

# **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.**

A stage with red curtains and a spotlight on the floor. The text is overlaid on the image.

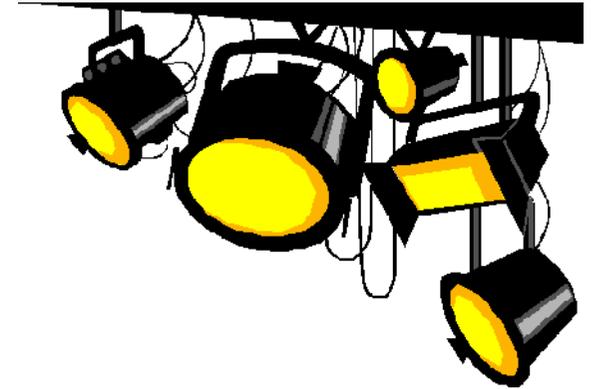
**Why are we here?**

# **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?

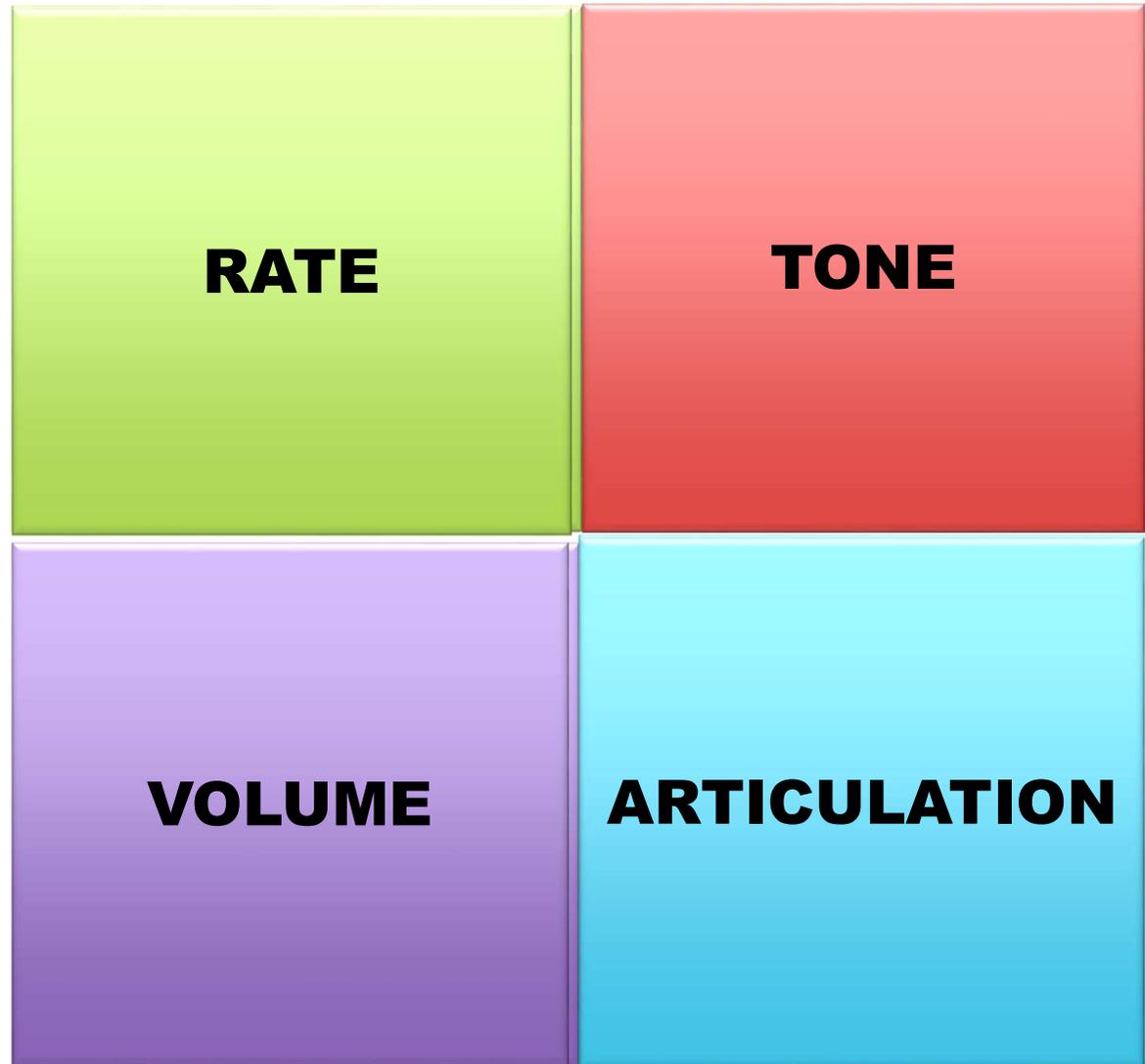
- **Everyone is watching!**
- **Wrong test answers are private, but...**
- **Public Speaking =**  
**Public Embarrassment**
- **English is HARD ENOUGH ALREADY!**

