

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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SPECIFICS OF DRAMATIZATION IN THE ENGLISH LANGUAGE TEACHING

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Ғылыми жетекшісі - Абдыхалыкова Ақжан Мырзақадыровна

Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. This paper intends to present the results of a small scale study on the implementation of drama workshop among second language learners. The purpose of this paper is to discuss the use of drama and dramatic activities in English language teaching and learning. The paper highlights the benefits that students will derive if they are exposed to the learning of English language through drama and dramatic activities.

Keywords: Dramatization, ELT, actions, motivation, experiment

1. Introduction and Background

Drama is an activity which requires participants to be creative in order to assume the assigned role. During the activity, the participants are required to portray the characters and persona of themselves or others imaginatively into another situation through verbal expressions and gestures [1,p.27]. In the field of language teaching and learning, drama is one of teaching techniques that can be implemented in second language classroom. Even though drama is not a new methodological approach for language teaching and learning [2,p129-141], the belief that it might be an effective tool for language teaching and learning cannot be denied. Drama is not only a performance but a final product or output of a whole learning process [3,p15-16]. In second language classroom, drama is the integration of four skills; speaking, reading, listening and writing. In other words, the students would need to use their writing skills when writing their scripts, read and comprehend the instruction given, perform the drama by using speaking skills and simultaneously using the listening skills.

2. Methodology

Participants

The research was conducted among students of secondary school named after Turar Ryskulbekov. Participants were 8a grade students their ages range from 14 to 16. Fifteen of the students were female and 10 of them were males. Before taking part in this experiment all of these students indicated that they had English lessons through dramatization.

General information about the experiment

Name of the experiment: The use of dramatization in English language classes among 8a grade students.

Number of hours: 10 x 45min. distributed in 4 weeks.

Number of participants: 25 students

Prerequisite: Communicative knowledge of English (B1 level), previous experience in drama is not necessary.

Technical equipment: Spacious room, CD player, copies, Power Point.

Objectives of the workshop

General objective: Participants experienced through drama methods and techniques within the drama structures and analyze the way they were used in order to intensify the zest of drama experience as well as the contribution to the foreign language acquisition.

At the end of this experiment, the participants questionnaire according to the English lessons they have studied with the use of dramatization during 4 weeks. According to their results I tried to find out the peculiarities and specifics of dramatization in the English language teaching.

We tried to include here the opening introductory part of the experiment, as all the basic information about the experiment (the objectives, contents and manner of work) is explained here.

Miming actions

Techniques: Miming, Improvisation.

Objectives: To choose drama expression (through body), to develop communicative competence (non-verbal), to develop creativity.

Focus: Vocabulary - actions, progressive tenses.

Time: 10 min.

Material: Slips with actions and adverbs.

Setting: All students sit in a semi-circle.

Procedure: Volunteers select an activity by lot and they mime the activity. The rest of the group guesses what they are doing. (Teacher shows the example: blowing out the candles on a birthday cake.)

Variations: Students can mime some more complex actions; the others guess the whole situational context, such as time, situation, characters involved, etc.

Questions that were given to participants

1. Do you have any experience with drama before?

a) yes

b) no

	Number of participants
Yes	11
No	14

2. Did this workshop fulfill your expectations?

a) yes, completely

b) yes, except for a few imperfections

c) partially

d) only little

e) not at all

	Number of participants
Yes, completely	20
Yes, except for a few imperfections	4
Partially	0
Only little	0
Not at all	0

3. Do you think that this workshop was useful for you, that you gained some profit from it?

a) yes

b) no

	Number of participants
Yes	25
No	0

4. Which methods and techniques of drama do you see as particularly valuable for learning English?

- a) drama games
- b) role play
- c) dramatized reading
- d) interpretation of dialogues and texts
- e) miming activities
- f) improvisation

methods and techniques	Number of responders
drama games	11
role play	4
dramatized reading	1
interpretation of dialogues	1
miming activities	5
improvisation	3

5. What did you like least and why?

Almost all participants responded that they liked the whole workshop very much so that they did not have an answer to this question. Two respondents wrote that acting out was difficult because they were shy and they had problems to be spontaneous. One of them, however, appreciated the fact that she had to overcome her shyness and that she gained more self-confidence.

3. Conclusion

This article deals with the use of Dramatization in foreign language teaching. It is divided into two main parts. The first, theoretical part is concerned with the concept of Drama Education in English Language Teaching and concentrates on its particular methods and techniques, especially in structured drama. The second, practical part describes the project of the four week practical drama workshop called 'How to use Drama in an English language class?', realized with the students of the secondary school. Nowadays there are countless methods and techniques to teach English as a foreign language, and according to various researchers, one of the most effective one is drama. As we can perceive drama can develop social skills and make the students attain more cultural knowledge in an interesting way through a dramatic context.

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