

Workshop 3:

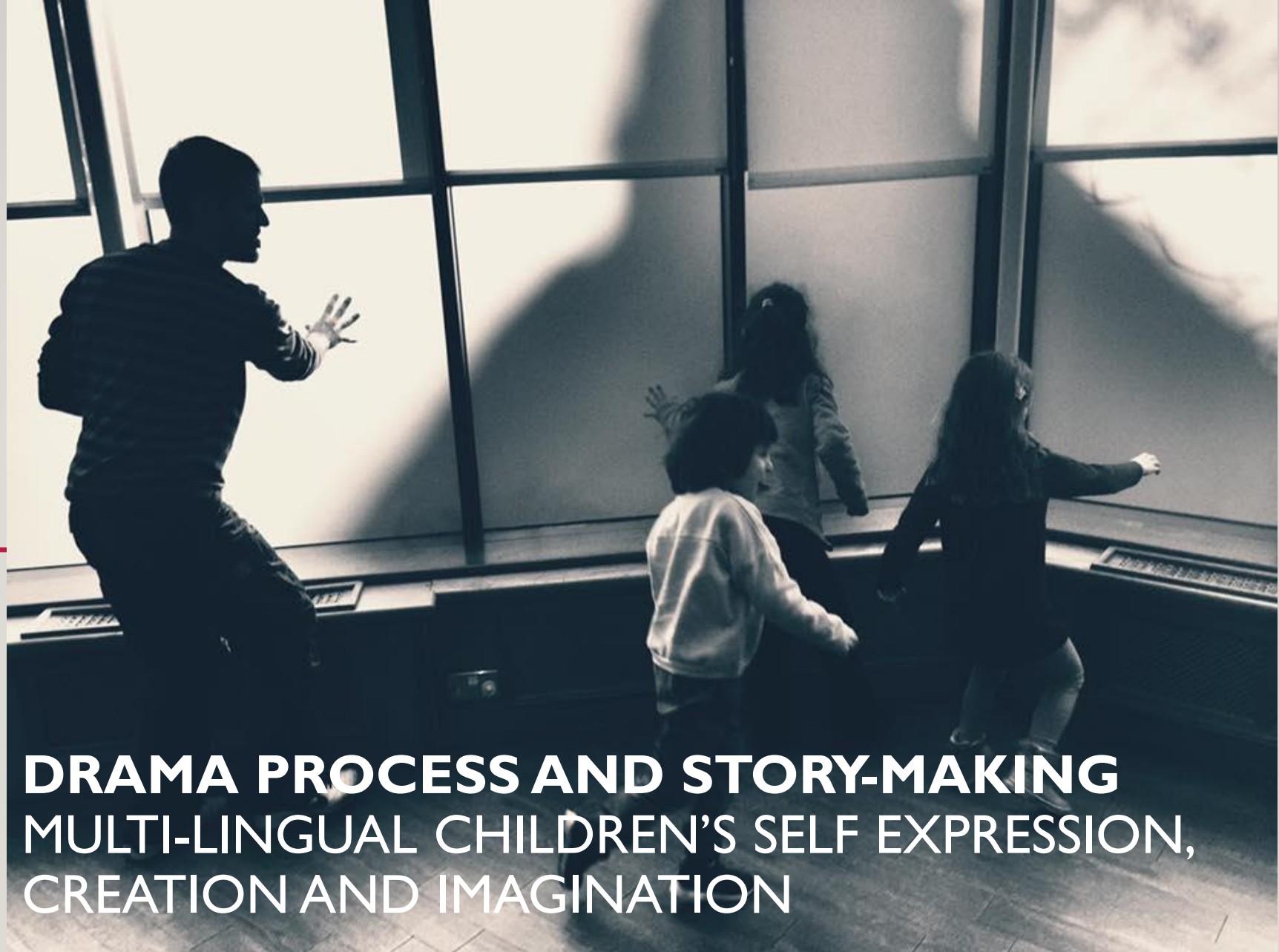
Stuart Scott BACS Collaborative Learning and Gloria Doulton (Kingston University) with Dr Paty Paliookosta

Senior Lecturer in Inclusive Education, Kingston School of Education
Theodoros Kostidakis, Drama play facilitator Drama therapist, Royal School of Speech and Drama

Drama process and story-making multi-lingual children's self expression, creation and imagination

This presentation will share insights on the way bilingual children's language skills can be supported by experiential play and learning through participation in drama activities. The speakers will demonstrate how the integration of different functions (physical, emotional and cognitive) that is found on children's spontaneous play can support language development and wider learning, using a combination of story-telling, story making, group activities and enactment.

