

Say It Like You Mean It!

Dramatic Speaking in the EFL Classroom



Presenter: James Wax

Guang Fu Elementary School

Say It Like You Mean It!

Dramatic Speaking in the EFL Classroom

**Special thanks to the English Department
and 林曉玲 (Nell) at**

Guang Fu Elementary School

**The success I've be fortunate enough to see in
my classroom would not be possible without
the support, collaboration and guidance of the
dedicated teachers I have the privilege of
working with daily.**

-James Wax

Wise Words

“There are two types of speakers:
those that are nervous
and those that are liars.”

-Mark Twain

More Wise Words

“Courage is *resistance* to fear,
mastery of fear,
not absence of fear.”

-Mark Twain

About me...

- **B.S. Degree English Education,
Minor in Theater Performance**
- **7 Years Teaching in America:
English, Public Speaking, Acting, Etc.
5 in Taiwan at Guang Fu Elementary**
- **15 Years Professional Theater:
Actor, Writer, Director**
- **3 Years RT Competition**
- **2 Scripts for RT Competition,
4 Professionally Produced in U.S.**

The background of the slide is a photograph of a stage. On the left and right sides, there are heavy red curtains with gold-colored tassels. In the center, a circular spotlight illuminates a dark floor, creating a bright yellowish-white circle. The text is overlaid on this scene.

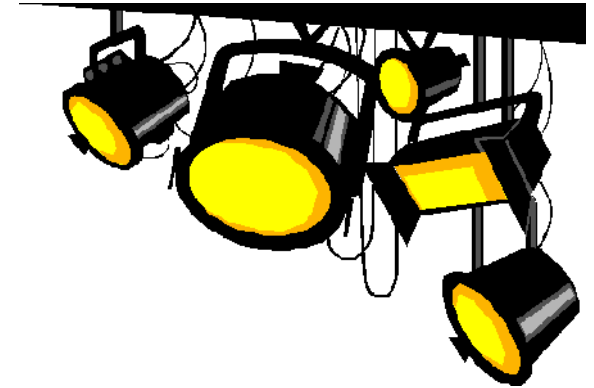
Why are we here?

Dramatic Speaking

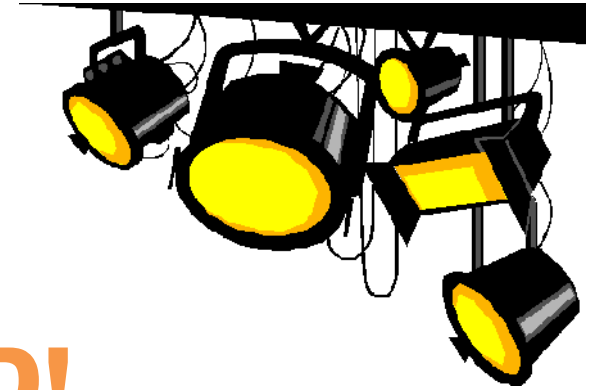
**“How does it fit in
our classrooms?”**

What is Dramatic Speaking?

- **Speak Naturally**
- **Speak Expressively**
- **Sound How You Feel**
- **Effectively Use Volume, Articulation, Rate and Tone**



Why Use Dramatic Speaking?



- **Learning English is HARD!**
- **Dramatic Speaking Makes it FUN!**

ALL our students share...

- **The same age**
- **The same interests**
- **The same race or nationality**
- **The same social status**



ALL our students share...

- ~~The same age~~
- ~~The same interests~~
- ~~The same race or nationality~~
- ~~The same social status~~
- The same **FEAR**...

PUBLIC SPEAKING!

Why is Public Speaking Scary?

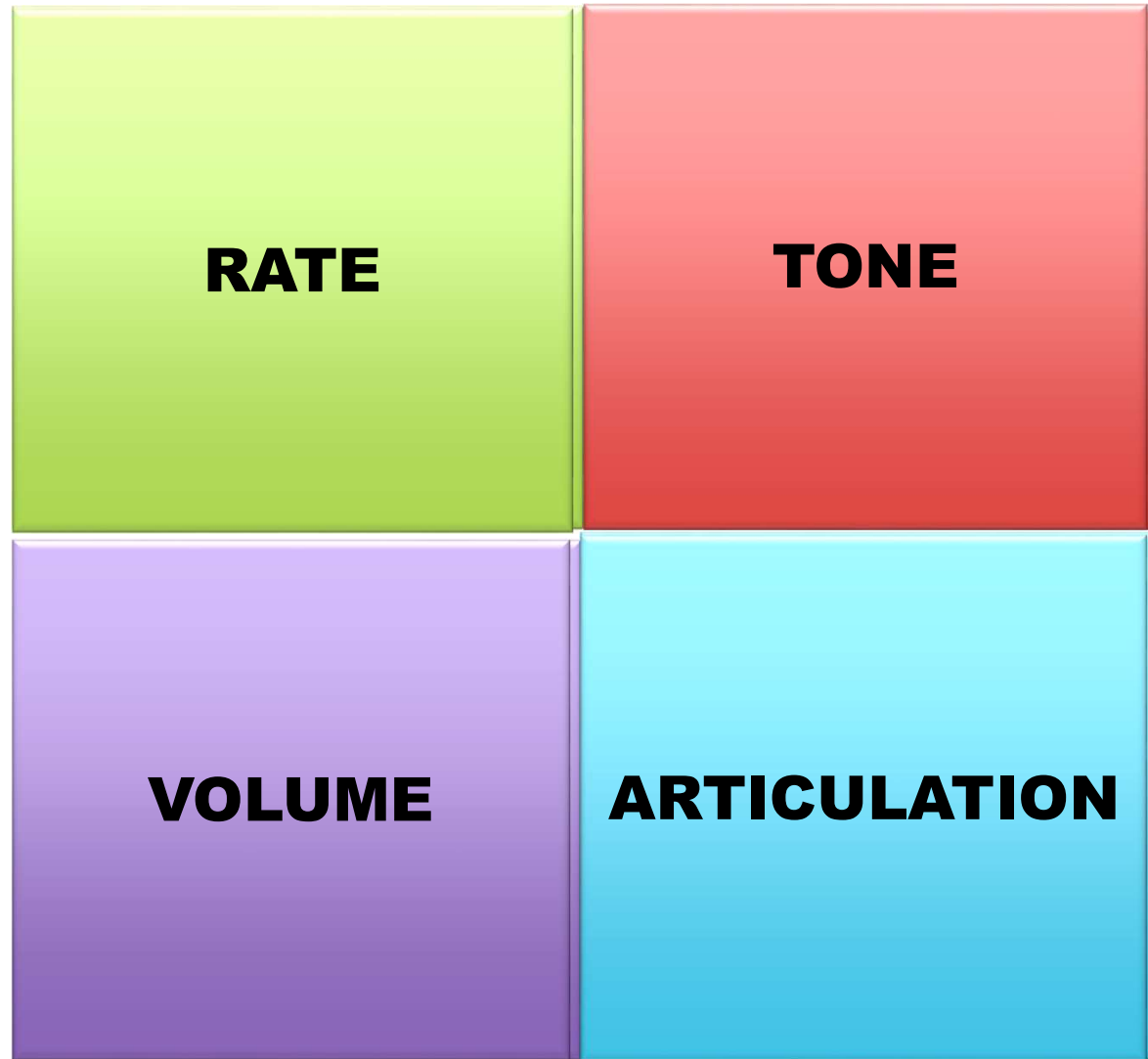
- **Everyone is watching!**
- **Wrong test answers are private, but...**
- **Public Speaking =
Public Embarrassment**
- **English is HARD ENOUGH ALREADY!**

How Can We Help?