# How Can We Help?

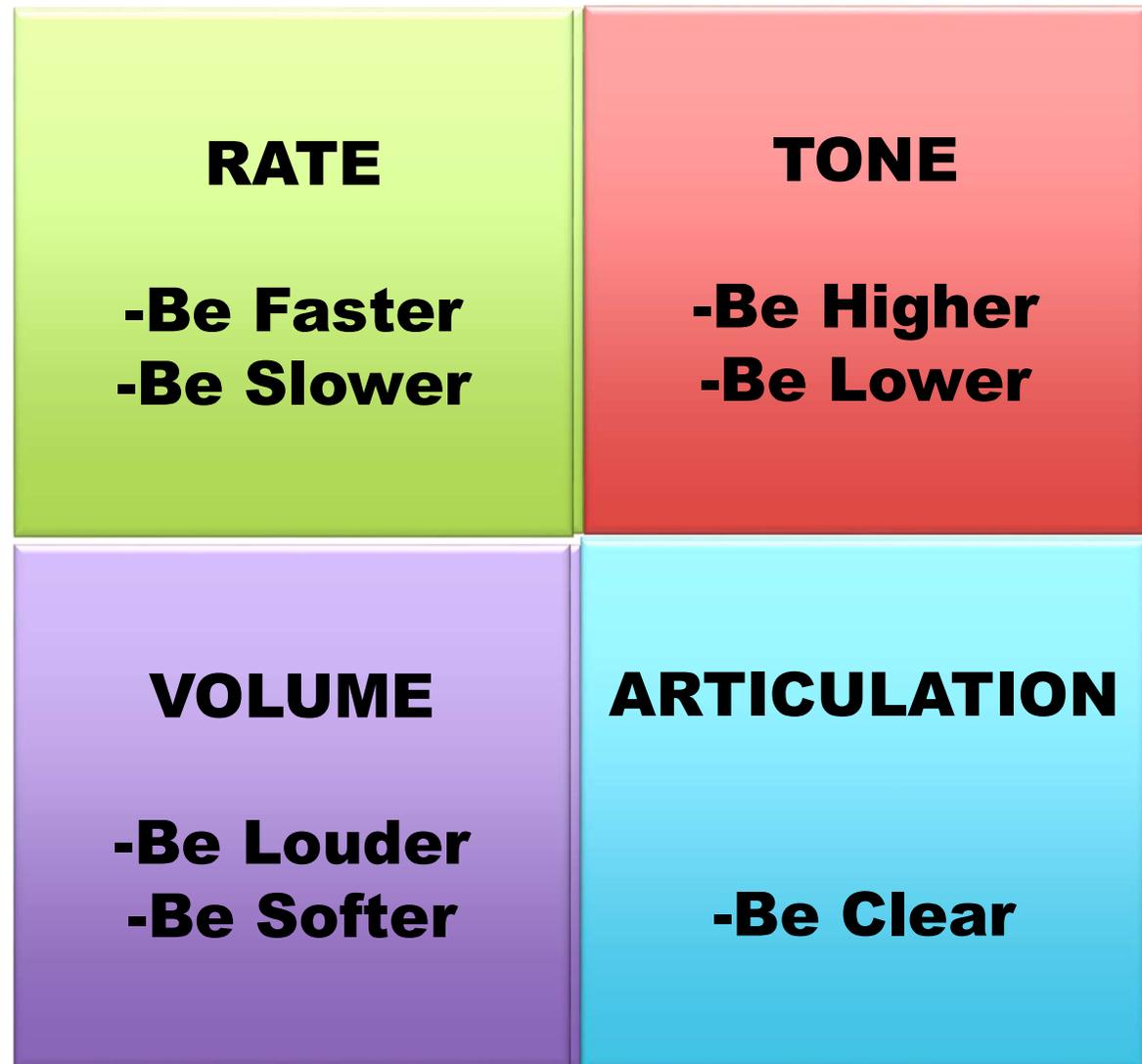
## 3 Steps to Clear Communication

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

# Clear Communication: 4 Parts

