

A POTPOURRI OF DRAMA, MIME AND LEARNER CENTRED ACTIVITIES

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The rationale behind such activities is as follows:

1. Our students have psychological and emotional needs in addition to their intellectual ones. The broad sweep of drama helps to cater for these needs.
2. Many of our students have no far reaching goals in learning English but we can use the learning of a foreign language as a vehicle to help them in the maturation process, their social development and the attainment of life skills.
3. Through such activities we can engender a sense of sharing and supportiveness. From an atmosphere of trust and relaxation we can stimulate and unlock our students' energy, imagination, and creativity.
4. Group cohesion develops so that the relationships between the students themselves and also between the teacher and the students improve beyond recognition.

- Ice Breaker — Placing Parts of the Body
- Ice Breaker — Physical Movement — Sea and River
- Dyadic Circles — Prompted Utterances
- Mimed Introductions
- Humanistic Touching of Given Items
- «Pin and Mill» with Personalised Drawings to Elicit Communication.

- Intonation Roleplay with Numbers.
- Relaxation exercise to Estimate a Minute.
- Passing or Given Mimed Situations in a Circle.
- Visuals of Animals to Prompt the Filling in of Questionnaire Followed by Free Movement and physical Expression.
- Total Physical Response in the Form of Acting Out a Story.
- The Forming of Frozen Scenes (Tableaux) in Groups, etc.

One of the overall educational aims of modern language teaching is stated as being «to promote the affective development of the individual». In a very minor capacity the goal of the above mentioned workshop was to do just that.

The linguist Trim has suggested, amongst others, the following objectives within the parameter of affective, emotional and moral development:

- Developing Empathy with Other People;
- Developing Positive Attitudes Towards Experience;
- Developing Self Awareness, Self-Confidence, Self Reliance and Self Direction;
- Developing a Zest for Learning and the Full Attainment of Human Potential;
- And Understanding and Accepting the Disciplines Involved in Acting as an effective Member of a Social Group (The Cooperative Principle)

Although a large proportion of classtime is naturally spent in fostering the intellectual development of our students via specific linguistic activities, it is important not to ignore their psychological needs and to bear in mind that we can also make use of the learning of foreign language as a vehicle for our pupils' social development.

Through the kinds of activities that we experienced in the workshop, we can engender a sense of sharing and supportiveness; from an atmosphere of trust and relaxation we can stimulate and unlock our students' energy, imagination and creativity.

Drama and its allied activities were for a long time regarded as something of a «bicho raro», but more recently has become recognized as an effective means of creating conditions that enable students to develop their communicative skills, or as Heathcote (1.984) put it: «drama is about filling the space between people with meaningful experiences.»

We, the teachers, are able to engage and stimulate our students' interest and spatial frameworks. Our main concerns can be summarized as follows:

- Deciding about the Timing and Use of such Procedures.
- Making Space Available.
- Preparing Language where Necessary.

- Being Able to Withdraw.
- And Last but not Least, Being Convinced of the Value of Drama as an Educational Resource.