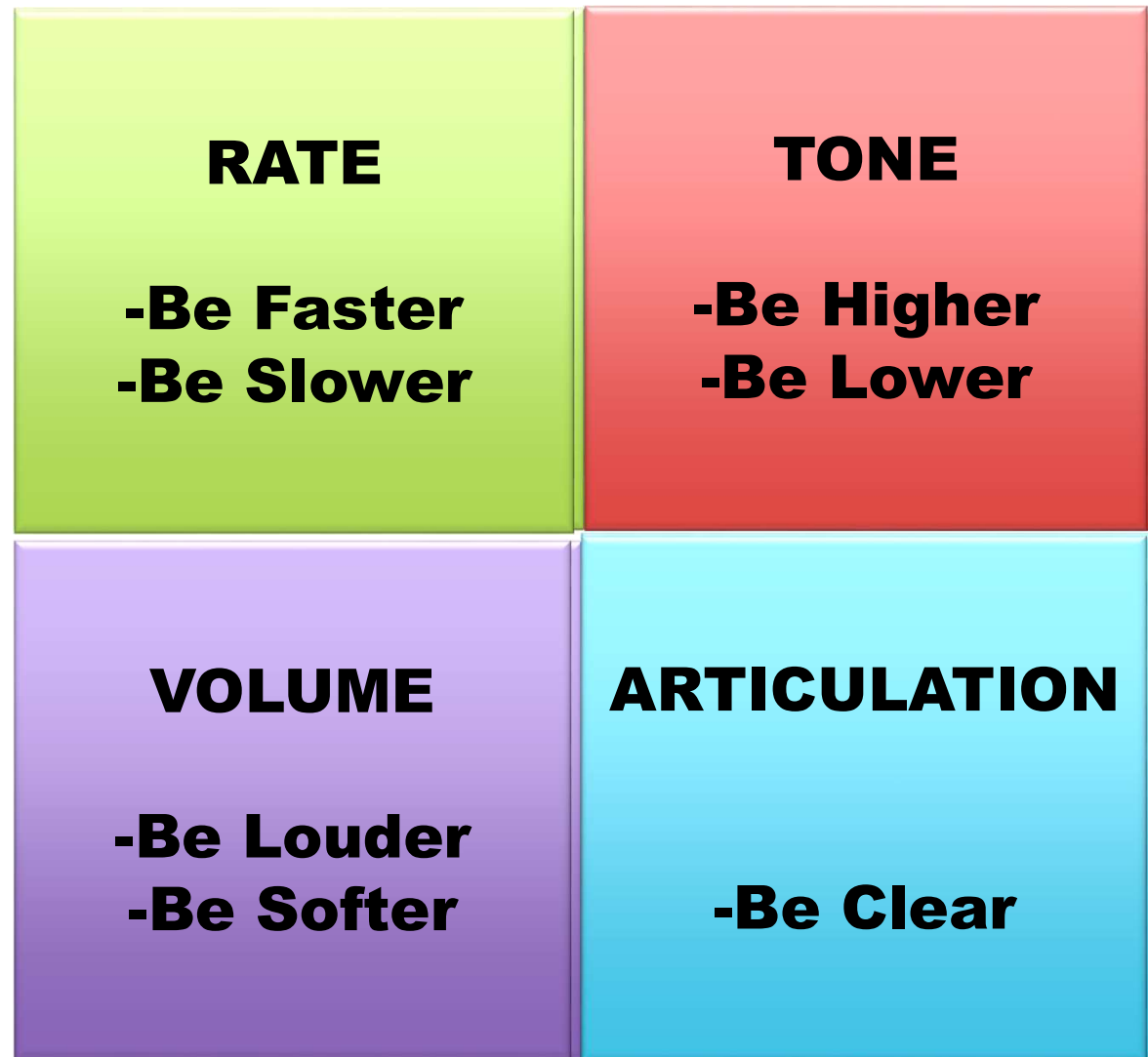
3 Steps to Clear Communication

- **Step 1: Create CONFIDENT readers.**
- **Step 2: Create ANIMATED readers.**
- **Step 3: Create AWARE readers.**

Clear Communication: 4 Parts

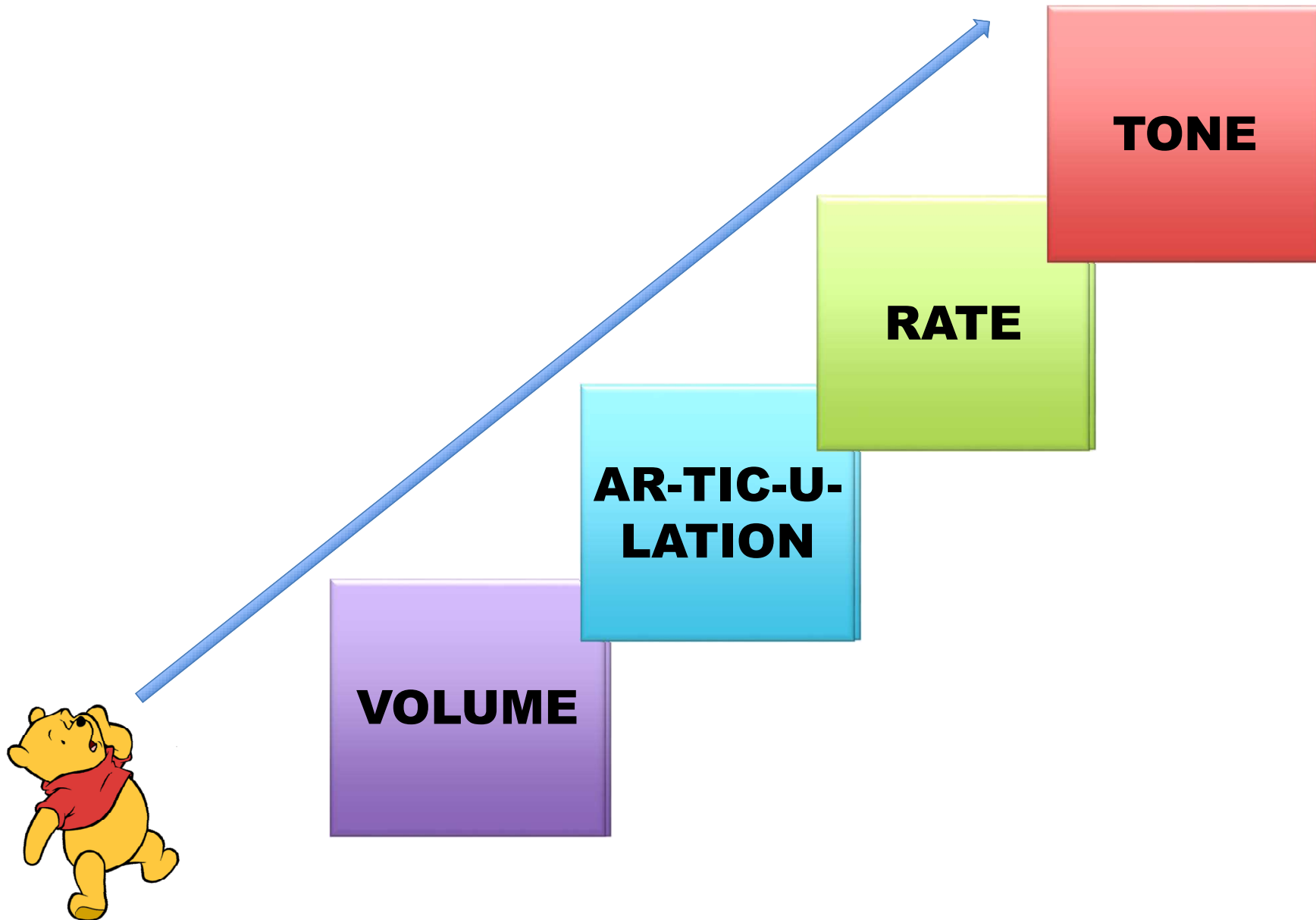


Clear Communication: 4 Parts



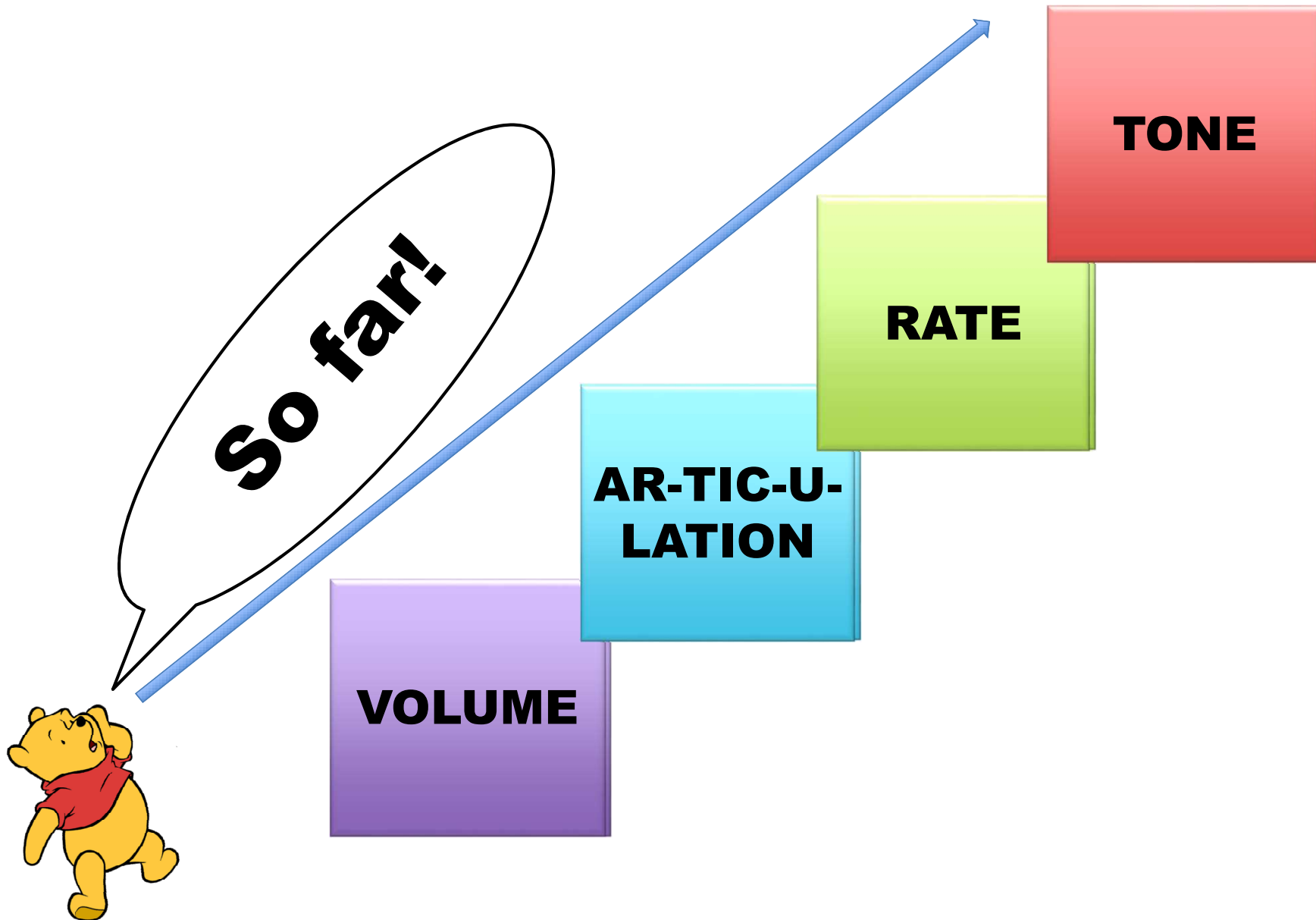
OUR GOAL:

