

**IMPROVISATION AS A TOOL FOR DEVELOPING STUDENTS' COMPETENCE IN
ENGLISH LANGUAGE: A STUDY OF THE FEDERAL UNIVERSITY OF
AGRICULTURE, ABEOKUTA, NIGERIA**

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Abstract

This paper stresses the need to make English Language lessons easy and enjoyable through the use of improvisation. The poor performances in English language in most schools are the fact that the teaching of it is textbook dominated. It therefore becomes necessary for teachers and facilitators to improvise aids so as to bridge the gap between learners' real world and the abstract English language world. It is in this regard that adequate and appropriate selection and use of instructional media by both teacher and learner to facilitate better learning of the English language are most desirable. It is for this purpose that this study examines the usefulness of improvisation in the teaching/learning of the English Language; using some selected First-year Management Science Students of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria.

Keywords: English Language, teaching/learning, improvisation, performances.

INTRODUCTION

Learning English Language can be so cumbersome to learners, unless it is taught in an interesting way utilising appropriate learning resources. It is in this regard that adequate and appropriate selection and use of instructional media by both teacher and learner to facilitate better learning of the English language are most desirable. More so, English as a second language (L2) in Nigeria, its teaching and learning require a tremendous effort to be accomplished, especially at the primary and

secondary school levels. It is for this purpose that this study examines the usefulness of improvisation in the teaching/learning of the English Language; using some selected First-year Management Science Students of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. According to Asokhia (2005):“Language is a code restricted to those that are familiar with it. To non-users, it is mysterious and complex. For good understanding therefore, teachers must be aware that learners are abstracting. Meaning does not exist in isolation or in the words but in the context which the words are used. L2 users/learners must be well exposed to usages of words through teaching aids as guides to learning grammar, concepts, spellings and even pronunciation.”

Bond (2000) identified 13 characteristics of effective teachers. The thirteen characteristics focus on four central themes: teaching, planning, attitude, and assessment. Those characteristics center on the following four areas:

- Teaching: included using content knowledge, using deep representations, making use of problem solving skills, and using improvisations.
- Planning included setting up optimal classroom environments, providing high expectations for students, and imparting sensitivity to context.
- Attitude: included promoting inquiry and problem solving skills, having a passion for teaching, and showing respect for students.
- Assessment: included employing multidimensional perception, monitoring progress and supplying feedback, and testing hypotheses.

An effective teacher should be able to make learning an imaginatively vital experience and seeks to foster the creative engagement of both teacher and the learners. Improvisation in English is the act of using alternative resources to facilitate instructions for teaching wherever there are lack or specific first-hand teaching aids (Tikon 2006). Improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It is said to be an act of designing a replica of standard equipment assigned to play some designated roles - meet specific teaching and learning situations. Improvisation in English language is an element of creativity and resource-fulness, it is the use of local resources in our immediate environment to build, construct, mould or make instructional teaching-learning materials that can assist in the smooth dissemination and transfer of knowledge from teachers to students, or coaches to athletes. According to Johnson 2005, the result of improvisation in English language must be functional, must merit social and scientific recognition, operation and function. Improvisation develops skills in the cognitive, affective and psychomotor domains. Hence, it has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power. After decades of educational research, it has been discovered that improvisation offers unique benefits for certain types of learning. In effective English Language teaching/learning, the topic and the flow of the class emerge from teacher and student together. Social constructivists have found that the unpredictability of multiple competing voices is what makes improvisational a uniquely effective teaching tool (Bearison, Magzamen, & Filardo, 1986; Cobb, 1995; Doise & Mugny, 1984; Perret-Clermont, 1980); contrary to the traditional teaching method which makes English Language teaching so stressful for teachers, because the natural response to classroom anxiety is to impose even more structure on the class.