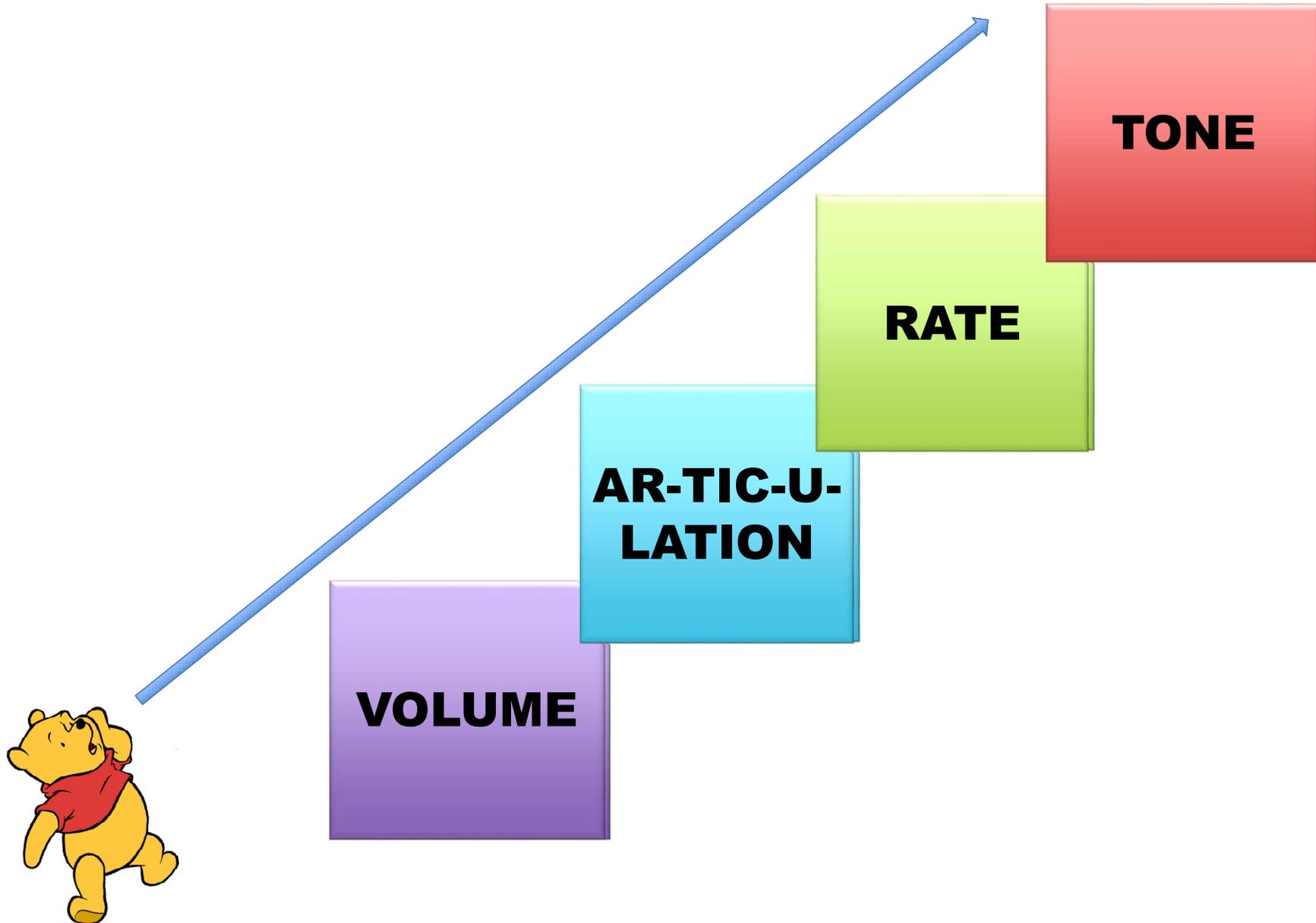


# Clear Communication: 4 Parts



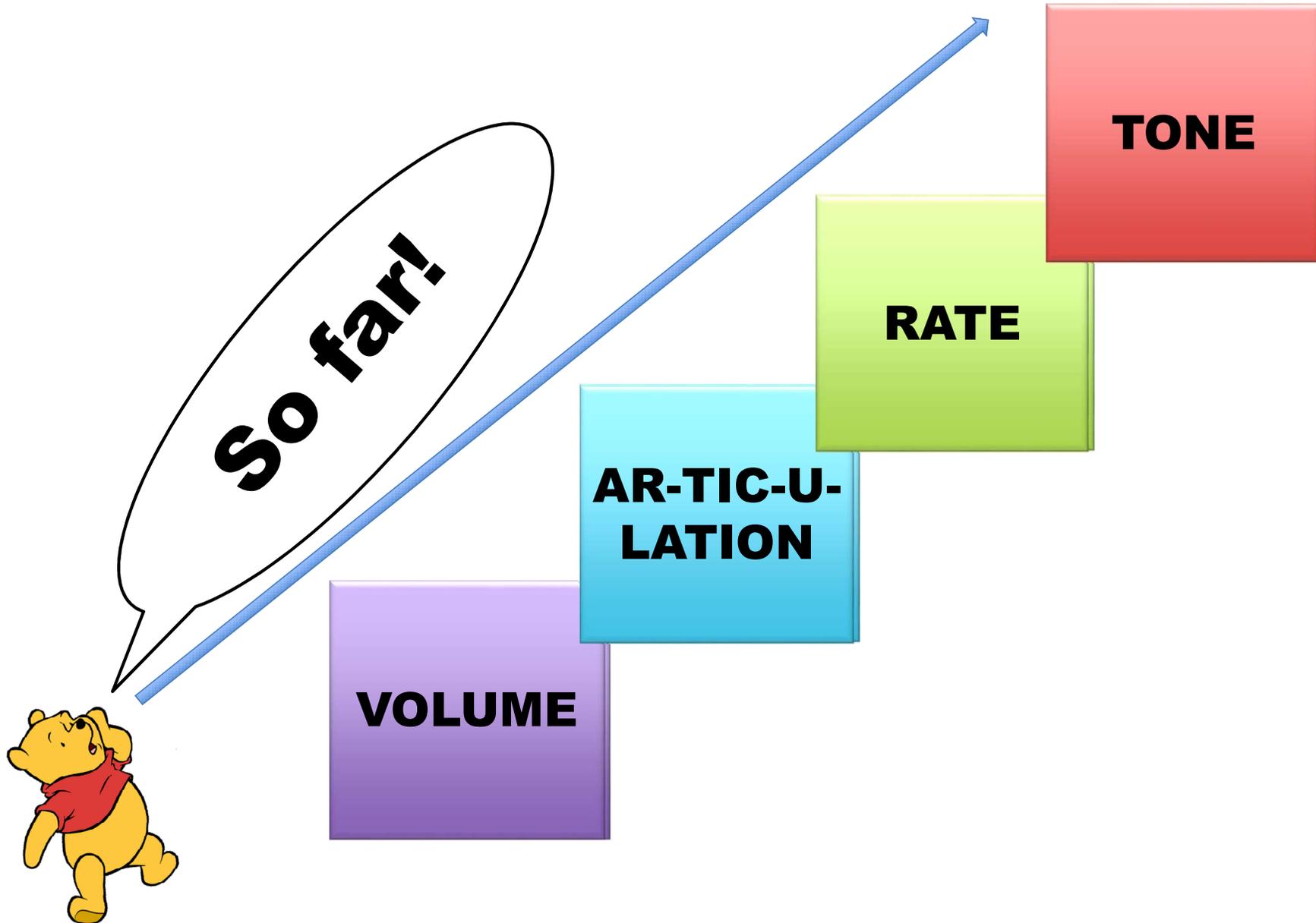
**OUR GOAL:**

**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



Ready!

