

# Dramatization at Extracurricular Activities as a Means to Enhance Foreign Language Teaching

<http://dx.doi.org/10.3991/ijet.v10i1.4243>

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**Abstract**—The main purpose of foreign language teaching is to learn to communicate and overcome the language barrier. The article studies dramatization and its appropriateness in foreign language teaching, provides criteria for choosing a literary work for dramatization. The use of dramatization at extracurricular activities develops communication abilities, creativity; enhances motivation to learn a foreign language and strengthens students' confidence in a foreign language.

**Index Terms**—creativity, dramatization, extracurricular activity, foreign language teaching.

## I. INTRODUCTION

The main task of higher education is to train competitive specialists with professional competence. Contemporary employers prefer motivated university graduates who can think outside the box, take initiative and make independent decisions, possess communication abilities, know at least one foreign language to match their professional field. Thus along with traditional methods, university lecturers should use active teaching techniques. One of them is literary work dramatization at extracurricular activities. On the whole, dramatization involves improvisation, creates atmosphere of enthusiasm, promotes learning motivation increase and interest in a foreign language.

## II. RELATED WORK

Researchers say that foreign literature helps gain deeper understandings of another culture, promotes confidence and critical thinking skills [1, 2]. The work with fictional texts develops intercultural awareness and competence [3, 4]. The use of literature at EFL classes widens the scope of learners' knowledge [5]. In [6] the authors write that creative drama significantly reduces language anxiety. Drama is a powerful language teaching tool. It fosters language skills, enriches learners' experience [7], challenges learners to take part in speaking and discussions [8, 9].

According to C.A. DeCoursey drama helps develop learners' emotions and imagination [10].

Moreover, dramatization facilitates oral communication and its fluency, gives opportunity to use the target language [11, 12, 13, 14]; develops creativity, helps memorize the material, gives motivation for learning [15]; develops memory, provides learners with meaningful contexts [16].

The use of dramatization while foreign language teaching:

- 1) forms key competencies (linguistic communicative, cognitive, socio-cultural, strategic, social);
- 2) develops memory, imagination, speech, thinking skills;
- 3) furthers creative abilities;
- 4) develops mutual understanding and mutual support;
- 5) develops initiative, responsibility, ability to work in a team.

We mostly use dramatization while extracurricular activities. It helps:

- 1) encourage learners to speak the target language;
- 2) create a situation of success to increase learners' confidence and abilities;
- 3) develop speech abilities;
- 4) memorize new language and speech material.

Choosing a literary work for dramatization the following aspects should be considered:

- 1) informative value;
- 2) cultural value;
- 3) topicality;
- 4) intelligibility;
- 5) compliance with the target language knowledge.

As we approached the 450<sup>th</sup> anniversary of William Shakespeare's birthday, we decided to dramatize his comedy "The Taming of the Shrew". Second year students of our university agreed to participate in the performance. The preparation process took three months. Firstly, we found a short modern version of the comedy. Secondly, we cast parts to students, read the text, analyzed it and started to rehearse. Thirdly, we thought over decorations, costumes and music. And lastly, we decided to make a quiz for the audience to find out if they understood the comedy and were attentive during the performance.

- 1) Where is the comedy set? In
  - a) Padua
  - b) Rome
  - c) Venice
  - d) Mantua
- 2) Who wants to attend the local university?
  - a) Gremio
  - b) Lucentio
  - c) Biondello
  - d) Tranio
- 3) Who is Bianca?
  - a) Kate's sister
  - b) Kate's aunt
  - c) Kate's niece
  - d) Kate's friend
- 4) Which language does Lucentio teach to Bianca?

- a) Greek
- b) French
- c) Spanish
- d) Latin
- 5) Who is Bianca's music teacher?
  - a) Gremio
  - b) Lucentio
  - c) Hortensio
  - d) Grumio
- 6) With whom is Bianca in love?
  - a) Lucentio
  - b) Tranio
  - c) Petruchio
  - d) Biondello
- 7) Where is Petruchio from?
  - a) Naples
  - b) Florence
  - c) Pisa
  - d) Verona
- 8) Why does Petruchio agree to marry Katherine?
  - a) He loves her
  - b) He wants to get her dowry
  - c) He believes traditions are important
  - d) He wants to bear and raise children
- 9) When do Petruchio and Katherine get married?
  - a) On Monday
  - b) On Saturday
  - c) On Friday
  - d) On Sunday
- 10) Where do Petruchio and Katherine go after the wedding?
  - a) Petruchio's castle
  - b) Petruchio's friends
  - c) Petruchio's country house
  - d) Petruchio's villa
- 11) How does Petruchio force Katherine to call the sun?
  - a) the lantern
  - b) the moon
  - c) the star
  - d) the sunflower
- 12) Who is Lucentio's father?
  - a) Tranio
  - b) Biondello
  - c) Vincentio
  - d) Grumio

Answers: 1 – a; 2 – b; 3 – a; 4 – d; 5 – c; 6 – a; 7 – d; 8 – b; 9 – d; 10 – c; 11 – b; 12 – c.

After the performance our actors were given the questionnaire (several options could be chosen). Eleven respondents marked that dramatization activity:

- gives assurance to speak in a foreign language (82 %);
- develops communication abilities (73 %);
- helps memorize the language material (100 %);
- forms mutual help (82 %);
- teaches to work in a team, develops tolerance (82 %);
- develops creative skills (91 %).

### III. CONCLUSION

Thus, it can be said that dramatization prepares to communicate in a real foreign language environment, develops creative skills, teamwork skills. Learners become emotionally richer, more relaxed, more confident in their knowledge of a foreign language.

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Submitted 03 November 2014. Published as resubmitted by the authors 21 February 2015.