**Clear
Communication!**



OUR GOAL:

**Clear
Communication!**



Clear Communication

Step 1: Create Confident Readers



PHONICS

VOLUME

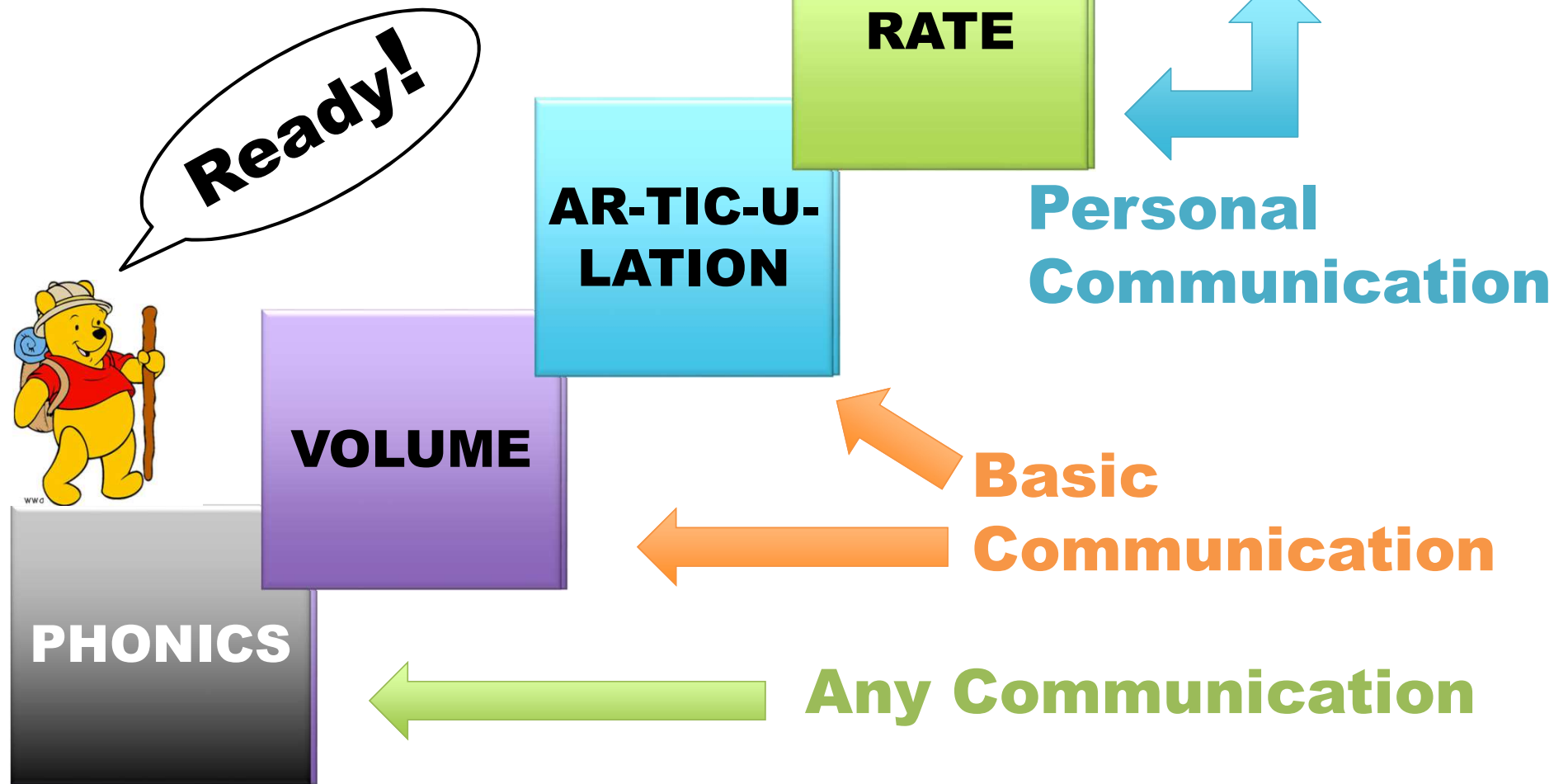
**AR-TIC-U-
LATION**

RATE

TONE

Clear Communication

Step 1: Create Confident Readers

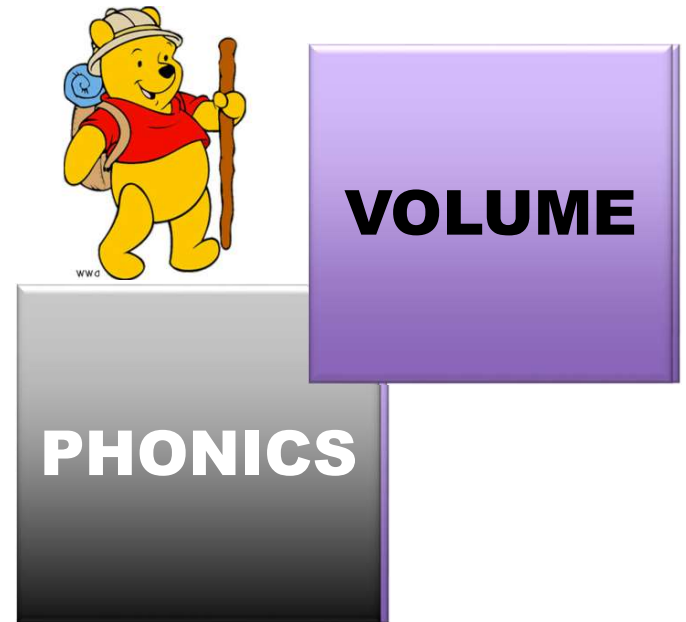


Understanding Phonics

- **Each letter has a sound**
- **Sounds form blends**
- **Blends form words**
- **Decode unknown words**
- **Phonics creates CONFIDENT readers**

Confident Readers = Volume

- **Phonics helps students...**
- **HEAR** Familiar Sounds
- **RECALL** Familiar Words
- **READ** New Words
- **Familiarity = Comfort**
- **Comfort = Confidence!**



Elkonin Boxes

D.B. Elkonin: Russian Educator & Psychologist

--	--	--

Words = Sounds

--	--	--

Rain = 2 Sounds

r	ain	
---	-----	--

Raining = 3 Sounds

r	ain	ing
---	-----	-----

What's this?

Do you know “br”?

br	ain	
----	-----	--

brother

bread

What's this?

Do you know “ch”?

ch	ain	
----	-----	--

chair

cheese

What's this?

Do you know “dr”?

dr	ain	
----	-----	--

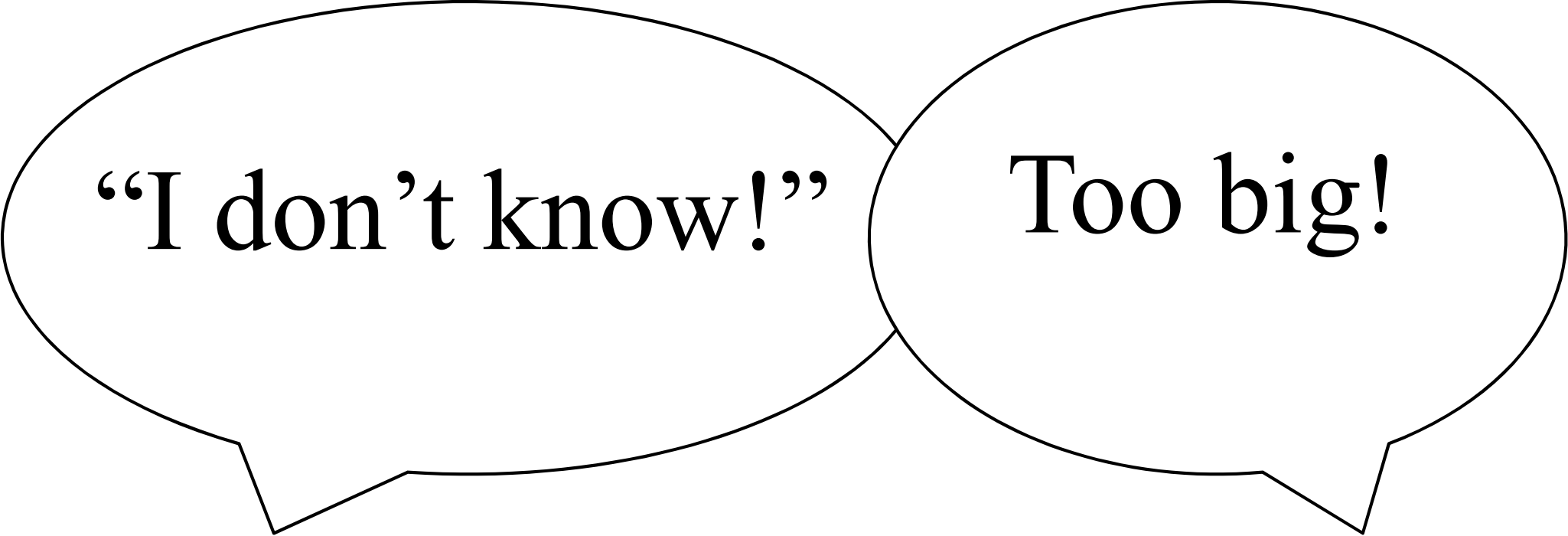
draw

dragon

Now, something harder...

