



## Drama in English Language Teaching (ELT)

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# Workshop Structure

- 15 mins                      Intro and warmer
- 45 mins                      Fun stuff
- 5 mins                        Break
- 45 mins                      More fun stuff
- 15 mins                      Action planning and wrap up

# Workshop Objectives

By the end of this workshop you *most probably will...*(!)

- have greater awareness of what constitutes drama activities and how these relate to teaching English as a second language
- have greater awareness of the benefits of using these activities in the ESL classroom
- have an appreciation of how to introduce drama into the ESL classroom
- work with some specific examples to use in the ESL classroom



# Reflective Task

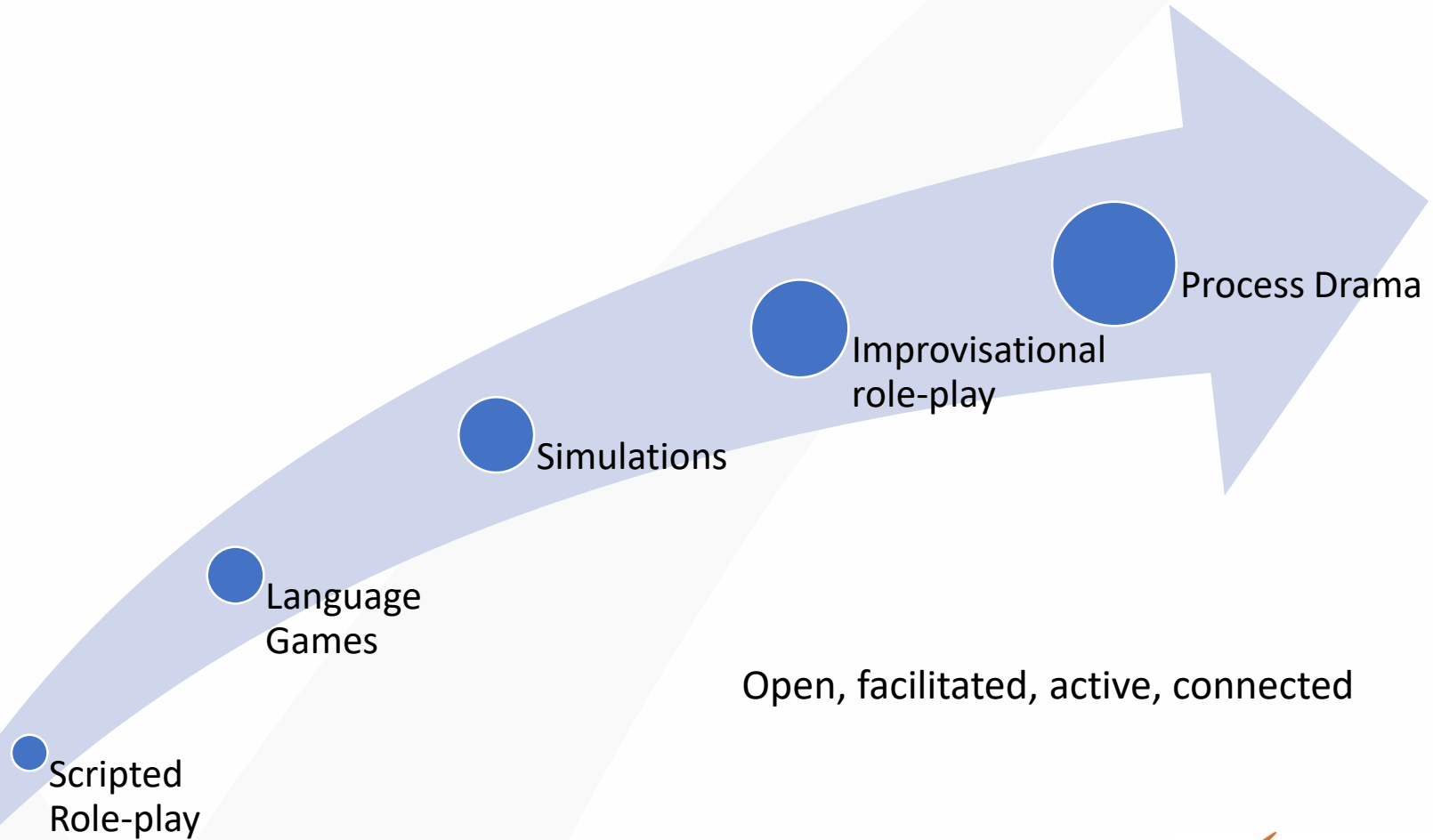
1. What kind of activities could be classified as drama?
2. Why use them in the classroom?
3. When can you use them?
4. Who can use them? (what kind of learners and what kind of teachers would be suited to drama activities?)
5. Can you foresee any problems with using drama in the ELT classroom?