Landy (1982) defines improvisation as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing there. The focus is thus on identifying with characters, enacting roles and entering into their inner experience of imagination and fantasy. And according to McCashin (1990) the focus of improvisation is on helping learners to discover their own resources from which most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops. Hodgson and Richards (1974) in their book *Improvisation*, define the term as "spontaneous response to the unfolding of unexpected situation. Improvisation is an excellent technique to use in the FL/L2 classroom as it motivates the learners to be active participants in authentic situations thereby reducing their self consciousness. At the beginning students will be hesitant and shy to participate in the activities, but after a few sessions they will become more enthusiastic and there will be a phenomenal improvement in their confidence level. According to McCuslin (1990) dialogue in improvisation is apt to be brief and scanty at first, but with practice words begin to come and the players discover the possibilities of character development when oral language is added. The implementation of techniques that aim to improve the FL learners' confidence level will invariably lead to improvement in the use of the target language. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

Previous studies

There are several studies that support the benefits of drama in foreign language learning, such as Maley and Duff (2001), Brumfit (1991) and Philips (2003). Dramatic activities according to Maley and Duff (1979) "Are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based". Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in the development of oral communication skills, and reading and writing as well.

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection, speaking is linked to success in life, as it occupies an important position both individually and socially (Ulas, 2008)

Several scientific investigations have demonstrated that creative, instructional and educational drama activities have positive contribution to the general education process and that these activities improve speaking skills. According to Makita (1995) dramatic and role-playing activities are valuable classroom techniques that encourage students to participate actively in the learning process. These dramatic activities can take different forms and that the teacher can provide students with a variety of learning experience by developing different methodologies according to the needs of his students. These role-playing activities enable the teacher to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to effectively learn the target language. Drama has a significant function especially in specifically improving acquired/improved speaking skills among the basic language skills. Smith (1984) noted, although drama has existed as a potential language teaching tool for hundreds of years, it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills

has come to the forefront. Regarding the point that drama has an important impact on language teaching, Goodwin (2001) states that drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, non verbal communication) can be practiced in an integrated way. There are some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama activities facilitates the improvement of these elements. Whitear (1998) approach in this regard is that speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities develop communication skills through fluency, pronunciation, cooperative learning, confidence building and intercultural awareness may be added also to the above mentioned elements. One of the major characteristics of the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self confidence. Drama appears to be the ideal method for students to develop self confidence. In this regard, Pietro (1987) says, students who are not naturally talkative often appear more willing to join in the discourse when they realize that they are not dominated by a teacher figure.

Sam (1990) agrees by stating, drama activities can be used to provide opportunities for the students to be involved actively, the activities involve the students, whole personality and not merely his mental process. Peregoy and Boyle (2008) stated "Drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non-threatening and a lot of fun. Desiatova (2009) stated that using drama and drama activities has clear advantages for language learning. It encourages students to speak, it gives them the chance to communicate, even with limited language, using non verbal communication, such as body movements and facial expressions. Students' involvement in the negotiation and construction of meaning during participation in a drama allows them insights into the relationship between context and language, and lets them link the language they are learning to the world around them (Maley and Duff, 1978). Drama has been credited with the ability to empower students and allow them some ownership and control over their own learning (Wilburn, 1992). Working in drama allows students to test out various situations, registers and vocabulary in a real way without having to suffer any real consequences, (Neelands, 1992). Kao and O, Neill (1998) propose that confidence levels increase when students have something to talk about and , most importantly, when they know how to express their ideas.

Research has shown that games help and encourage many learners to sustain their interest and work. The benefits to using games in the classroom are numerous. It promotes communicative language learning through tasks, defined by Skehan, (1998:.95) as activities in which:

1. meaning is primary;
2. there is a communication problem of some type to solve;
3. the activity has some relationship to real-world activities;
4. task completion is usually required; and
5. task performance can be assessed in terms of the outcome (Skehan, 1998, p. 95).

Being in a safe and supportive classroom environment is important for students learning a language since it may be one of the only opportunities for students to take risks in speaking and trying new language forms and functions. This is particularly important for EFL contexts since learners may

only have access to the language in the classroom. Some explicit instruction in grammar has proven to be beneficial for learners in these contexts as well as heightening student awareness of their language forms and skills (Fotos, 2002).