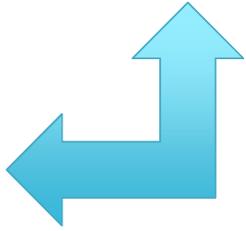
**PHONICS**

**VOLUME**

**AR-TIC-U-LATION**

**RATE**

**TONE**



**Personal Communication**



**Basic Communication**



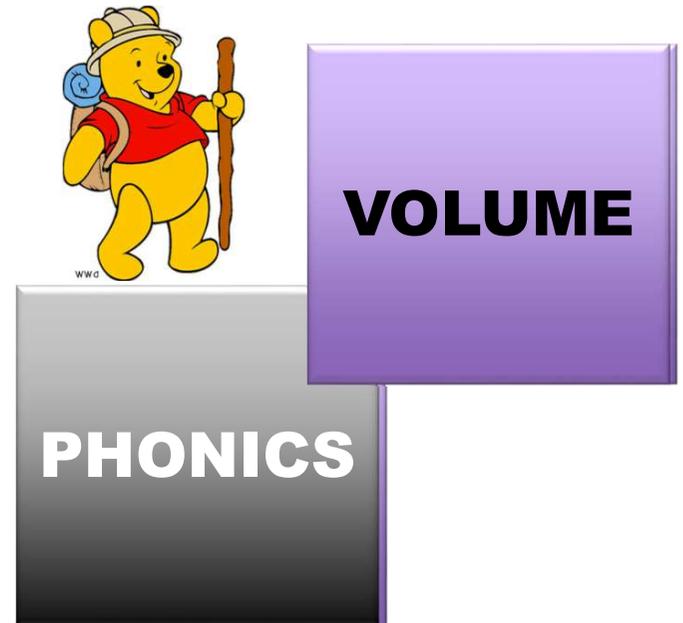
**Any Communication**

# 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”?



**brother**

**bread**

# What's this?

## Do you know "ch"?



**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
---	----	----	-----	-----

**c**ow   **om**   **pl**ay   **rain**   **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”?**

<b>sh</b>	<b>ee</b>	
-----------	-----------	--

**b****ee**

**t****ree**

**th****ree**

**What says “p”?**

<b>sh</b>	<b>ee</b>	<b>p</b>
-----------	-----------	----------

**p**en

**p**lay

**c**u**p**

# Let's read...

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

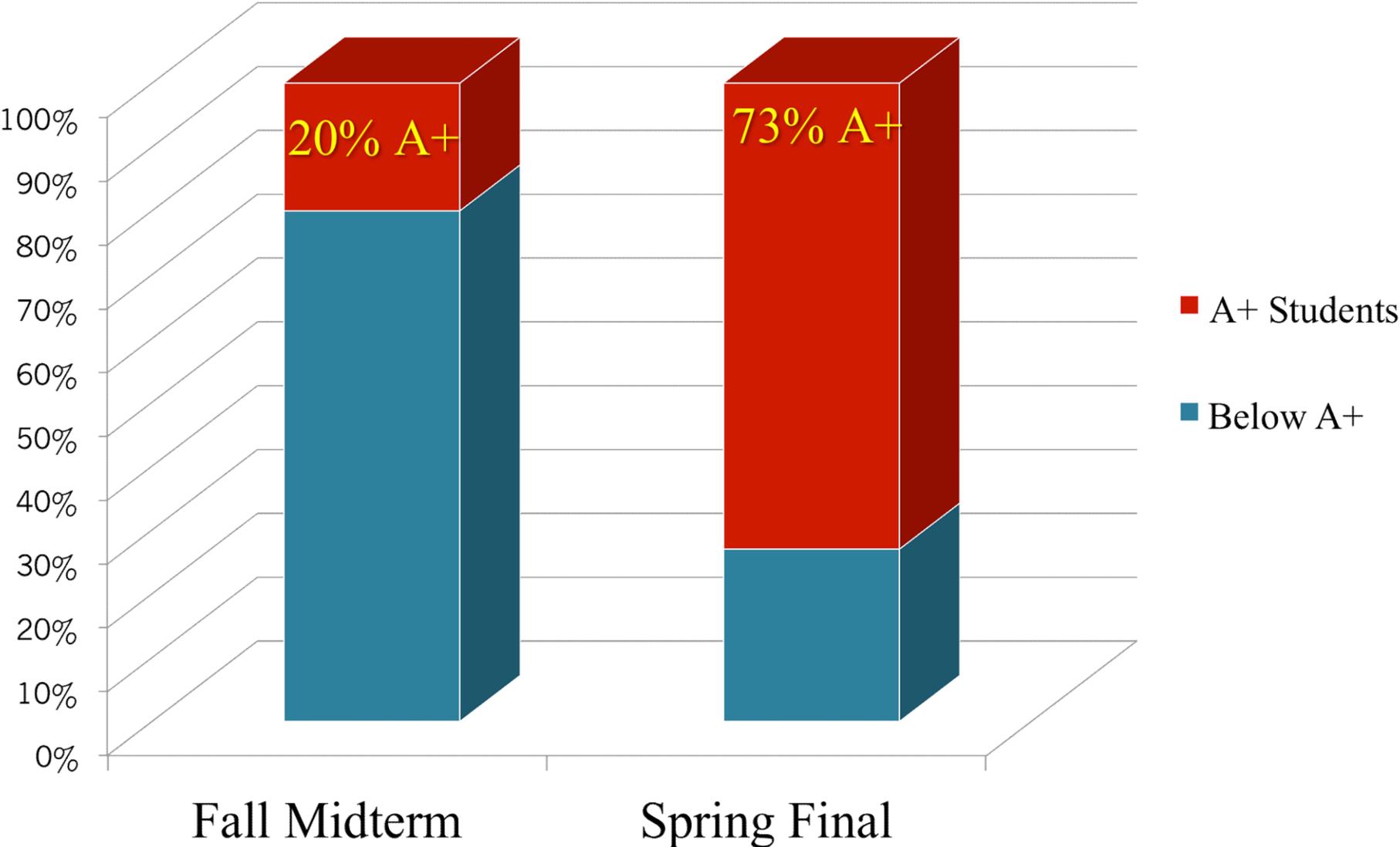
**Not 5 Letters...**

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**

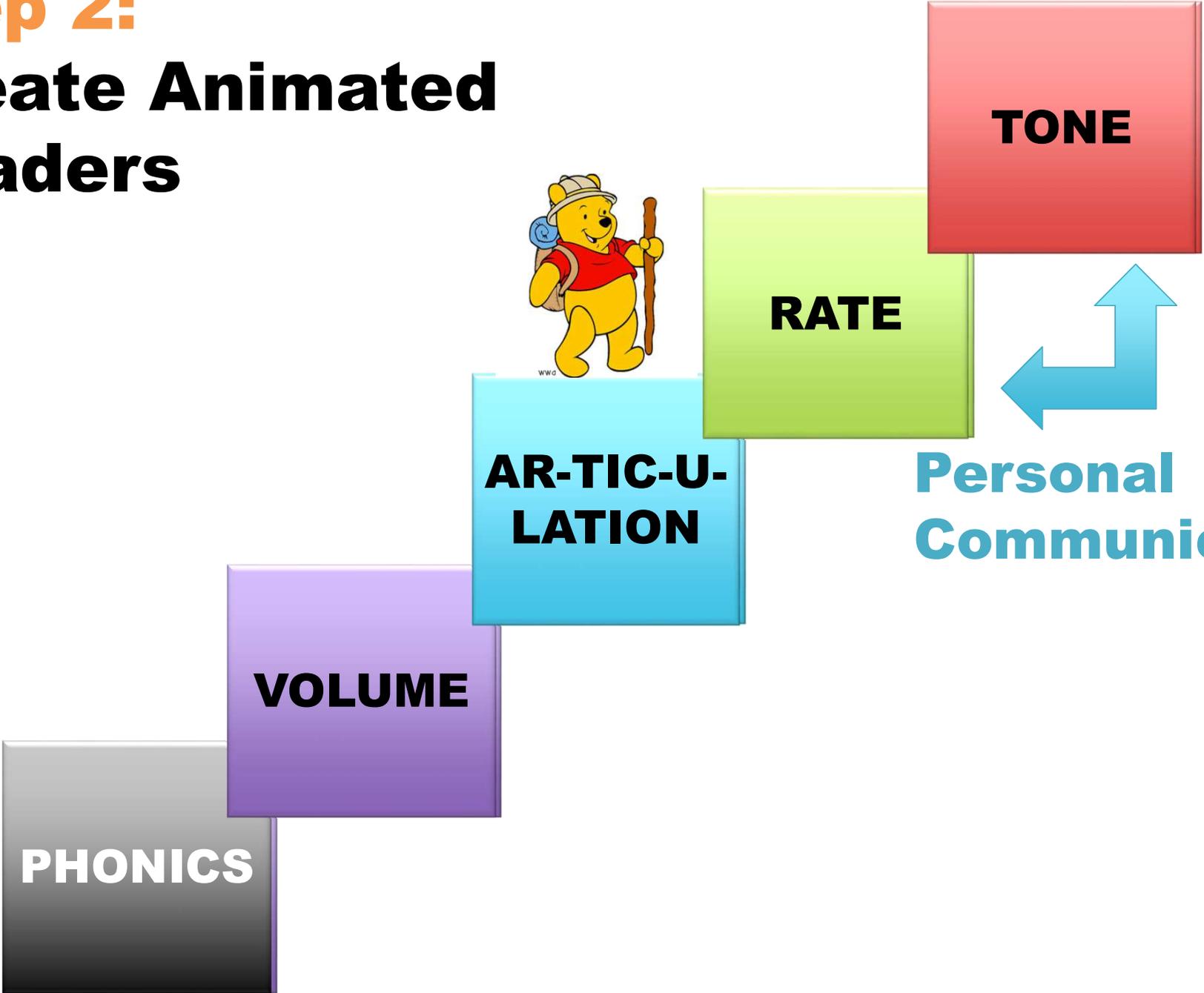
**If students...**

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

**Say It Like  
They Mean It!**

# Clear Communication

## Step 2: Create Animated Readers



**AR-TIC-U-LATION**

**RATE**

**TONE**

**Personal  
Communication**

**PHONICS**

**VOLUME**

# 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!



<b>Repetition</b>	<b>≠</b>	<b>Excitement</b>
<b>Possibilities</b>	<b>=</b>	<b>Excitement</b>
<b>Conversation</b>	<b>=</b>	<b>Excitement</b>
<b>Connection</b>	<b>=</b>	<b>Excitement</b>

# 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.

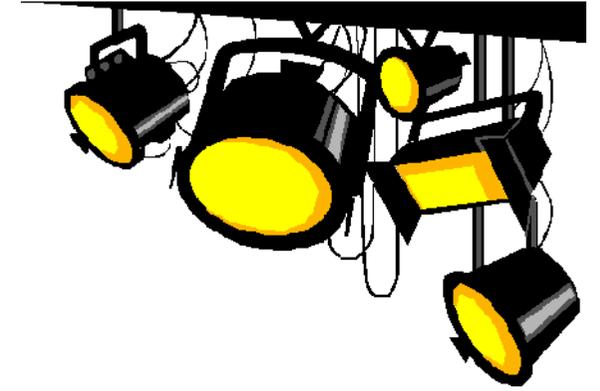


# What is a mark-up?



- **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!

