The Use of Drama in English Language Teaching

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ABSTRACT This essay aims to examine the use of drama and dramatic activities in English Language Teaching (ELT). Its opening part looks at some of the theories behind the use of drama with learners of English, and tries to answer questions such as what is drama, who needs it, and when should it be used. The essay then takes a look at some practical procedural strategies such as lesson preparation, students' language needs, how to present and integrate drama into the lesson, and overall classroom organization. The next section tackles the question of how dramatic activities can be employed in the language classroom. The possibilities considered include mime, simulation, role-play, scripted plays, improvisation, and coursebook dialogue. Some concluding remarks finish off the main body of the essay.
Using Drama in Spoken English Teaching. gr8_matterenergy. lesson plan project 1. The teacher must therefore ask what the students will need to do in the language to successfully carry out the activity, ask if the students know any of the phrases they are likely to need to express these functions, and ask which functions will be called upon (on this point cf. also Maley and Duff 1984: 24). Why use Drama in the Language Classroom. At its heart, drama provides learners with a realistic need for communicating and attempts to bridge the gap between the kind of carefully controlled language work that is often done in the classroom (grammar, vocabulary and skills work) and the complexity of unpredictable language and behaviour we are confronted with outside of the classroom. drama provides opportunities to engage in authentic language use in a given situation so learners are not practising lexical and grammatical items in isolation but are rather putting them in an active context. Teaching English With Drama (2005), M Almond, Pavilion Publishing Ltd. Mark Almond. Senior Lecturer. School of Language Studies and Applied Linguistics. Using drama as a teaching method and with the appropriate choice of play and roles, there is no reason why all children cannot experience success. The secret here is to make the task challenging, but achievable for each child. In addition, chances are they will be considerably more motivated to use the language in similar situations in real life. Obviously then, drama techniques motivate children to learn by breaking the monotony of the English class and lifting the tempo as children discuss and act out their roles, learn what they are going to say and decide how they are going to say it. Which leads to the third major factor concerning a lack of motivation, which is the child’s need to belong.