Unfortunately, Silvers (1982:29), stresses that many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming

Songs have been part of the human experience from time immemorial. As Gugliemino (1986) stated, adults sing at religious services, bars, in the shower, and listen to the car radio. Songs have become an integral part of man's language experience, and if used in coordination with a language lesson they can be of great value. Fortunately, with the expanding prevalence of the GSM and the World Wide Web into lives of students, access to music and lyrics has been made easier; hence, our submission in demonstrating the effectiveness of songs as a learning tool. Teachers and researchers find using songs valuable. These patterns include affective reasons, cognitive reasons, and linguistic reasons. There are two processes involved in listening, and both can be utilized when songs are used in the classroom. The activity which is selected for a particular song will determine which of these processes is active. According to Cullen (1999), the first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second, he says, is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension. The affective, cognitive, and linguistic reasons for using songs discussed below provide insights into the benefits of songs in the classroom.

Affective Reasons

The Affective Filter Hypothesis is one of five proposed hypotheses developed by Steven Krashen. Basically, it is an explanation of how the affective factors relate to language learning. It provides an explanation to why some learners learn and others do not.

English Language Teachers have long recognized the need for students to have a positive attitude in regard to learning. Krashen (1983) explains that for optimal learning to occur, the affective filter must be weak. A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong the learner will not seek language input, and in turn, not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning. Saricoban and Metin (2000) not only agree with Krashen but stress further that songs can develop the four skill areas of reading, writing, listening, and speaking. This was corroborated by Lo and Li (1998). According to them, songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

Cognitive Reasons

Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988: 473) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment. Gatbonton and Segalowitz (1988: 476) state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion." The nature of songs is fairly repetitive and consistent.

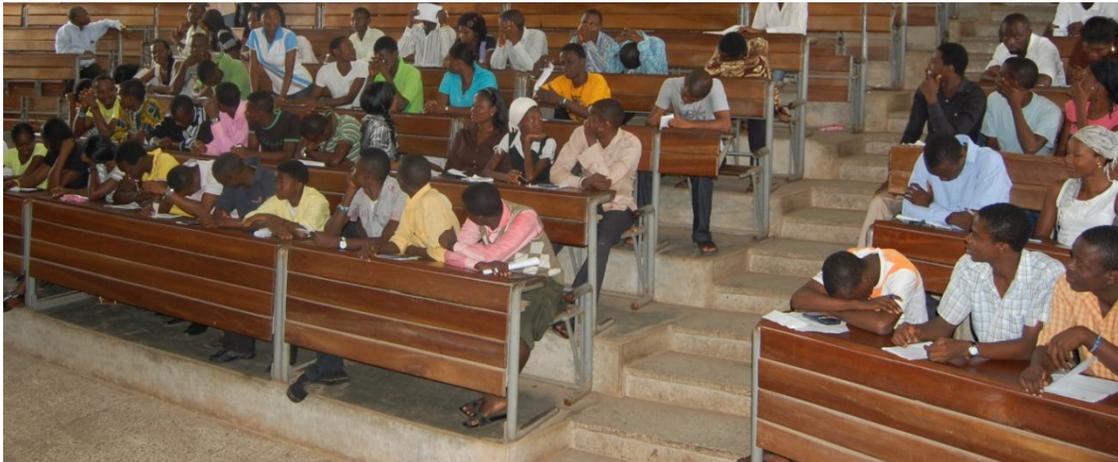
Linguistic Reasons

Some songs are excellent examples of colloquial English, that is, the language of informal conversation. songs such as "Zombie", "Demoncracy", "Suffering and Smiling", "Basket Mouth" by Fela Anikulapo Kuti, are prime examples of a songs that demonstrate colloquial language use. These songs are full of words and phrases like "my people dey.", "na di same thing", among others. Majority of the English language use most ESL students will encounter is in fact, informal. Using songs can prepare students for the genuine English language usage. Music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom.