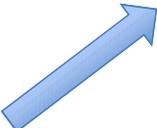


## Mark-Up Symbols

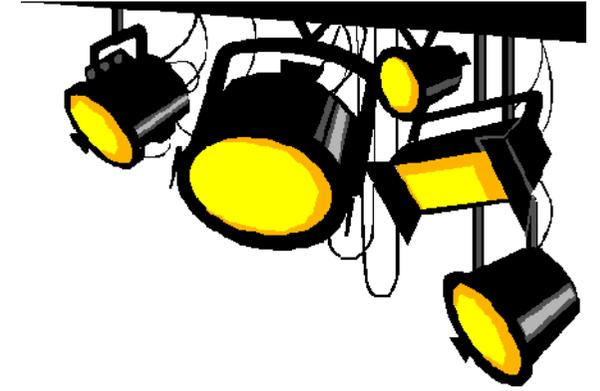
Cool.                    *-No inflection.*

Cool.                    *-Strong.*

Cool.                    *-Long.*

Cool.  *-Up.*

# Mark it up!



## Mark-Up Symbols

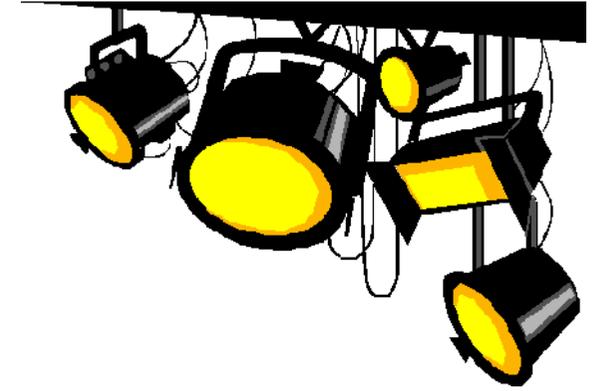
Nice.                    *-No inflection.*

Nice.                    *-Strong.*

Nice. →                    *-Long.*

Nice. ↗                    *-Up.*

# Mark it up!



## Mark-Up Symbols

Delicious.

*-No inflection.*

Delicious.

*-Strong.*

Delicious.



*-Long.*

Delicious.



*-Up.*



# 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.**



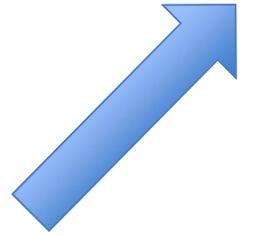
# Let's mark-up a scene!

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.



# Let's mark-up a scene!

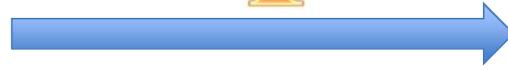
You are so pretty.



**Good Job!**

# Let's mark-up a scene!

## You are so pretty.



# Let's mark-up a scene!

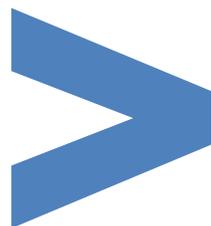
You are so pretty.