What's this?

complaining



“I don’t know!”

Too big!

What's this?

c	om	pl	ain	ing
---	----	----	-----	-----

cow **m**om **p**lay **r**ain **s**ing

You can read more than you think.

What's this?

sh	ee	n
----	----	---

“What sounds
do you know?”

I don't
know!

What says “sh”?

sh		
----	--	--

she

ship

wash

What says “ee”?

sh	ee	
----	----	--

bee

tree

three

What says “p”?

sh	ee	p
----	----	---

pen

play

cup

Let's read...

sh	ee	p
----	----	---

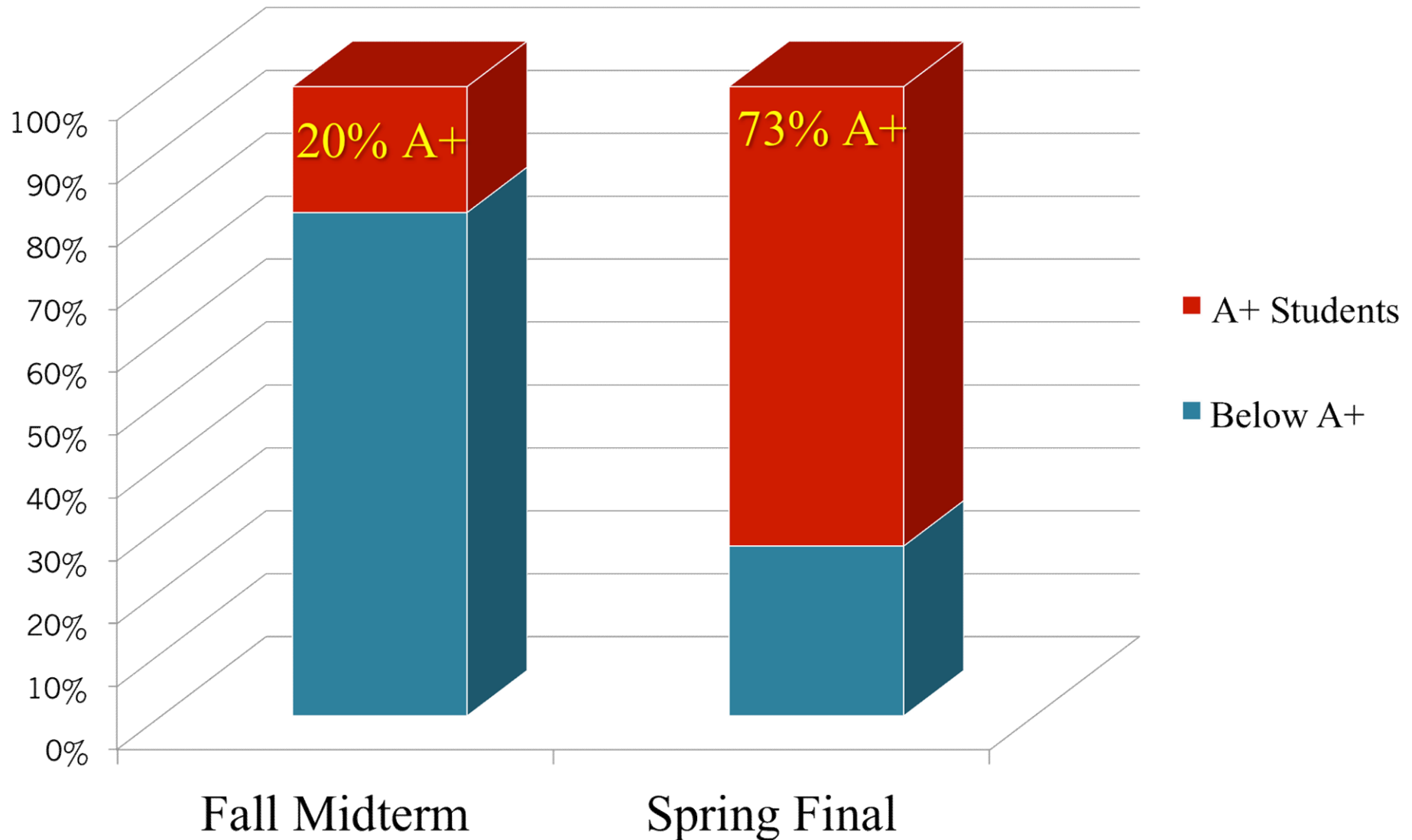
Not 5 Letters...

sh	ee	p
----	----	---

3 Sounds!

2014-15 Final Results

Class Average 401-408



My students aren't loud and clear!

- **Problem:** Student can't read the words.
- **Solution:** Phonics & Help Questions



HELP Questions

If I don't know, circle it!

Look at the banana tree.

1. What's this?

Look at the banana tree.

2. How do you say this?

ba/na/na tr/ee

Be slow and clear!

3. What does _____ mean?

What does "banana tree" mean?

4. Draw or write.

(1st choice)

(2nd choice)



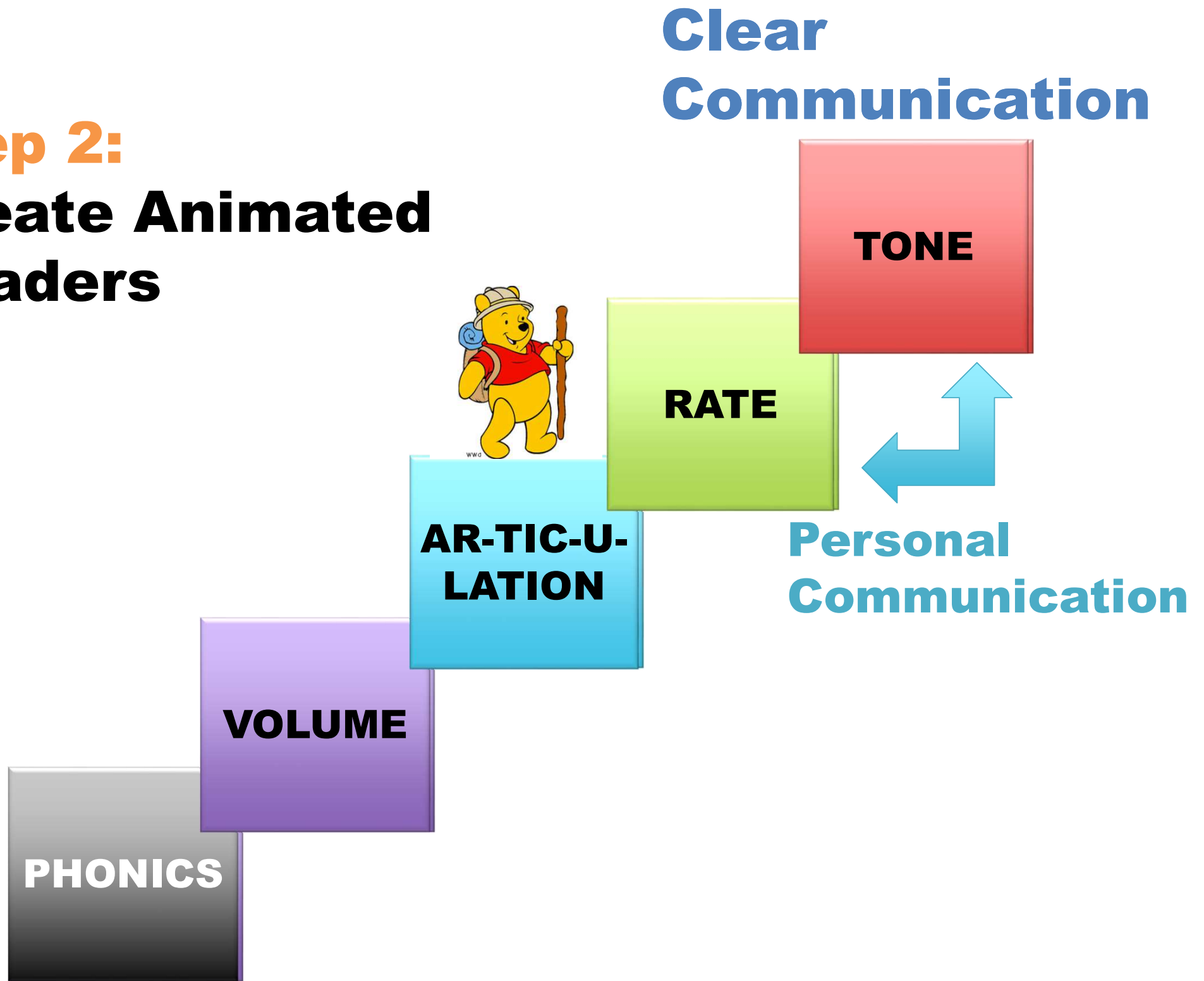
banana tree 香蕉樹

- **Tool #1**
Phonics
- **Tool #2**
Help Questions

If students...
can say a word
and know what
it means, they can...