# Benefits of Drama in ELT

1. New contexts
2. Different roles, attitudes and perspectives
3. Democratic classroom relationships
4. Range of learning opportunities
5. Access to current cultural aspects

# What is Drama in ELT?





# What is Process Drama?

- A dramatic “elsewhere”
- Theme, situation or pre-text that challenges and interests participants
- Series of episodes, improvised, composed and rehearsed
- Time span that allows elaboration
- Whole group in same enterprise
- No external audience – participants as audience
- Elements of drama – focus, tension, space, mood, contrast, symbol and role

Kao, S.-M., & O'Neill, C. (1998). *Words into worlds*. Stamford, Conn: Ablex.

# An Example of a Process Drama

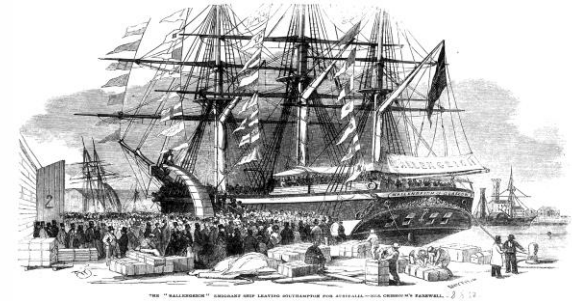
“The Gold Rush” Bowell & Heap (2001)

Planning Process Drama

Workshop 1: Victorian London in 1869,  
first hearing about the Gold Rush in  
Australia and making a decision to go on  
the journey

Workshop 2: On board the “Ballengeich”,  
a storm at sea tosses a little boy  
overboard