The first section of the workshop will use cascade storytelling of early personal memories and extracts from film to stimulate active storytelling techniques. We will also practice EAL friendly cross-curricular role play in history, science and geography for KS2 and 3. These activities will be good for all but vital for new to English pupils."



DRAMA PROCESS AND STORY-MAKING MULTI-LINGUAL CHILDREN'S SELF EXPRESSION, CREATION AND IMAGINATION

DR PATY PALIOKOSTA, SL IN INCLUSIVE EDUCATION -MR THEODOROS KOSTIDAKIS, DRAMA THERAPIST AND DRAMA FACILITATOR

AIMS

Insights on:

- the way bilingual children's language skills can be supported by experiential play and learning through participation in drama activities.
- the ways the integration of different functions (physical, emotional and cognitive) that is found on children's spontaneous play can support language development and wider learning, using a combination of:
 - ***story-telling, story making, group activities and enactment.***

EYFS AND NATIONAL CURRICULUM LINKS

EYFS: Children develop their own narratives and explanations by connecting ideas or events.

NC Key Stage 1 and 2: Children should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama



CONTEXT

EUTOPIA

Heritage Language use and culture perception inside and outside schools:

- *Pupils are discouraged to use heritage languages in schools although it is essential for the development of self-image and identity

- *Very emotive and political issue

- *Bilingualism is seen as a weakness- ability is nearly exclusively assessed in terms of competence in English

- *Non-British cultures are stereotyped and often falsely amalgamated.



Foundations of
Bilingual Education
and Bilingualism

4th edition



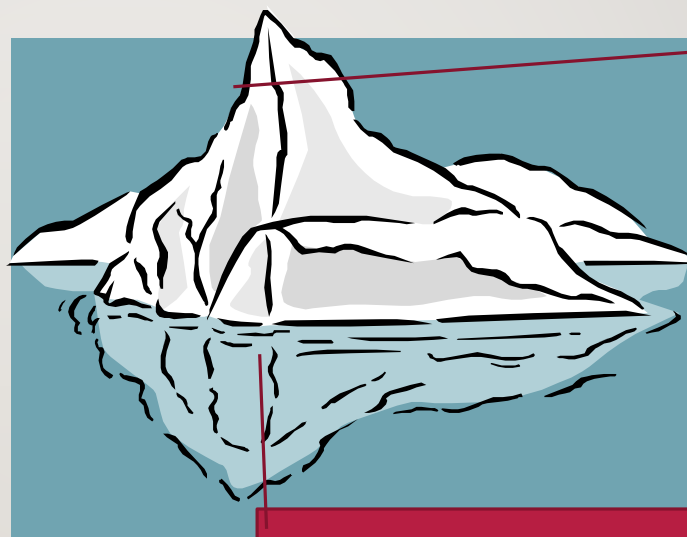
Colin Baker

EAL PEDAGOGY

BICS - BASIC INTERPERSONAL AND COMMUNICATION SKILLS

CALPS - COGNITIVE ACADEMIC LANGUAGE PROFICIENCY SKILLS

Prof Jim Cummins



BICS acquired fasted
within two years; most
seen as conversational

CALP deeper
level, takes 5-7
years, academic

The Handbook of
Bilingualism



Edited by
Tej K. Bhatia and
William C. Ritchie

 Blackwell
Publishing

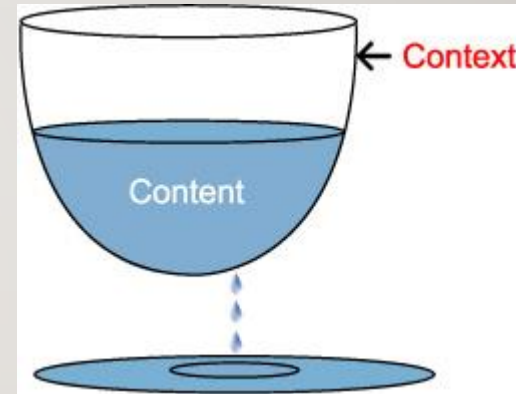
TWO FACTORS INFLUENCING LANGUAGE:

1. CONTENT

The subject matter being heard or read

2. CONTEXT

The environment surrounding the words



(Linking language learning and content learning)

UNDERPINNING THEORY

DEVELOPMENTAL PSYCHOLOGY

- Donald Winnicott (paediatrician & psychoanalyst): *Playing and Reality* (1971).
- Playing: a way of learning through integration and processing of experience / finding one's own 'true self' via being in relationship with the other.
- Playing: a transitional space between external reality and inner reality.
 - “the individual can come together and exist as a unit, not as a defence against anxiety but as an expression of I AM, I am alive, I am myself. From this position everything is creative”.
(Winnicott 1971: 76).

UNDERPINNING THEORY

DEVELOPMENTAL PSYCHOLOGY

- Daniel Stern (psychoanalyst): *The Interpersonal World of the Infant* (1985).
 - Emergent self (0-2) → Core self (2-7) → Subjective self (7-15) → Verbal self (15 months):
 - Process of integrating and organising experience.
 - The basis for the child's ability to learn and create.
 - Regulation of affect by carer and internalisation of it by the child.
 - Realisation that own thoughts and experience is different to others' (subjective self).
 - This gap can be bridged through intersubjective experiences, such as sharing affect and focus of attention.
 - Intersubjectivity, but shifting the child's focus towards those things that can be represented and communicated in language (verbal self).

UNDERPINNING THEORY

DEVELOPMENTAL PSYCHOLOGY

- Daniel Stern (psychoanalyst): Stages of Child's Development
- Affect attunement (intensity, time, shape) → Intersubjectivity
 - Mirroring
 - Cross-modal attunement
 - Purposeful misattunement



WORKSHOP STRUCTURE

I. BEGINNING

Rituals / routines:

- Welcome song and hands on a tree
- Ritual of beginning the story – playing the xylophone.

Rationale:

- To encourage focusing of attention (attunement).
- To acknowledge individual contributions / promote self-awareness and awareness of others (intersubjectivity).
- To mark the transition from everyday reality to an imaginative world (transitional space of playing).