Say It Like
They Mean It!

Step 2: **Create Animated Readers**



My students sound flat!

- **Problem:** Student is loud and clear, but speaks with no feeling...like a robot.
- **Solution:** Carefully make student aware of how he/she sounds.



Example 2

Teacher: (*Happily*) Good morning, Brian.

Brian: (*flat*) Good morning, teacher James.

Teacher: (*Happily*) How are you today?

Brian: (*flat*) I am fine, thank you, and you.

Teacher: I'm good. Are you OK?

Brian: (*flat*) I am OK.

Learn to Listen

- **Problem:** Student is not thinking about what they are saying.
- **Solution:** Model flat speech.
- **Modeling Speech Patterns = Active Listeners**



Talking Vs. Reading

- **Students learn “the correct” way to speak**
- **Practice = Good volume + Articulation**
- **Practice = Patterns**

Reading



Talking



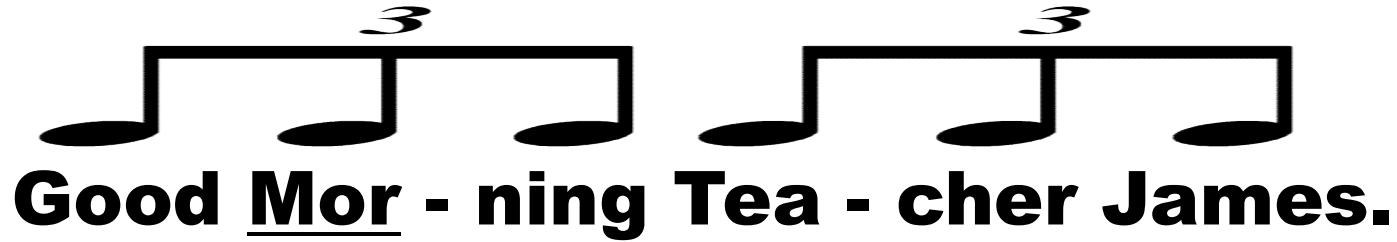
Patterns = Robots!



Repetition	≠	Excitement
Possibilities	=	Excitement
Conversation	=	Excitement
Connection	=	Excitement

Talking Vs. Reading

13 Classes, 1 Greeting...



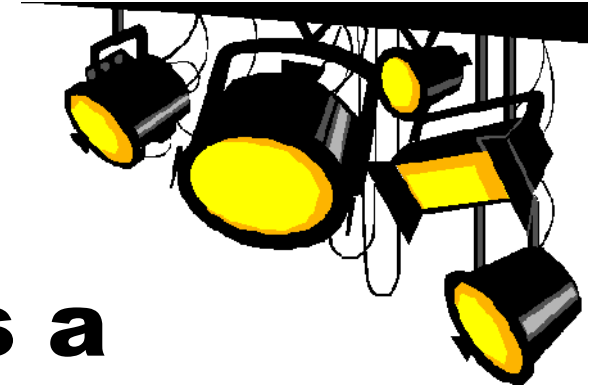
- **No one is smiling!**
- **Model Flat Speech**
- **“Good Mor – ning Jen – if – fer.”**
- **Let students notice **YOUR** mistakes**

Mark it Up!

- **Problem:** Students are stuck in same speech patterns.
- **Solution:** Teach students how to mark-up a scene, then follow their mark-ups.

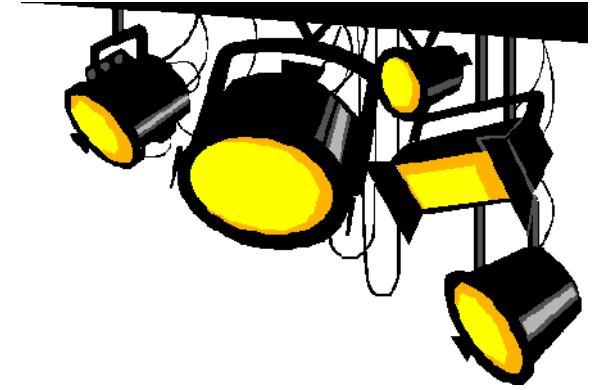


What is a mark-up?



- **Mark-up:** Any pencil marks a student makes on a scene.
- **Why?**
- **Mark-ups help students remember how to read a scene.**
- **Actors have been marking-up scenes ever since we've had scripts.**

Why mark-up a scene?



- **Reduces Anxiety and Fear**
- **Structured Freedom:**
Coloring Book vs. Drawing
- **Forces Interaction With Text**
- **Creates Sense of Ownership:**
This is MY scene.
- **Learning Experience Personalized:**
Trial and Error
- **Higher-Level Thinking:**
WHY did or didn't this work?

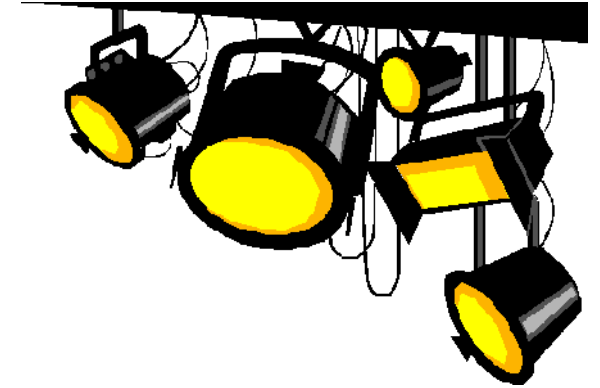
Wise Words

“The strongest kind of fear, is
fear of **the unknown.**” -H.P. Lovecraft

Mark-ups = Answers in Students' Hands

**Mark-ups eliminate
the unknown.**

Mark it up!



Mark-Up Symbols

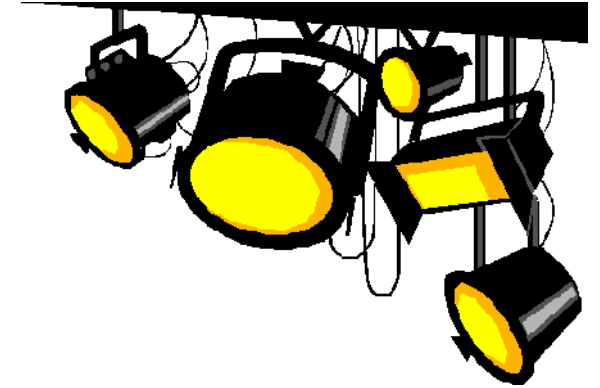
Cool. *-No inflection.*

Cool. *-Strong.*

Cool. *-Long.*

Cool. ↗ *-Up.*

Mark it up!



Mark-Up Symbols

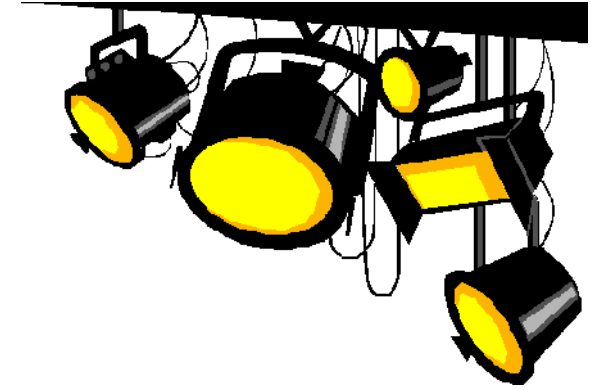
Nice. *-No inflection.*

Nice. *-Strong.*

Nice. *-Long.*

Nice. ↗ *-Up.*

Mark it up!



Mark-Up Symbols

Delicious.

-No inflection.

Delicious.

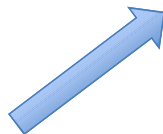
-Strong.

Delicious.



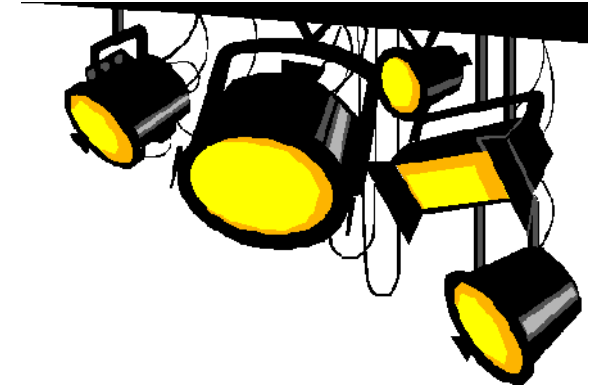
-Long.

Delicious.



-Up.

Mark it up!

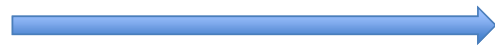


Mark-Up Symbols

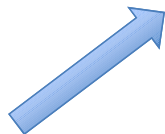
Beautiful. *-No inflection.*

Beautiful. *-Strong.*

Beautiful. *-Long.*



Beautiful. *-Up.*



Let's mark-up a scene!

You are so pretty.



Let's mark-up a scene!

You are so pretty.



Let's mark-up a scene!

You are so pretty.



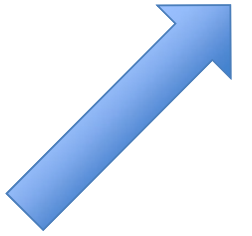
Let's mark-up a scene!

You are so pretty.