SOME CONVENTIONAL METHODS OF TEACHING ENGLISH LANGUAGE

Approaches and methods	Brief description	Features
Grammar translation	Translation of grammar rules from the language familiar to the learners to the target language or vice versa.	<ul style="list-style-type: none"> • Learning language through detailed analysis of grammar rules • Reading and writing are the major focus • Vocabulary selection is based on reading texts • Words are taught through dictionary study, memorisation and bilingual word lists • Translation is a central technique.
Audio-lingual	It stems from the fact that language learning is like any other learning. It emphasizes vocabulary acquisition through exposure to its use in situations.	<ul style="list-style-type: none"> • It involves habit formulation through repetition and memorization in order to avoid errors at all costs • It gives learners numerous opportunities to speak • Provides opportunity for quick reinforcement • Attends to structure and form more than meaning • Native-speaker-like pronunciation is sought

		<ul style="list-style-type: none"> • Linguistic competence is the desired goal • The teacher is expected to specify the language that students are to use
Cognitive Code	An approach to language teaching which stresses the learners mastery of the rules of the target language	<ul style="list-style-type: none"> • It refers to mental processes • It emphasizes linguistic competence and performance • Speaker learns language through mastery of its rules.
Situational Method	It is a method based on structural syllabus in which language is taught by association with characteristics of surrounding pictures, gestures etc.	<ul style="list-style-type: none"> • It uses real life situations to provide meaning • Rule explanation is often given either at the beginning or end • It involves visual and linguistic situation.
Communication Language teaching	It means using procedures where learners work in pairs or groups employing language resources in problem solving tasks, Richards and Rodgers (1995:66) .	<ul style="list-style-type: none"> • Meaning is paramount. • Contextualisation is a basic premise • Comprehensive pronunciation is sought • Effective communication is sought • Teachers help learners in any way that motivates them to work with the language • Intrinsic motivation will spring from an interest in what is being communicated by the language.



Students' Attitudes Towards English Language Learning Before Improvisation

Discussion

We developed and used the improvised activities (drama, games and songs) in teaching and learning English language focusing indirectly on the development of the four English Language skills – speaking, writing, reading and listening; in the first year of a four-year Bachelor of Management Sciences program. The selected students for this purpose were those either deficient in speech work; those who others mock due to bad pronunciation and those that feel shy to participate in class activities due to some deficiencies in simple syntactical rules. Role plays, sketches, dialogues, scenes and plays that approximate

real communication provide us a dynamic format through which language skills are introduced and reinforced.

Observations:

Role-playing .In the English Language classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between students and with the teacher and students. This aspect alone it was observed, role-playing beneficial. Yet, there are many other positive aspects to the role-playing. Apart from the obvious development of communication skills, it encourages leadership, team work, compromise, authentic listening skills and practice with real life savior-faire. The practice with role-playing contributed to the self-esteem of the students – their confidence increased in English as well as real life; self-acceptance can be encouraged in subtle ways.

Simulation: Jones (1980) calls a simulation as case study where learners become participants in an event and shape the course of the event. The learners have roles, functions, duties, and responsibilities within a structured situation involving problem solving. Simulations are generally held to be a structured set of circumstances' that mirror real life and in which participants act as instructed. Simulation activities are also interaction activities with various categories of dialogues. One category that actually helped in this study is the social formulas and dialogues such as greeting, parting, introductions, compliments, and complaints. Simulation exercises were used to teach students how to function in a social situation with the appropriate social niceties: for example, students were taught encouraged to practice how to turn down a request for a date or a party.

Mime: John Dougill (1987) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". Mime emphasizes the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another. Mime helps develop students' power of imagination and observation and as observed by a student, mime is also quite simply " a source of great enjoyment" with students tending "to be very enthusiastic about this aspect of drama". Mime is acting out an idea or story through gesture, bodily movement and expression, without using words .It is observed that that mime helps students become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur a student to use language.

We sum up the benefits of drama in English language teaching as follows:

- the acquisition of meaningful, fluent interaction in the target language;
- the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- the fully contextualized acquisition of new vocabulary and structure;
- an improved sense of confidence in the student in his or her ability to learn the target language.”

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

Game 1: Whisper circles

Aim: Speaking (using a whisper), pronunciation, listening, grammar

Divide the students into groups of 7 to 10. Choose one leader from each group. Give the leaders the card which has the sentence "It takes about six seconds for something you drink to reach your stomach." Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.