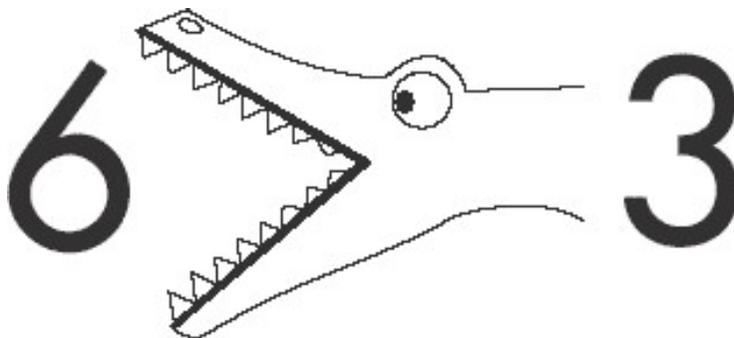
**Good Job!**

# Because...

**Correct  
Mark-Ups**



**Incorrect  
Mark-Ups**



**Mistakes Less Likely**

=

**Confidence**

**Possibilities**

=

**Excitement**

**Conversation**

=

**Excitement**

**Connection**

=

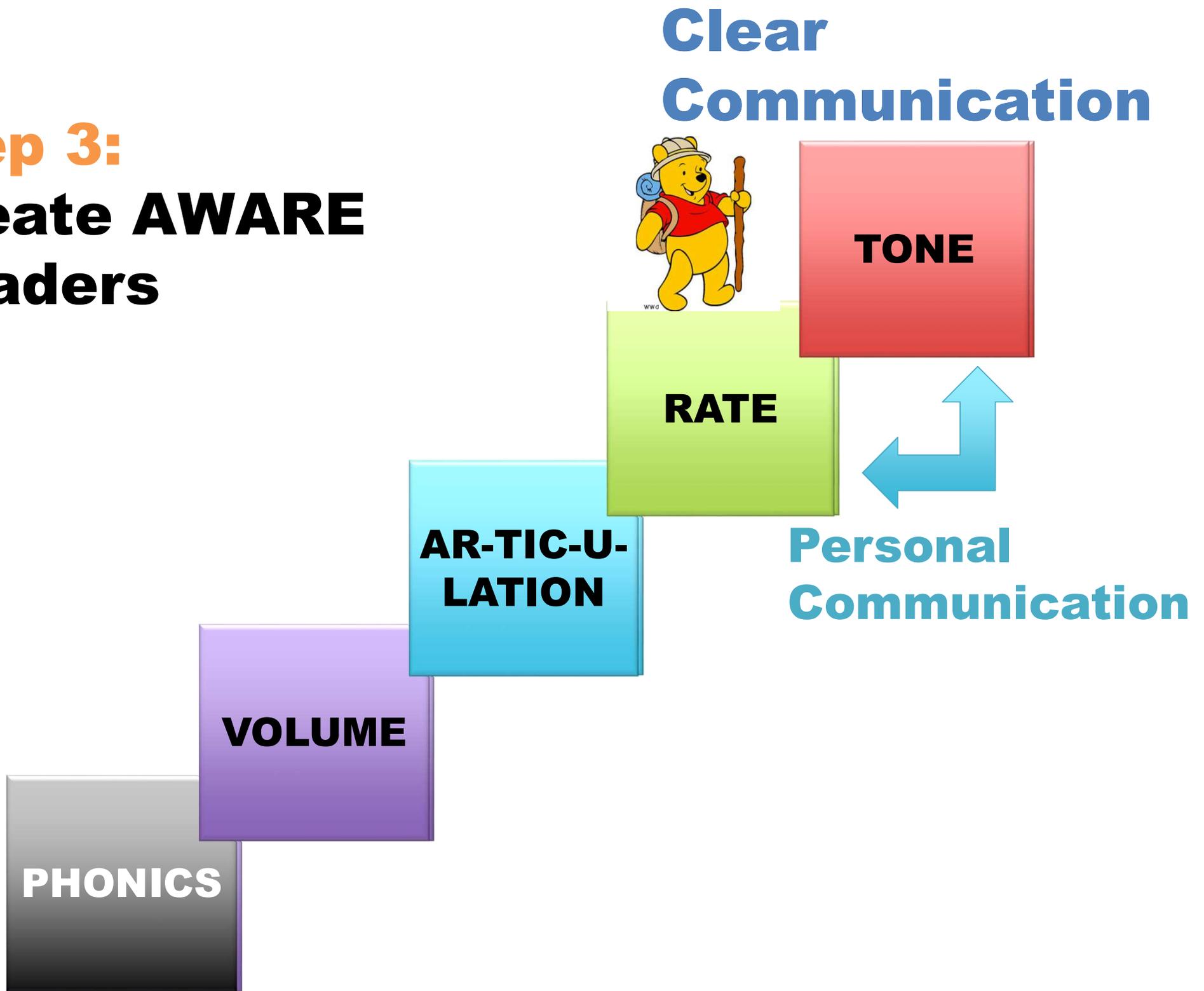
**Excitement**

# Goodbye Robots!



<b>Repetition</b>	<b>≠</b>	<b>Excitement</b>
<b>Possibilities</b>	<b>=</b>	<b>Excitement</b>
<b>Conversation</b>	<b>=</b>	<b>Excitement</b>
<b>Connection</b>	<b>=</b>	<b>Excitement</b>

**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

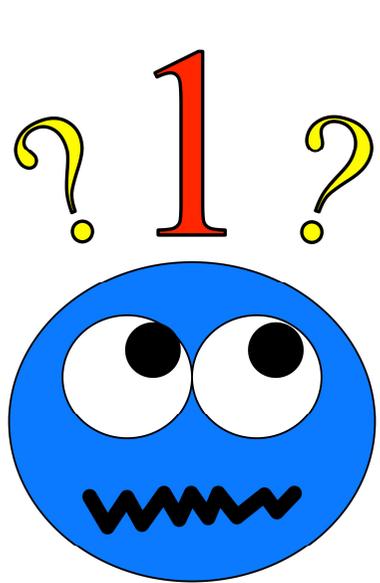
Clearr

**No**  
A white, humanoid robot with a black visor and blue accents on its joints. It is standing and waving with its right hand. A large red prohibition sign (a circle with a diagonal slash) is superimposed over the robot, indicating that robots are not allowed.  
**Robots**

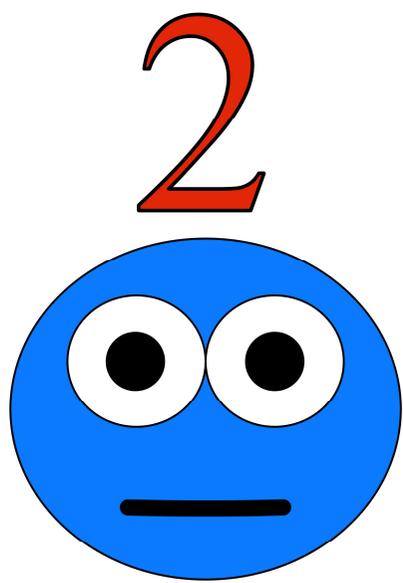
Be Loud

Be  
Clear

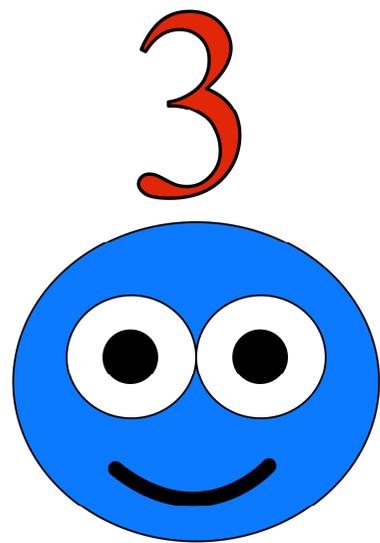
NO Robots



Need  
Help



So-So

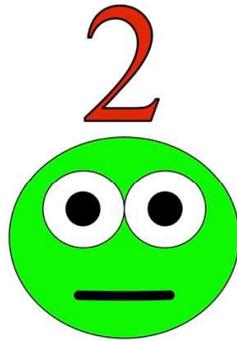
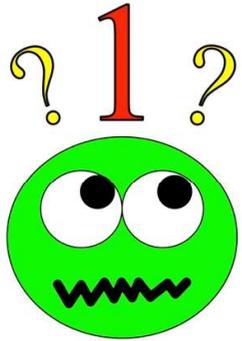


Good

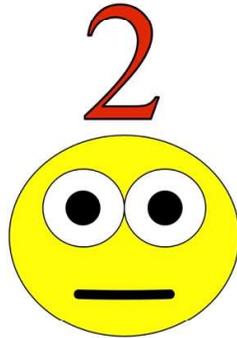
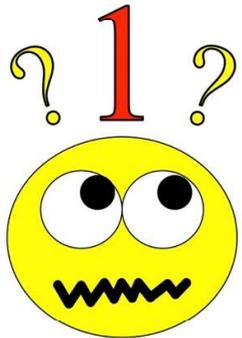


Great!