Let's mark-up a scene!

You are so pretty.



Let's mark-up a scene!

You are so pretty.



Good Job!

Let's mark-up a scene!

You are so pretty.



Good Job!

Let's mark-up a scene!

You are so pretty.



Good Job!

Let's mark-up a scene!

You are so pretty.



Good Job!

Let's mark-up a scene!

You are so pretty.



Let's mark-up a scene!

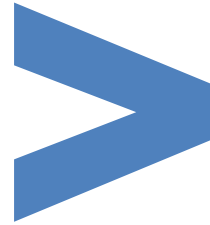
You are so pretty.



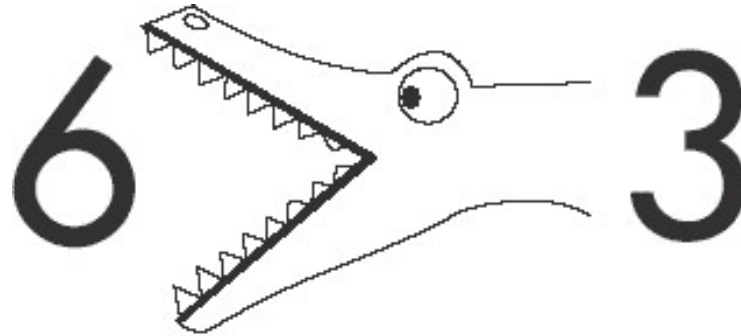
Good Job!

Because...

**Correct
Mark-Ups**



**Incorrect
Mark-Ups**



Mistakes Less Likely

=

Confidence

Possibilities

=

Excitement

Conversation

=

Excitement

Connection

=

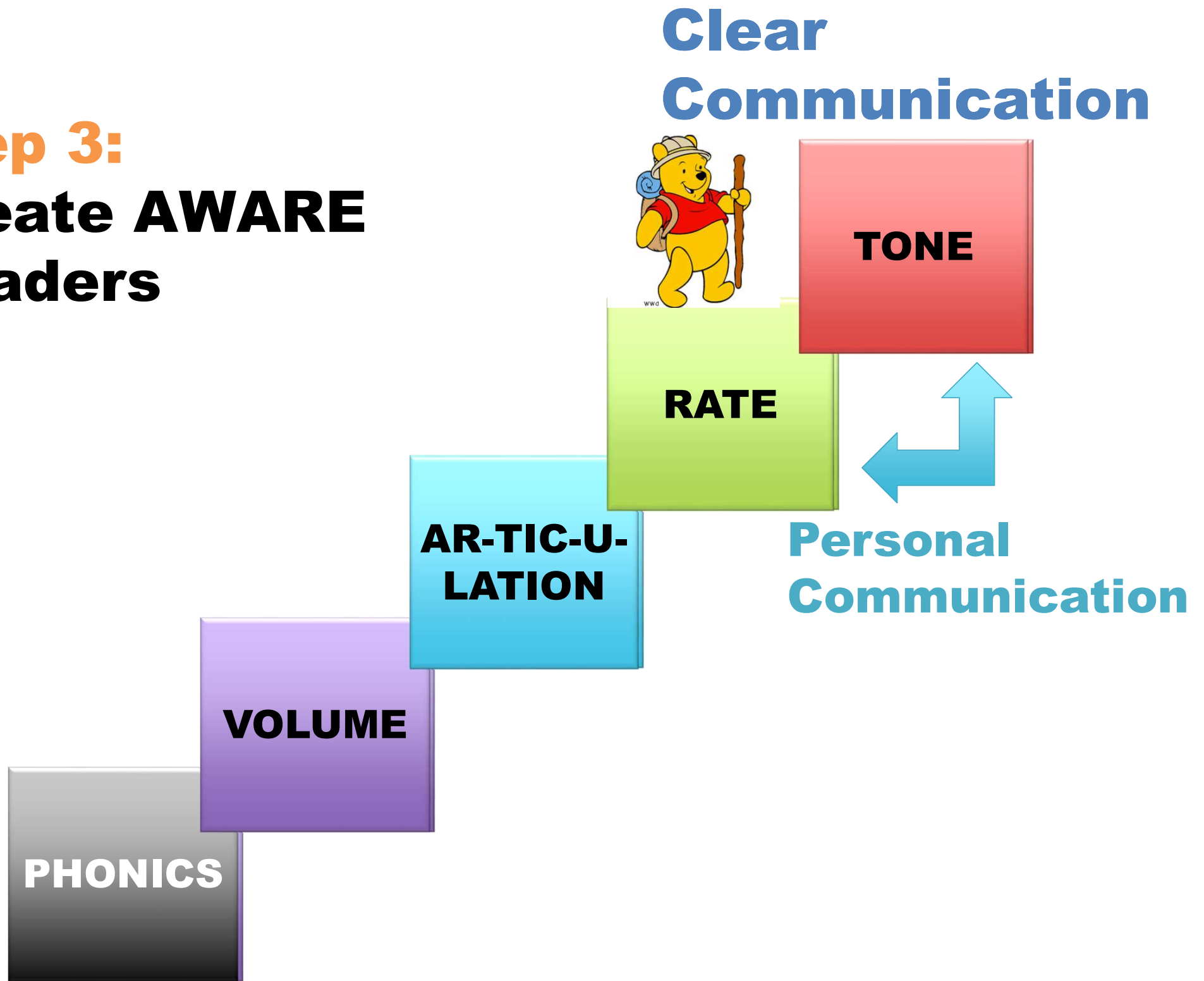
Excitement

Goodbye Robots!



Repetition	≠	Excitement
Possibilities	=	Excitement
Conversation	=	Excitement
Connection	=	Excitement

Step 3:
Create AWARE
Readers



Scoring Guides

- **Problem:** Students are loud and clear, but not getting full points for their speaking.
- **Solution:** Create consistency with standardized scoring guides.





Be
Loud

Be

Clearr

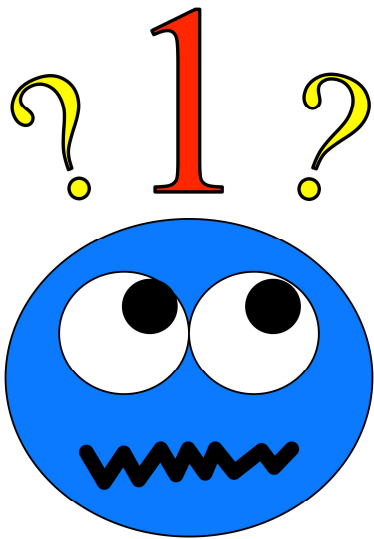
No
Robots



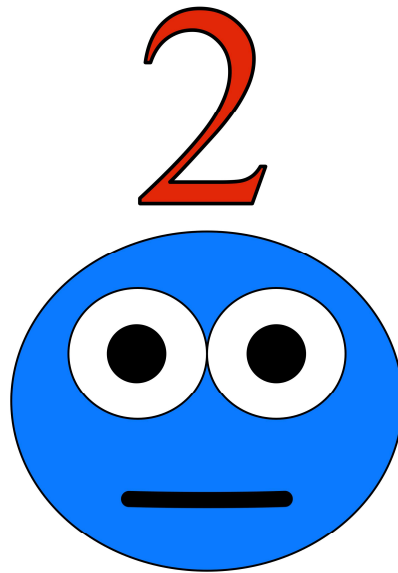
Be
Loud

Be
Clear

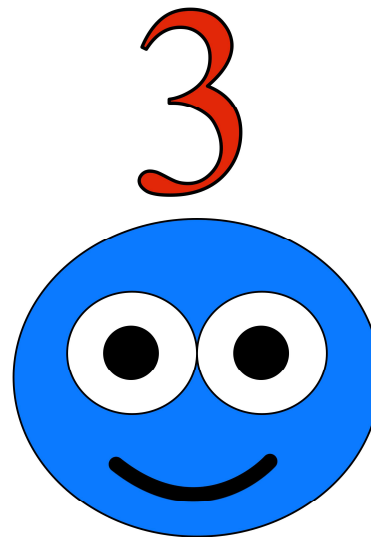
NO
Robots



**Need
Help**



So-So

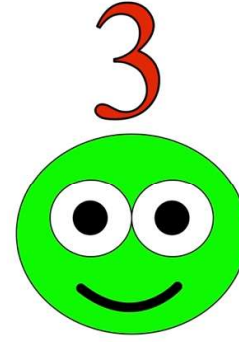
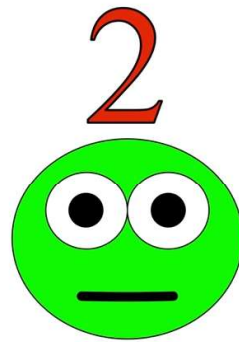
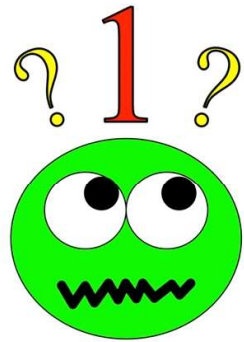


Good

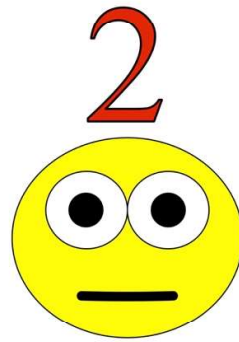
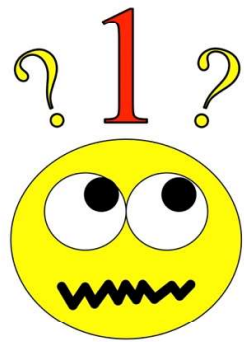


Great!

