



# Drama Techniques in Language Teaching II

COURSE DESCRIPTION 2022

BASED ON ANDREA PUSKÁS'S COURSE DESCRIPTION

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**Office hours:** Wed 10.30-11.15; Thurs 12.15-13.00 (R207)

## COURSE OBJECTIVES:

The purpose of this **methodology course** is to make students familiar with drama techniques in teaching English as a foreign language. At the end of the course, a successful learner will be able to use basic drama techniques, make lesson plans based on drama, organise drama projects and make his/her lessons more enjoyable.

The course will cover the principal concepts of drama such as improvisations, hot-seating, verbal and non-verbal activities, still images (tableaux), mime, story-telling, etc. The course is recommended for all those students who like to experiment, improvise and enjoy movement as well as thinking during their methodology lessons.

## TENTATIVE SYLLABUS

- ↪ **21 Sept** – Introduction to the course. Warming-up activities with drama. Verbal and non-verbal activities. The most frequent drama techniques and games.
- ↪ **28 Sept**– Snow White and the Seven Dwarves. Sleeping Beauty.
- ↪ **5 Oct** – The Three Little Pigs. Shrek.
- ↪ **12 Oct** – Little Red Riding Hood. Hansel and Gretel.
- ↪ **19 Oct** – Beauty and the Beast. Cinderella.
- ↪ **26 Oct** – The Princess and the Pea. The Little Mermaid.
- ↪ **2 Nov** – Students' reflections (on teaching practice)
- ↪ **9 Nov** – One Hundred and One Dalmatians. Pinocchio.
- ↪ **16 Nov** – The Emperor's New Clothes. The Snow Queen.
- ↪ **23 Nov** – The Jungle Book. The Lion King.
- ↪ **30 Nov** – Frozen. Rapunzel
- ↪ **7 Dec** – Pocahontas. Peter Pan
- ↪ **14 Dec** – Alice's Adventures in Wonderland. Mary Poppins. Harry Potter.

## ASSESSMENT BASED ON:

- ↪ active participation;
- ↪ **micro-teaching** (30 min)– using drama techniques and a selected fairy tale; you need to teach a particular grammar item for a selected target group; you must **hand in the lesson plan before starting the lesson**. Your micro-teaching needs to be based on a selected fairy tale. Get inspired by visiting our department's lesson plan database (<http://www.ujssk.sk/pf/kmf/index.php/kega-project/lesson-plan-database>);

↳ handing in **two 45-minute lesson plans** using drama techniques. You choose the topic, the age and level of the group (primary or secondary school), and the grammar item or vocabulary area you want to teach according to your lesson plan.

↳ **Portfolio:** you need to hand in all your lesson plans in a portfolio including the lesson plan designed for micro-teaching and the 2 lesson plans mentioned above – i.e. **3** lesson plans altogether. **Final deadline: 9 January 2022.** Lesson plans sent after 9 January will not be accepted. There is no second chance to improve your lesson plans and micro-teaching.

*Criteria of assessment:*

- ✓ Appropriate usage of drama techniques and drama activities (at least two drama techniques, variety of activities): 20 points
- ✓ The activities and materials match the language level and the age of students: 5 points
- ✓ Appropriate lesson plan structure (e.g., warm-up, calming down) and time management: 5 points
- ✓ Appropriately defined objectives (achievable and measurable): 5 points
- ✓ Lesson content relates directly to the objectives of the lesson plan: 5 points
- ✓ Includes clear descriptions and all materials necessary to teach the lesson plan: 5 points
- ✓ Correct language and appropriate style: 5 points

**Final mark:** you can collect 150 points altogether (50 points for each lesson plan).

#### **RECOMMENDED LITERATURE:**

**MALEY, Allan – Alan DUFF. 2004. *Drama Techniques in Language Learning*. Cambridge University Press.**

**Puskás, Andrea. *Improving Creativity in the EFL Classroom*. Brno: Tribun EU s.r.o., 2020.**

van de WATER, Manon – McAVOY, Mary – HUNT, Kristin. 2015. *Drama and Education: Performance Methodologies for Teaching and Learning*. London & New York: Routledge.

PHILLIPS, S. 1999. *Drama with Children*. Oxford University Press.

SWALE, Jessica. 2009. *Drama Games: For Classrooms and Workshops*. London: Nick Hern Books.

NEELANDS, Jonathan. 1990. *Structuring Drama Work*. Cambridge University Press.

BEALL, Ruth. 1992. *Improvisation with Favourite Tales*. Heinemann.

JOHNSTONE, Keith. *Impro (Improvisation and the Theatre)*. Methuen Drama.

WESELY, Pam. 1994. *The Games Book*. Yale Drama Children's Theater.

Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010. Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>

Paul Davies: The Use of Drama in English Language Teaching. TESL CANADA JOURNAL/REVUE TESL DU CANADA VOL. 8, NO.1, November 1990. pp. 87-99.

Shane MAC DONNCHADH: Guesswork, Improv and More: 5 Exciting Drama Activities for Teaching ESL. Available at: <https://www.fluentu.com/blog/educator-english/esl-drama/dramaresource.com>

**Feel free to contact me if you have any question.**

**Enjoy the course! ☺**