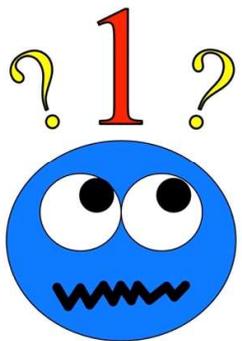
Be  
Loud



Be  
Clear



NO  ~~Robots~~



# Student Name Card

## Help Questions



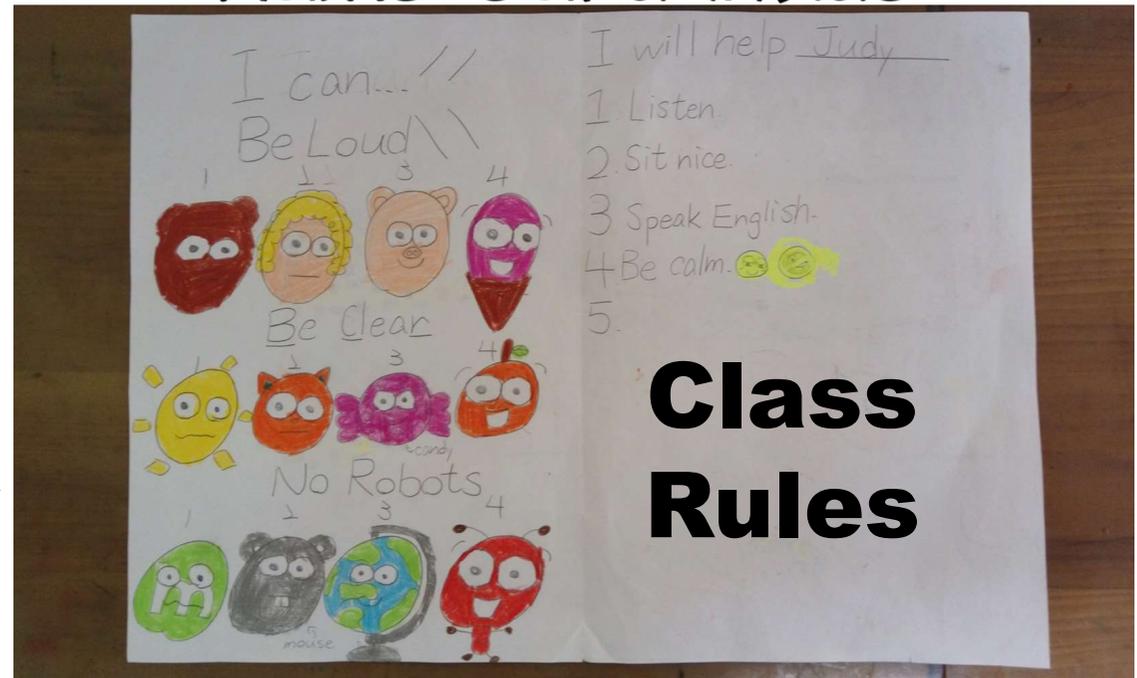
## Name Card Outside



## Scoring Guide

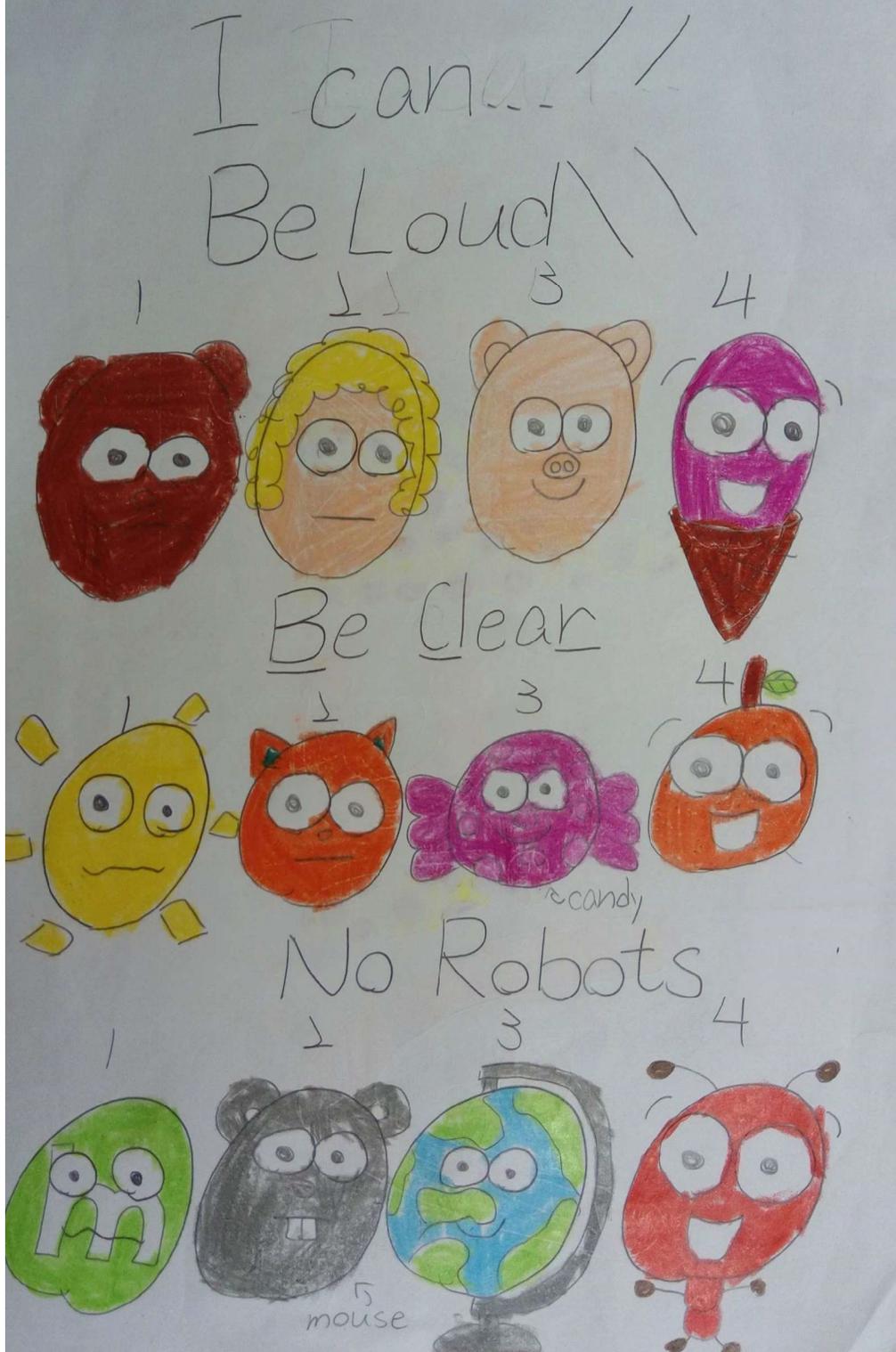


## Name Card Inside



# 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.



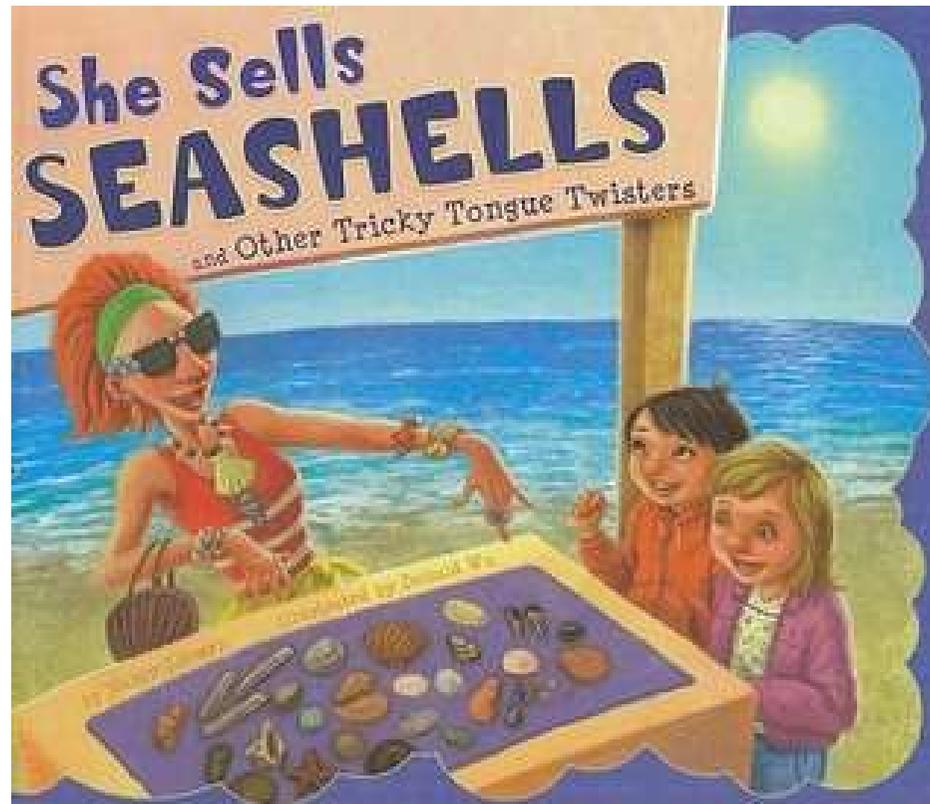
## 2. Double bubble gum.