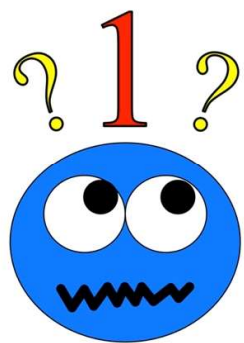
Be
Loud



Be
Clear



NO 
Robots



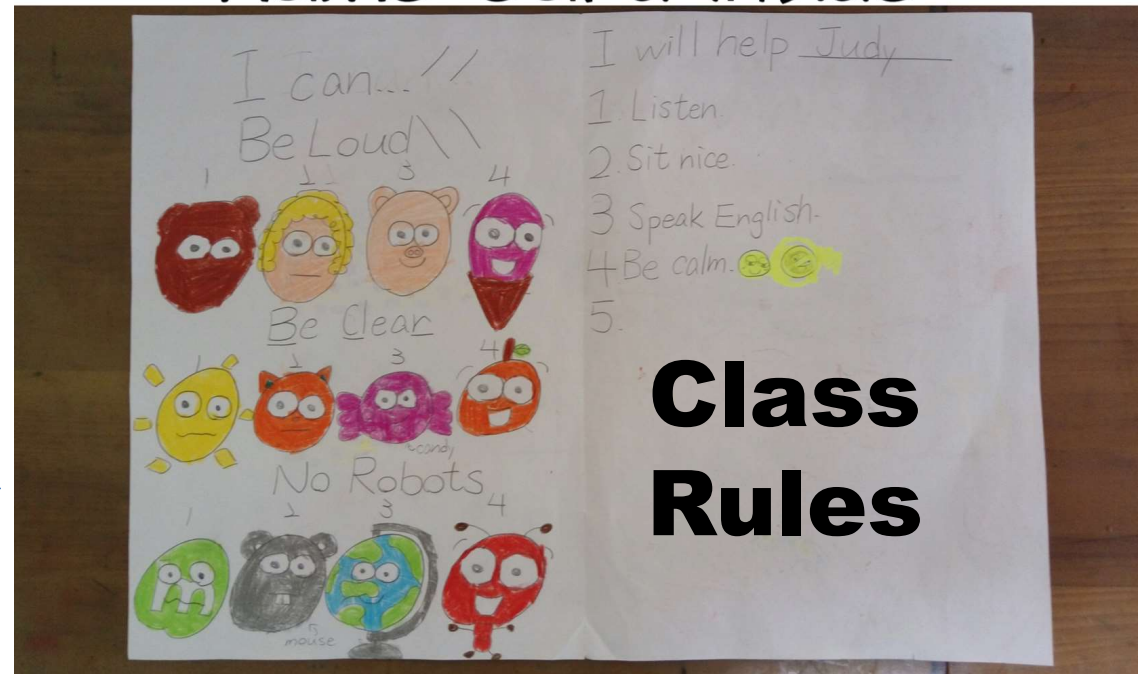
Help Questions



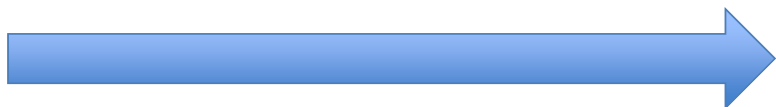
Name Card Outside



Name Card Inside



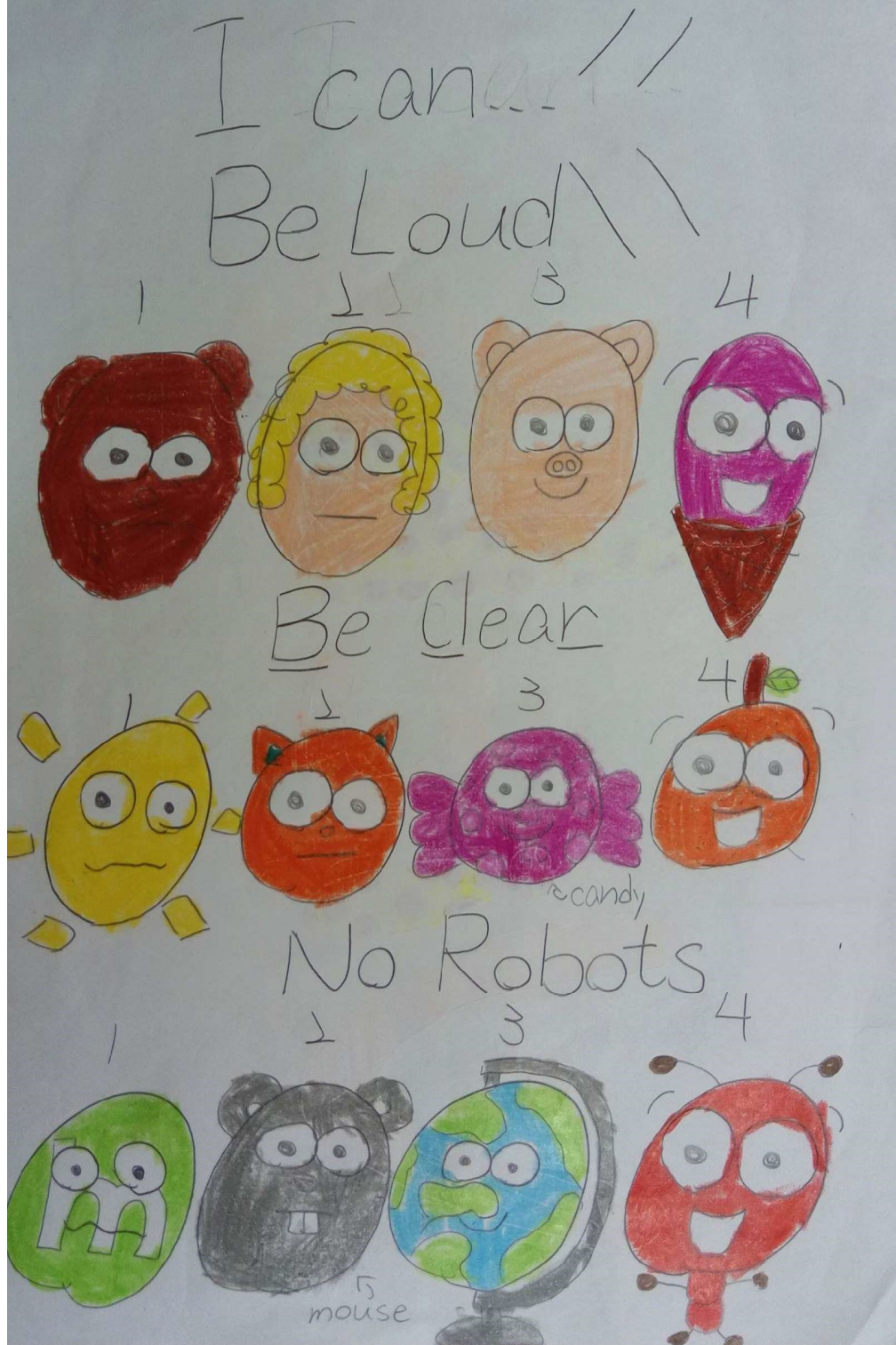
Scoring Guide



Class Rules

Student Name Card

- **Non-Intimidating Scoring Guide**
- **Used DAILY**
- **IDENTICAL to Teacher Scoring Guide For Tests**
- **Tests Ability**
~~Test-Taking Ability~~



Start Small.

Stay Focused.

Tongue Twisters



Be Loud.

Be clear.



1. Six ships.



1. Six ships.



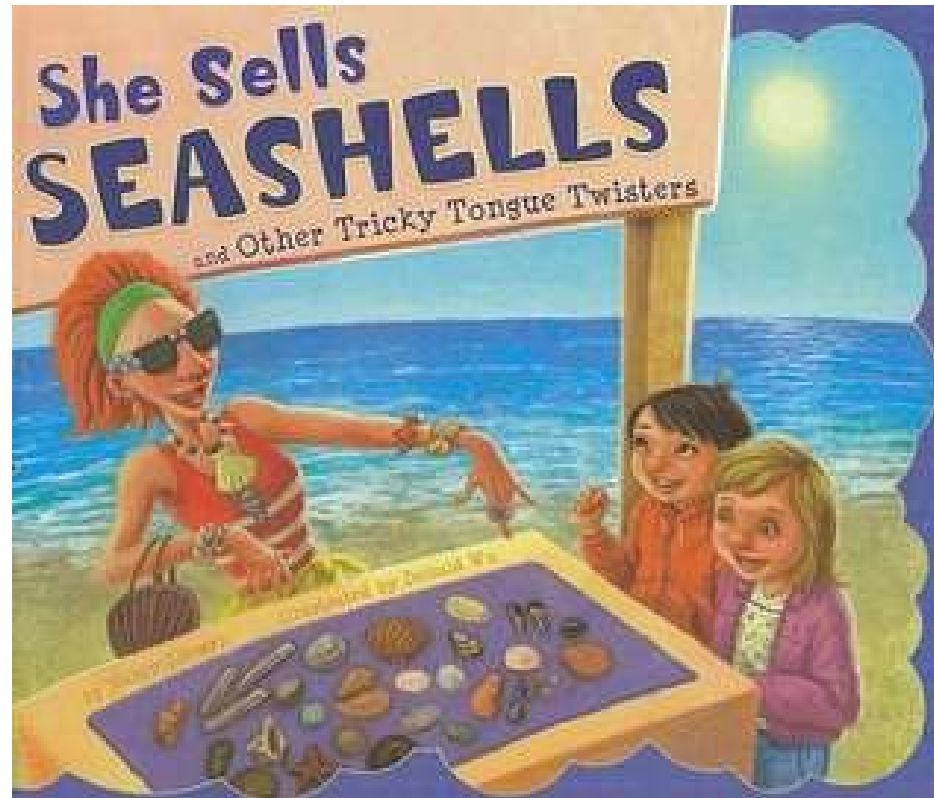
2. Double bubble gum.