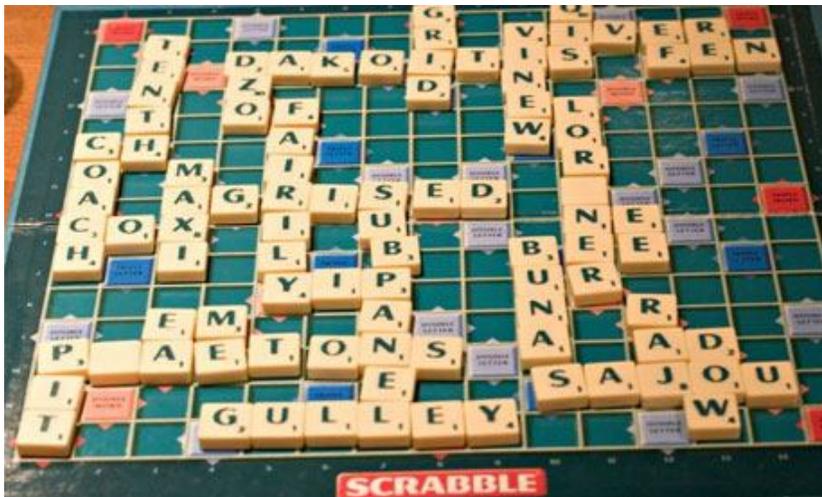
Game 2: Match and Catch the Riddle

Aim: Reading silently, reading aloud, pronouncing segmental and supra-segmental features correctly, listening selectively, grammar (simple present tense), linguistic and nonlinguistic reasoning.

Divide the class into two groups: The QUESTION group and the ANSWER group. Give the questions to the first group and the answers to the other group. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud. If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun

RIDDLE	ANSWER
Why do mother kangaroos hate rainy days?	Because their the children have to play inside.
How can you tell the difference between a can of chicken soup and a can of tomato soup?	Read the label.
Why is an eye doctor like a teacher?	They both test the pupils.
Why did the cross-eyed teacher lose his job?	Because he could not control his pupils.

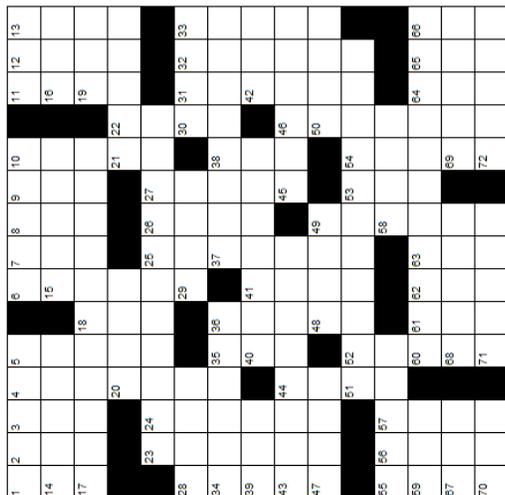
Game 3: Scrabble





AN IMPROVISED CLASS SESSION

Game 4: Crossword



ACROSS

- 1. Unexpected hangups
- 6. Exposés
- 11. Candy from a dispenser
- 14. Cupid's projectile
- 15. Movado
- 16. Fruity drink
- 17. Highly sought-after item for many city dwellers
- 19. Even score
- 20. Pay to play
- 21. Result of cremation
- 23. Nope! Keep looking!
- 28. Gulp for air
- 29. Chimney buildup
- 30. National Endowment for the _____
- 34. Charges
- 37. Neighbors of Venezuelans
- 39. Singer DJ/Franco
- 40. Nope! Keep looking!
- 42. Fido or Fluffy
- 43. Vice President James _____
- 45. Letter-shaped fasteners
- 47. One of Chekhov's "Three Sisters"
- 48. Relative of "aaah"
- 50. Spanish house
- 51. Nope! Keep looking!
- 55. MTV airing
- 58. In the public eye
- 59. Canals
- 60. It may not be highly sought after, but it's a solution
- 67. Stop for the night