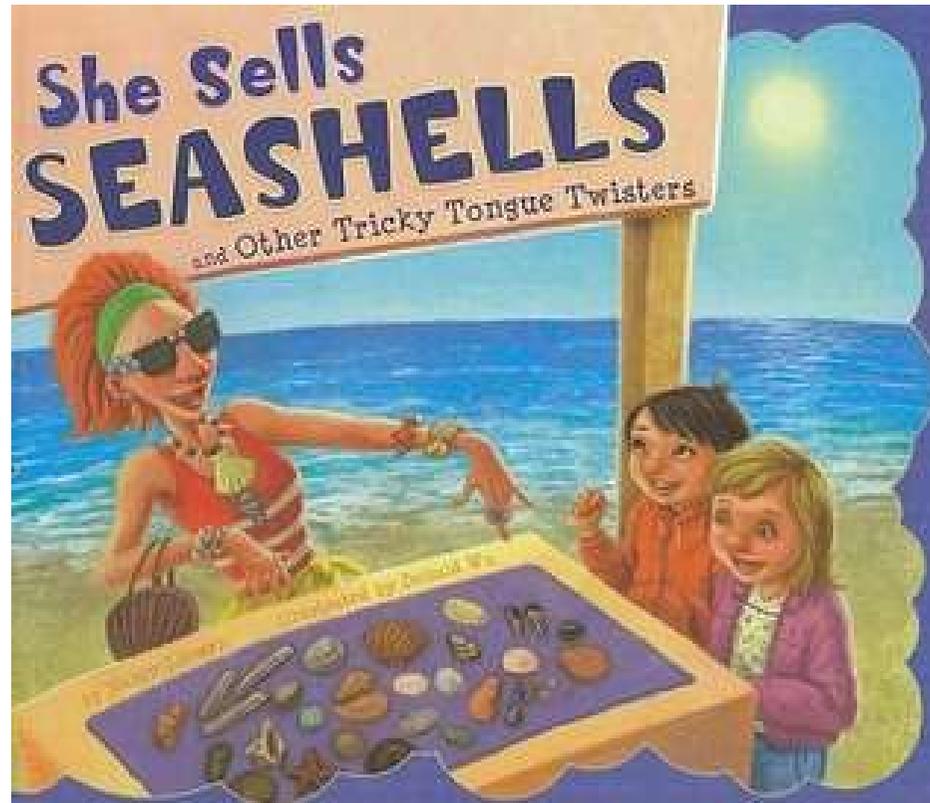
## 2. Double bubble gum.



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**

A faint grey speaker icon with sound waves is visible in the background of the box.

**Be  
Clear**

**NO  
Robots**

A red circle with a diagonal slash over a small white robot icon, indicating a prohibition.

# Hard Goodbye

**Don't Laugh. Don't Smile.**

**1: Get out of here.**

**2: Fine, I'm going home.**

**Be  
Scared.**

**Be  
Loud**

A faint grey speaker icon with sound waves is visible in the background of the box.

**Be  
Clear**

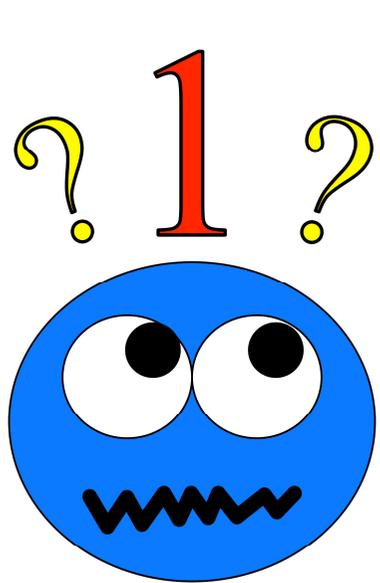
**NO  
Robots**

A red circle with a diagonal slash over a small white robot icon, indicating a prohibition.

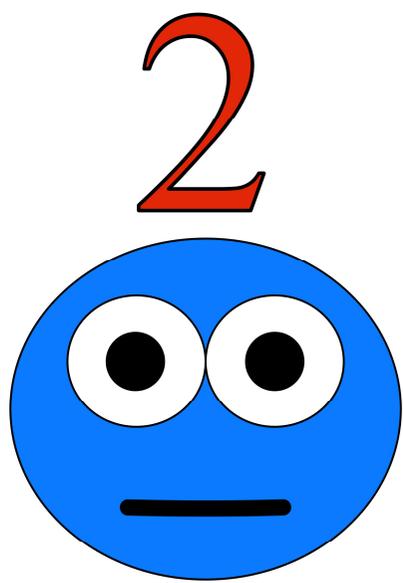
Be Loud

Be  
Clear

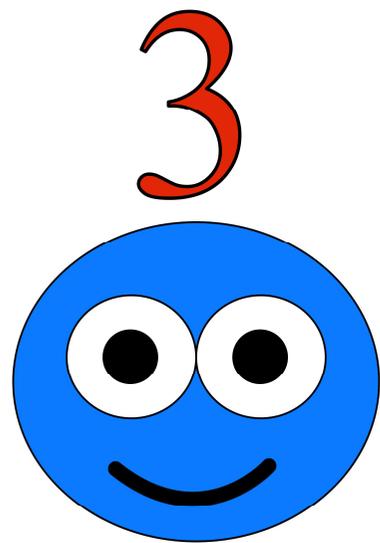
NO Robots



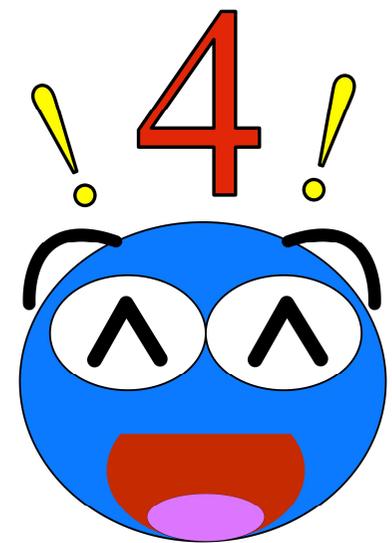
Need  
Help



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**

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