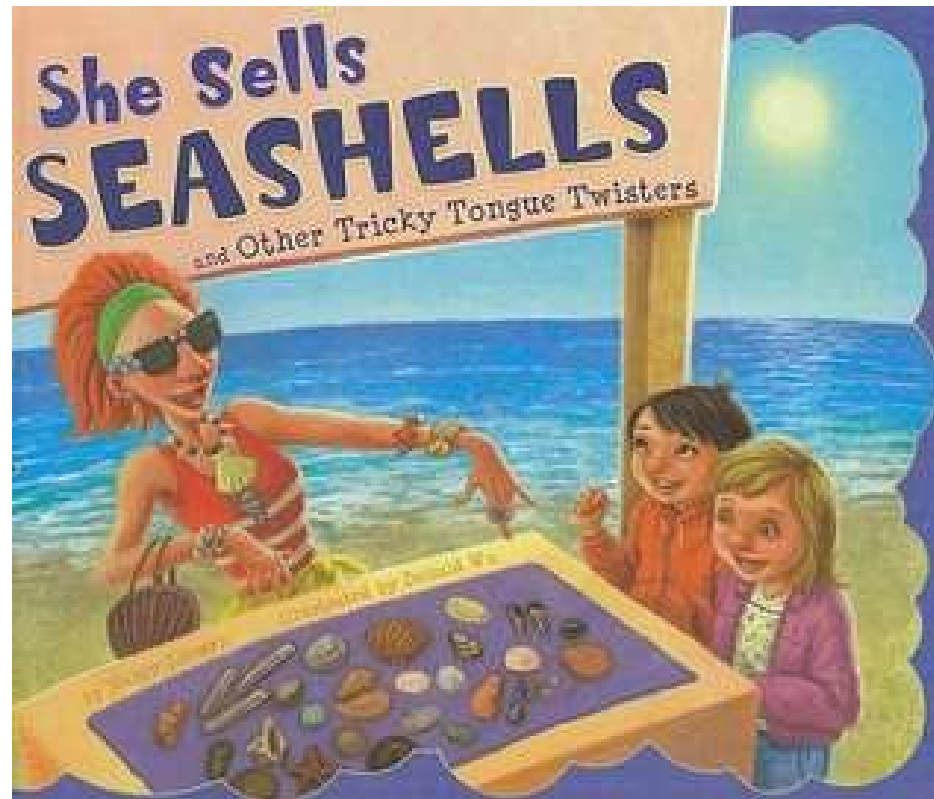
2. Double bubble gum.



3. She sells
seashells.



3. She sells s
seashells.



4. Toy boat.

Toy boat.



4. Toy boat.

Toy boat.



5. Lovely lemon.



5. Lovely lemon.



Open Scenes

What Are Open Scenes?

- **Dramatic Scenes**
- **Many Interpretations**
- **Discover the Possibilities!**
- **Bring Life to Words!**

Open Scenes

What Are Open Scenes?

- **Dramatic Scenes**
- **Many Interpretations**
- **Discover the Possibilities!**
- **Bring Life to Words!**

Open Scenes

How do I mark one up?

- **Ask yourself...**
- **What does my character want?**
- **What does my character feel?**
- **What words are important?**
- **HOW can I use them?**

Open Scenes

How do I mark one up?

- **Ask yourself...**
- **What does my character want?**
- **What does my character feel?**
- **What words are important?**
- **HOW can I use them?**

Hard Goodbye

Don't Laugh. Don't Smile.

1: Get out of here.

2: Fine, I'm going home.

**Be
Sad.**


Be
Loud

Be
Clear


NO
Robots

Hard Goodbye

Don't Laugh. Don't Smile.

1: Get out of here.

2: Fine, I'm going home.

**Be
Angry.**

Be
Loud

Be
Clear

NO
Robots

Hard Goodbye

Don't Laugh. Don't Smile.

1: Get out of here.

2: Fine, I'm going home.

**Be
Scared.**

Be
Loud

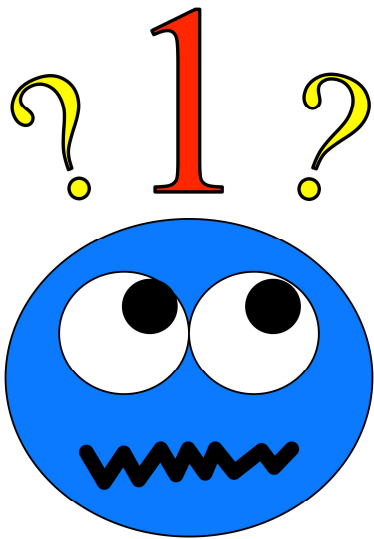
Be
Clear

NO
Robots

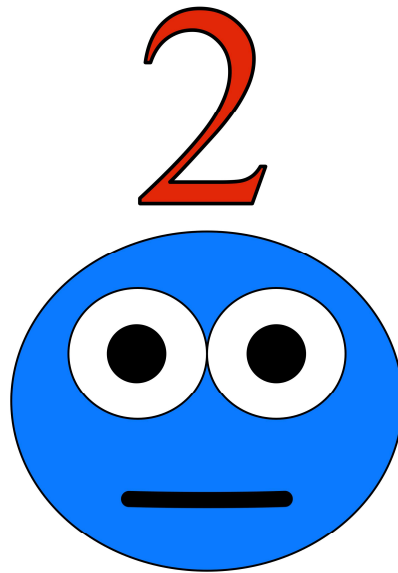
Be
Loud

Be
Clear

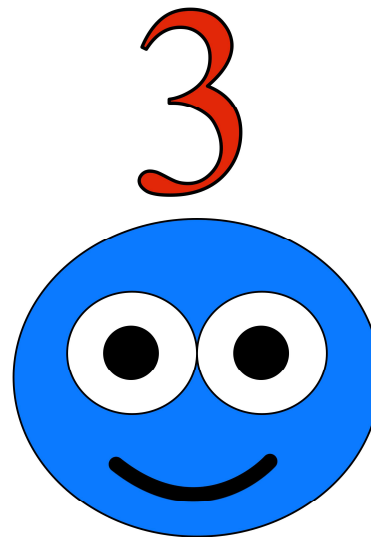
NO
Robots



**Need
Help**



So-So



Good



Great!

Open Scene 1: SHE'S HERE

1: She's here.

2: Already?

1: Yes. What do you want me to do?

2: Tell her to come in.

Open Scene 2: THIS IS BIG

1: Can you believe that?

2: No.

1: What are we going to do?

2: We?

1: This is really big.

2: We can manage it.

1: Got any ideas?

2: Yes. But don't tell anyone.

Open Scene 3: WHAT'S WRONG?

1: Hi

2: Hi

1: What's wrong?

2: Nothing.

1: Nothing?

2: Just the usual.

1: You mean ...

2: Yes, just the usual.

1: Oh.

Open Scene 4: WAITING FOR SOMEONE

1: Hello.

2: Hello.

1: All alone?

2: I'm waiting for someone.

1: Oh.

2: I can't imagine where ...

1: He'll be here.

2: Soon?

1: Very soon.

Open Scene 5: GOODBYE

1: Goodbye.

2: Oh.

1: Goodbye.

2: Are you going out?

1: Yes.

2: When will you be back?

1: I don't know.

2: (*pause*) Where are you going?

1: Out.

2: (*pause*) How long will you be?

1: Goodbye. (*Exits*)

2: Don't go.

Open Scene 6: YOU'RE FIRED

1: *(knocks on the door)*

2: Come in.

1: Hello. You wanted to see me?

2: Yes. Do you know why I called you?

1: No.

2: Can you explain this?

(shows a piece of paper)

1: But I thought you said it wasn't
important.

2: You're fired.

1: Fine, this is a stupid job anyway.

Open Scene 7: NEW YORK, NEW YORK!

1: I have something I need to tell you.

2: What is it?

1: I'm going to New York.

2: No. Really?

1: Yes, really.

2: When?

1: Tonight.

2: What?

1: I know.

2: You're going tonight?

1: I know. It's very fast.

2: Good luck.

1: Thanks. I'll need it.

Open Scene 8: SAY SOMETHING

1: Well, are you going to say something?

2: What do you want me to say?

1: I don't know, anything.

2: I have nothing to say.

1: Nothing?

2: That's right.

1: I thought we would have more to talk
about.

2: Me too.

Wise Words

“People will forget what you said,
people will forget what you did,
but they will never forget how you made
them feel.”

-Maya Angelou

Thank You!

James Wax

Guang Fu Elementary

Contact: jameswax@gmail.com