:00 - 12:30	Drama discussion and importance for the classroom	Importance of improvisation skills for language learning	Posture and body language in language learning	Classroom management through role play	Voice play. Stressing, intonation and colouring the language <i>continued.</i>
Afternoon 14:00 - 15:30	Needs and setting goals and project	Freeing the body Physical communication	Oral and body expression	Developing the voice and correct breathing	Making text live. Voice and text interpretation

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00 - 10:30	Further text examination and project preparation	Using photographs to encourage role play and writing skills	Warmer activities and drama for the young English language learner	Developing group devised scenes through improvisation.	Presentation of play, poem, monologue or duologues for the group and peer feedback
11:00 - 12:30	Using improvisation to inject creativity and imagination into story and dialogue	Character study using text, visuals and movement <i>continued.</i>	Continued activities for the younger learner of English Assessing activities	Student instigated activities and skills for introducing improvisation activities.	Participants lead the group in improvised activities for the language classroom. Peer feedback. Assessing activities and outcomes.
Afternoon 14:00 - 15:30	Story creation and dialogue building techniques to develop writing skills	Introduction to Shakespeare, using a monologue on the theme of the 7 ages of man.	Introduction to the "mask" for speaking and role play	Play creation through stage directions, simple text and scenarios.	Feedback, Where to progress from the course into the classroom. Review of course. Goodbyes.

### Recommended reading:

- "Impro: Improvisation and the Theatre" K. Johnstone (Theatre Art Books) 1981
- "Improvisation for story tellers" K. Johnstone (Faber & Faber) 1999
- "Improvisation for the theatre. Third edition" V. Spolin ( Northwestern University Press) 1999
- "Games for actors and non-actors. Second edition" A. Boal (Taylor and Francis) 2007
- "Teaching English with Drama" M. Almond (Modern English Publishing) 2005

**Web sites of interest:** [www.samuefrench.co.uk](http://www.samuefrench.co.uk); [www.hunterhouse.com](http://www.hunterhouse.com); [www.meriwether.com](http://www.meriwether.com)...for further reading

### Type of certification awarded:

Attendance certificate detailing topics covered, course content and the number of training hours.

### Is this the right course for me?

- Yes, if you are looking for more productive ways to communicate and encourage students to speak and write.

### If this is not the right course for you, please consider the following:

- ***Creative Methodology for the Language Classroom***

### Contact details:

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