WORKSHOP STRUCTURE

2. STORY-TELLING / STORY-MAKING

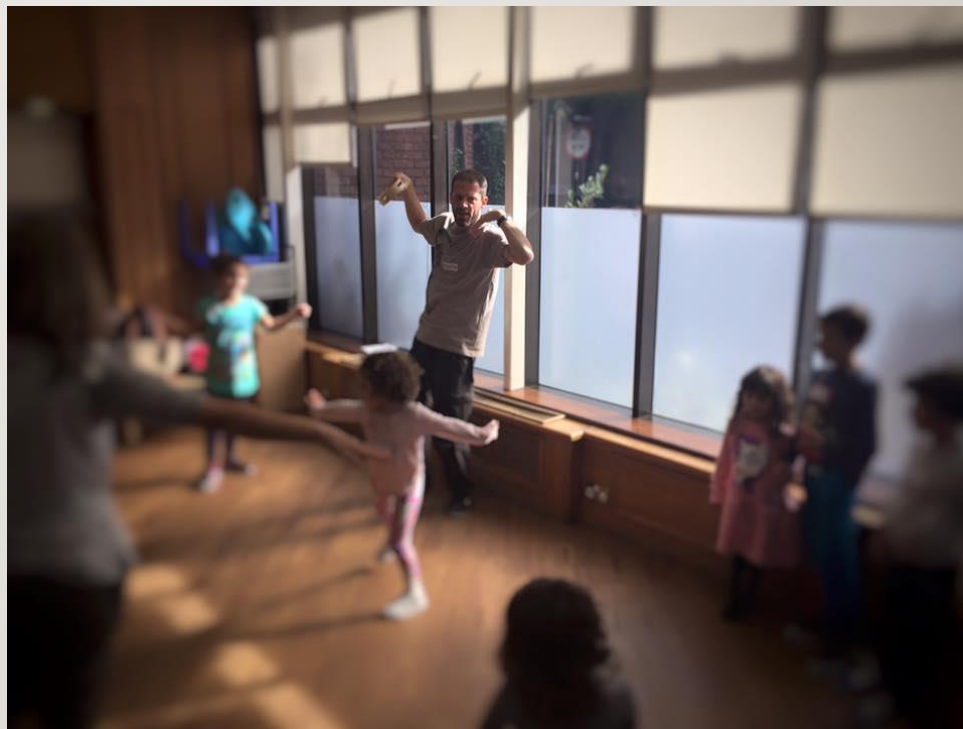
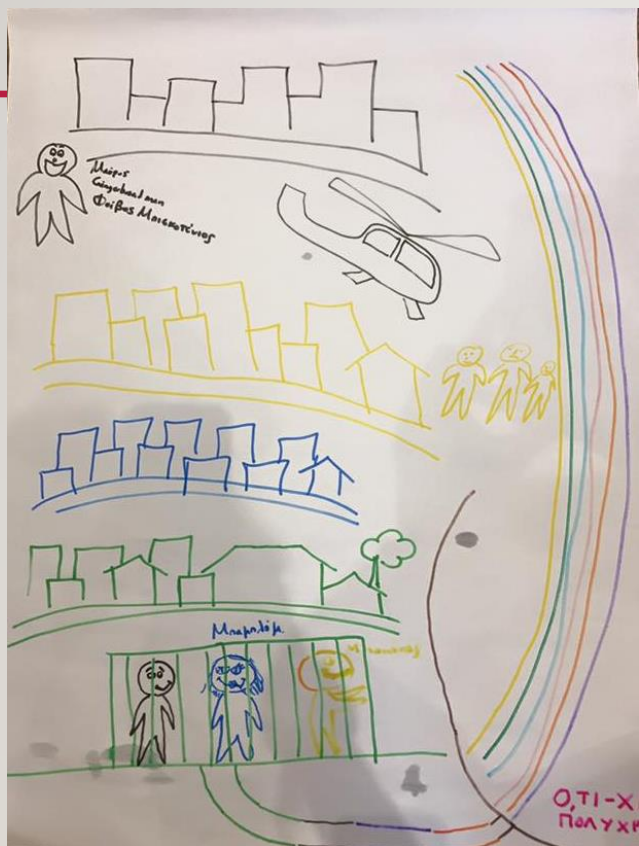
Interactive narration and enactment of parts of the story:

- Children's increasing participation in forming the story.
- Enactments can include voice, sound, movement and speech improvisations; group or individual.

Rationale:

- To provide creative stimuli for active participation in drama play and engagement in use of language (transitional space).
- To enhance creativity and communication (intersubjectivity).





WORKSHOP STRUCTURE

3. ENDING

Rituals / routines:

- Ritual of ending the story – playing the xylophone.
- Goodbye song and grounding song.

Rationale:

- To acknowledge individual contributions / promote self-awareness and awareness of others (intersubjectivity / grounding purposeful misattunement).
- To mark and facilitate the transition to everyday life (from inner reality to outer one).



FAMILY ELEMENT

PARENTS'/CARERS' ACTIVE WITNESSING

- Primary carer's witnessing supports the formation of children's identity;
- Safe environment for the children to take creative risks towards learning;
- Creating new narratives and identities.
- Family relationships are strengthened by shared experience.



GAINS

- Through the above art-forms, the children:
 - practice language in a creative way;
 - get in touch with their feelings (emotional intelligence) and develop empathy;
 - develop confidence and a sense of self-worth, which promote learning;
 - get social skills, practice cooperation and teamwork;
 - broaden their horizons and imagination, by being provided with stimuli for learning and spontaneous use of language;
 - play, enjoy and learn in an experiential way

AND NOW ...GET READY TO MAKE A STORY WITH US

If you enjoyed the activity and would like to know more, please visit:

<https://eutopialondon.wordpress.com/2017/02/22/featured-content-2/>

and contact:

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