



Bo-Tree

WISDOM • PEOPLE • COMMUNITY • REFLECTIONS

Dramatics and Language Development:



“ One of the purest forms of symbolic thought available to young children, dramatic play contributes strongly to the intellectual development of children” – Piaget

Drama can be defined as activity involving people in a social context and there is no doubt that effective communication in social situations involves other forms of communication that go beyond language competence and includes the use of gesture, body posture, intonation and other prosodic features.

Humans are physical, mental and psychological beings. When encouraging our students to learn another language we need to recognize and satisfy their 'whole person' needs and abilities. In other words we need to address physical, mental and psychological as well as purely linguistic needs. Typically language learning is confined to the mental world of problem-solving, rule application and artificial contexts. Drama is a way of unlocking the 'whole-person' and developing physical, creative, imaginative and emotional responses to learning contexts.

The Drama environment builds on the personalities, energy and ideas of the participants, so is alive and always changing and evolving.

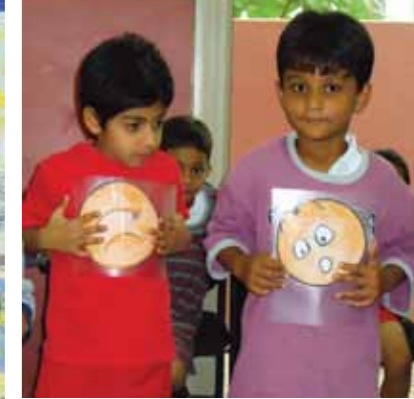
The advantages of using drama

- To provide an active, stimulating, fun and creative environment
- To develop the student's language learning potential.
- To encourage Students to explore their Imagination and creativity, and other forms of communication, that may include: movement, action, dance, and role-play.

These activities also help to Develop:

- Confidence, motivation, trust and participation
- Oral and written communication skills
- Awareness of interpersonal and sociocultural communication skills
- Accuracy and fluency of expression
- Rhythm and pronunciation
- Linguistic intelligence
- Social interactive skills

We learn when we enact.



How dramatics is used at Rebricks School to develop language competency :

At Redbricks the language development process completely focuses on an interactive approach as we have children coming from different vernacular background. There is a need for learners to empathize with and to be emotionally involved in the creation of language. Through dramatics which is more in the form of role play we promote the following principles of learning.

Interactive Learning:

The concept of interactive learning necessarily entails a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

Learner-centered Learning:

This kind of instruction involves the giving over of "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

Cooperative Learning:

This concept stresses the "ensemble" like nature of the classroom and emphasizes cooperation. Students share information and help, and achieve their learning goals as a group.

Whole language approach:

The philosophy of whole language is based on the concept that students need to experience language as an integrated whole. It focuses on the need for an integrated approach to language instruction within a context that is meaningful to students.

As a practice of using drama as a tool for expression we have realized that it essentially liberates the student from the confines of the conventional classroom environment and structure and gives the student the opportunity to draw on their own experiences and imagination, in creating the material on which part of the language class is based. These activities draw on the natural ability of every student to imitate, mimic and express him or herself physically. As a school we definitely advocate this art as a 'Communicative Approach' and appreciate its true value of involving people in social and emotional context .

- Contributed by Sutapa Mishra, Principal,RBS.