BRAVO!

From Page To Stage
For Increased Fluency
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Rationale

Our research has shown that the process of rehearsing scenes by selected American and British playwrights enables learners to embrace, practice and include in their own language bank, phrases from everyday American or British speech.
Agenda

- Explanation of rationale
- Short video of the scene
- Summary of steps in our process
- A hands on experience
- Final performance by one group
Break into groups for rehearsal
Steps in the Process

1. Read and discuss
2. Character analysis
3. Scene analysis
4. Actors read the scene aloud
5. Directorial feedback
6. Rehearse
7. Final performance
Step 1
Read and Discuss

- Students take the scene home to read and identify, unfamiliar vocabulary and idioms. They should be instructed to make a list of words to discuss.
- Work with students in the next class period to clarify:
  - What do new words mean?
  - How are they pronounced?
Read and Discuss: 5 minutes
### Vocabulary for Beyond Therapy

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snoopy Dog:</strong></td>
<td>A cartoon character</td>
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<tr>
<td><strong>Timbre:</strong></td>
<td></td>
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<tr>
<td>tæmbə(r): Quality of sound produced by voice</td>
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<tr>
<td><strong>Tack:</strong></td>
<td>The way you deal with a particular situation</td>
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<td><strong>Making eyes at:</strong></td>
<td>To flirt with</td>
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<td><strong>Salad Bar:</strong></td>
<td>Self serve assortment of leafy vegetables</td>
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<tr>
<td><strong>Figured:</strong></td>
<td>To think or decide</td>
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<tr>
<td><strong>Brut:</strong></td>
<td>Male cologne</td>
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<tr>
<td><strong>Eyeshadow:</strong></td>
<td>Facial make-up used to enhance the eyes</td>
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<tr>
<td><strong>“Someone To Watch Over Me”:</strong></td>
<td>A song</td>
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<tr>
<td><strong>“An Unmarried Woman”:</strong></td>
<td>A movie</td>
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<tr>
<td><strong>“Equus”:</strong></td>
<td>A theatre play</td>
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<tr>
<td><strong>“The Tree of Wooden Clogs”:</strong></td>
<td>A movie</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Definition</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Storm Windows</td>
<td>Outside windows used in cold weather</td>
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<tr>
<td>Metaphor</td>
<td>Word or phrase to describe something that is different from its normal use</td>
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<tr>
<td>Veterinarian</td>
<td>Animal Doctor</td>
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<tr>
<td>“Dry-up”</td>
<td>Get lost, go away</td>
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<tr>
<td>Freelance</td>
<td>Working for several organizations</td>
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<tr>
<td>Frigid Bitch</td>
<td>A mean cold female</td>
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<tr>
<td>Long term commitment</td>
<td>A promise that lasts a long time</td>
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<tr>
<td>Lights fade</td>
<td>A theatrical stage direction that ends with a black-out</td>
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<tr>
<td>Sexism</td>
<td>Unfair treatment because of one’s sex</td>
</tr>
<tr>
<td>People Magazine</td>
<td>Weekly magazine covering current events</td>
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<tr>
<td>Bran cereal</td>
<td>Healthy breakfast food made from whole grains</td>
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<tr>
<td>Metal spike</td>
<td>A dangerous sharp pointed object often used to inflict pain or damage</td>
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</tbody>
</table>
Step 2
Scene Analysis

- Where does the scene take place and what time?
- What happened prior to the scene?
- Why are the characters there?
Analyze Scene: 5 minutes
Step 3
Character Analysis

- Who are the players?
- What are their professions?
- What are their ages?
- What are their personalities and backgrounds?
Analyze Characters: 5 minutes
Step 4
Read Through

1. Students do their first read-through of the script
2. Teachers:
   • clarify vocabulary
   • establish the scene
   • develop the characters
3. Teacher observes and corrects, if necessary:
   • focusing on one language element at a time
Read through: 10 minutes
Step 5
Directorial Feedback

1. Analyze how well your actors accomplished their goals.
2. Suggest changes they can make to communicate more effectively.
Directorial Feedback: 5 minutes
Step 6
Observe

1. Find videos or movies of native speakers performing your scene.
   • Some examples are:
     - Netflix
     - YouTube

2. Ask students to notice the delivery and tone of the actors performing the scene.
   • Can they learn anything about their pronunciation or tone?

Students should feel free to imitate the actors who inspire them!
Step 7
Rehearsal

- Put all the pieces together
- Prepare to perform the scene
- Include feedback from the director (teacher)

- Apply the changes you’ve discussed and incorporate:
  - Memorization
  - Props
  - Costumes
  - Staging
  - Sound effects
  - Audience
Rehearse: 5 minutes
Step 8
Final Performance!

When all the pieces are put together, allow students the opportunity to show their progress. They can perform for you, for each other, or for family and friends.

A final performance:
1. Results in improved memorization of lines
2. Increases confidence
3. Promotes motivation
Final Performance!
Add costumes and props!
Add staging, memorization and finally......
The Audience
The Page to Stage Process

Final Performance Bravo!

- Rehearsal
- Observe
- Directorial Feedback
- Read and Discuss
- Read Through
- Analyze Scene
- Analyze Characters
Rationale

- Rehearsing scenes allows students to produce & respond to authentic language in real time
- Textbook exercises create eavesdroppers, not participants
- Material is canned - overly formal dialogue

Krashen & Terrell, 1983
Rationale

- Can lower affective filter
- Enables accumulation of more realistic vocabulary and grammar knowledge