

**ДРАМАТИЗАЦИЯ КАК ОБРАЗОВАТЕЛЬНАЯ ТЕХНОЛОГИЯ В  
ОБУЧЕНИИ АНГЛИЙСКОМУ ПРОИЗНОШЕНИЮ НА ЗАНЯТИЯХ**

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*В статье описываются возможности использования драматизации в обучении английскому произношению для улучшения качества профессиональной подготовки по дисциплине иностранный язык для студентов неязыкового вуза*

**Ключевые слова:** *дыхательные упражнения, произношение, коммуникативные навыки, просодия, ритм*

**DRAMA IN THE TEACHING OF ENGLISH PRONUNCIATION AS AN  
EDUCATIONAL TECHNOLOGY IN THE CLASSROOM**

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*This paper describes possibilities of using drama in teaching English pronunciation for improving professional quality in English of non-language high-school students*

**Key words:** *breathing exercises, pronunciation, communicative skills, prosody, rhythm*

Today, drama in teaching is a supplementary technique, but a basic philosophy that affects every aspect of interaction with the students. Many teachers use it because it makes the whole process of learning a foreign language a richly creative and fulfilling experience.

Language teachers have to realize how to integrate pronunciation work with the treatment of grammar and lexis in order to help students appreciate its relevance and importance for successful communication [3].

Vocal flexibility is the result of experience, lots of practice, and attention to many small, but important, factors that many people are not aware of or do not care about. If our breathing is more under control, then so are our voices. The teachers can learn a great deal from the way in which actors prepare their voices for the stage. The techniques should be a reaction against standard methods like listening and repeating certain sounds, words or phrases, which are often uncontextualized and therefore difficult to remember. The techniques acknowledge that speech is more than simply repeating what you hear, and that the shape of the mouth, posture, breathing, and even facial expressing are the parts of the correct “mouth-set”.

The following techniques may be useful in the teaching of pronunciation:

- Relaxation and posture: exercises designed to release tension;

- Breathing: learning to control and utilize breathing fully;
- Tone: learning to use the whole resonator (mouth, nose, and pharynx) to produce sounds;
- Pitch: exercises which practice the rise and fall of the voice;
- Articulation: reciting tongue-twisters, chants, or bits of poetry to secure clear speech [2].

Let us examine each of these in turn, to see whether they are relevant to a language learner. Firstly, the twin issues of relaxation and posture. When we are tense, we hunch our shoulders and breathe in a shallow way, our mouths become dry, and our voices tighten up as well. On top of that, in a foreign-language class, we are often asked to read aloud, or to produce sounds, no matter how hard we try, it's impossible to utter the right sounds without control over our breathing and posture [2].

Here are some recommended exercises for practicing pronunciation, prosody, challenging vocal warm-ups and choral poetry to be used at pre-to intermediate level. They should be repeated at least five times with increasing speech and volume.

a. Very well, Sir Winston;  
We`ll wed on Wednesday  
If you buy me that very white vase.

b. Whether the weather is cold  
Whether the weather is hot  
We`ll weather the weather  
Whatever the weather  
Whether we like it or not!

c. This is the sixth sentence.  
Is this the sixth sentence?  
These are three brothers.  
This is their other brother.  
These are their father and mother.

d. Luke Luck likes lakes.  
Luke`s duck likes lakes.  
Luke Luck licks lakes.  
Luke`s duck licks lakes.  
Duck takes licks in lakes, Luke Luck likes.  
Luke takes licks in lakes, Luke`s duck likes [1].

For stress and intonation practice, students at this level can also do dramatized playreadings, either in pairs or groups, which can be recorded for feedback. They could also listen to extracts from radio plays, trying to copy the speakers` models. On occasions we use the so-called interview practice for training pronunciation skills on the whole. This kind of training increases students` confidence in spoken English, bringing vividness to the class as well.

Some pop songs, especially those containing some ‘spoken’ lines, will also provide learners with an interesting and motivating way of learning rhythm.

‘Can’t stop the feeling’ (J. Timberlake);

‘Another one bites the dust’ (Queen);

‘Mambo number 5’ (Lou Vega) and many other songs for twisting a tongue.

Singing, individual talks with feedback, regular practice with native speakers will all assist the learner in improving pronunciation skills in English.

Talking about my experience of using drama in teaching pronunciation, I realize that this is where my interest in the full potential of drama for language teaching first started. I wanted to transfer to my classroom the energy, motivation, discipline, creativity, and sheer enjoyment generated for my students by their involvement in dramatization. Over the years I have been adding these elements to my basic classroom techniques, believing that it changes my students from a ‘roomful of strangers’ into a happy, cohesive group.

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