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DOWN

- 1. Drain
- 2. Gun owners' org.
- 3. The "A" in E. T. A. Abbr.
- 4. Fun racers
- 5. Hogs
- 6. Finishes one over par
- 7. Mornings, briefly
- 8. Weightlifting unit
- 9. Kind of trip
- 10. He's so tempting
- 11. Route
- 12. Actress McClurg
- 13. Marks of Zorro
- 18. Utmost
- 22. "South Park" boy
- 23. Pertaining to the animal life of a region
- 24. In sports, it has a top and a bottom
- 25. Event that a boxer might win
- 26. Give a drubbing
- 27. "Here's looking at you, kid"
- 28. Madrid museum
- 31. Map out again
- 32. Fly over Africa?
- 33. _____ good example (does admirably)
- 35. Blood letters
- 36. Author Scott
- 38. N.Y.P.D. alert
- 41. Old Greek portico
- 44. Kismet
- 46. Supreme Court justice who appeared in the 1987 documentary "Gap-Toothed Women"
- 49. Hurry
- 52. Zing
- 53. "So's _____ old man!"
- 54. Enthusiasms
- 55. Fair-sized auto engine
- 56. Actress Skye
- 57. Puts on majors, perhaps
- 62. Isuzu Rodeo, e.g.
- 63. NMW's opposite
- 64. Drunkard
- 65. "This _____ bust!"
- 66. Your. Fr.

Games are a welcome break from the usual routine of the language class.

- They are motivating and challenging.

- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. It was observed that though games. At a point, resulted in noise and entertained students, however, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Songs have become an integral part of man's language experience, and if used in coordination with a language lesson they can be of great value. This research found using songs of immense value in the teaching/learning of English Language.. In this study, songs were used to:

- present a topic, a language point, lexis, etc.
- practice a language point, lexis, etc.
- focus on common learner errors in a more direct way
- encourage extensive and intensive listening
- stimulate discussion of attitudes and feelings
- encourage creativity and use of imagination
- provide a relaxed classroom atmosphere
- bring variety and fun to learning.. , songs provided a break from classroom routine, and that learning English through songs developed a non-threatening classroom atmosphere in which the four language skills were enhanced



Students' response after improvisation

CONCLUSION

Improvisation is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Improvisation bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations.

Drama and songs, for example, strengthen the bond between thought and expression in language, provide practice of supra-segmental and Para-language, and offer good listening practice. If Improvisation is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence. Improvisation activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn English language in order to make themselves understood in the language, then, improvisation does indeed, further this end. One of the greatest advantages to be gained from the use of drama, songs and games is that students become more confident in their use of English by experiencing the language in operation. Improvisation encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom. Improvisation encourages students to mobilize their vocabulary, respond to grammatical and syntactical accuracy, and develop cultural and social awareness, and gain confidence and fluency. Through constant repetition of words and phrases, they become familiar with them and are able to say them with increasing fluency by encouraging self-expression; drama, especially, motivates students to use language confidently and creatively. Improvisation enables the students to flex their emotional, mental as well as physical muscles in a safe and controlled setting. The students will develop an increasing facility to meet changing and unknown stimuli with immediate responses. Improvisation activities give the student several avenues to self-awareness.

Improvisation is the practice of acting, singing, talking and reacting, of making and creating, in the moment and in response to the stimulus of one's immediate environment and inner feelings. This can result in the invention of new thought patterns, new practices, new structures or symbols, and/or new ways to act. This invention cycle occurs most effectively when the practitioner has a thorough intuitive and technical understanding of the necessary skills and concerns within the improvised domain. The skills of improvisation can apply to many different abilities or forms of communication and expression across all artistic, scientific, physical, cognitive, academic, and non-academic disciplines. The simple act of speaking requires a good deal of improvisation because the mind is addressing its own thought and creating its unrehearsed delivery in words, sounds and gestures, forming unpredictable statements that feed back into the thought process (the performer as listener), creating an enriched process that is not unlike instantaneous composition with a given set or repertoire of elements.

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