Workshop 3: Sydney, Australia, finding  
gold



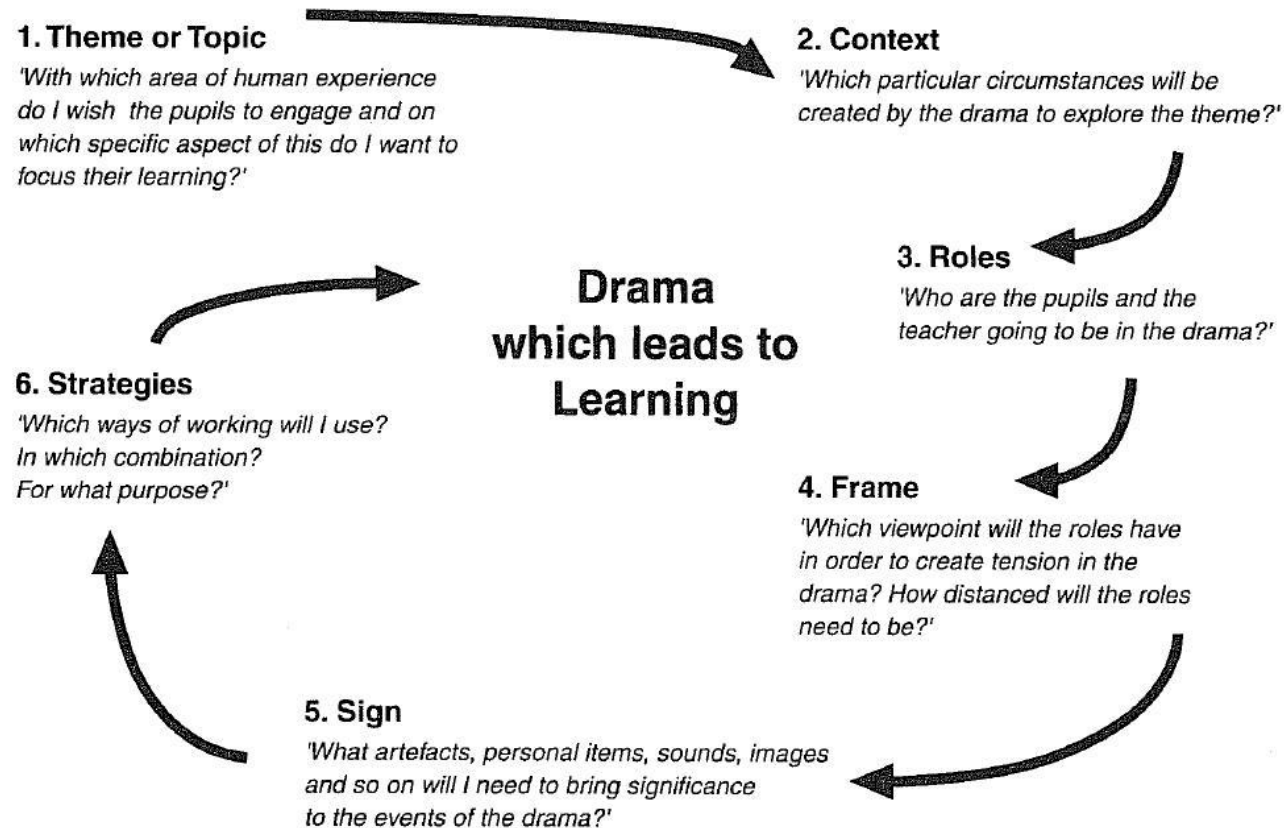
# The Cornerstones of Process Drama



Bowell, P., & Heap, B. S. (2001). Planning process drama: David Fulton.

# Planning Process Drama

## Principles of Planning Process Drama



Bowell, P., & Heap, B. S. (2001). Planning process drama: David Fulton.

# Some Process Drama Conventions

- Teacher in Role
- Mantle of the Expert
- Freeze Frames / Tableau
- Soundscape
- Improvisation

Adapted from “Drama Process Conventions” EVO 2011 Susan Hillyard, Fernanda Molla

# Teacher in Role

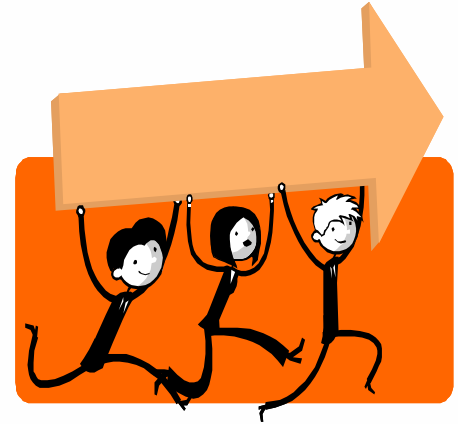
- Provide dramatic context in role in order to excite interest, control action, invite involvement, create tension, challenge thinking or develop narrative
- Use prop or special chair to denote when teacher is in role





# Mantel of the Expert

- Students assume role of expert in the drama to solve problem
- Teacher guides drama and provides encouragement to experts



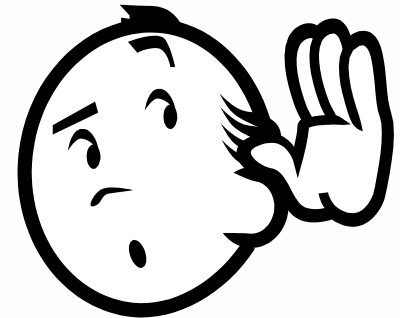
# Freeze Frames / Tableau

- Students use their body to make an image or a tableau, capturing a theme
- Students and teacher extract meaning through questions



# Soundscape

- One member of the group acts as 'conductor', the rest as 'orchestra'
- Using voices and body percussion, the group paints a soundscape of theme, mood or place



# Improvisation

- Spontaneous invention and development of drama from within the role
- Students act an unrehearsed scene co-written with partners without a script



## A + B Roleplay

A: Hi, is anybody sitting here?

B: No, have a seat.

A: I'm \_\_\_\_\_. Nice to meet you.

B: I'm \_\_\_\_\_. Pleased to meet you. Are you new around here?

A: I'm in training at the moment.

B: How are you finding it?

A: It's difficult, but I'm enjoying it so far. What do you do?

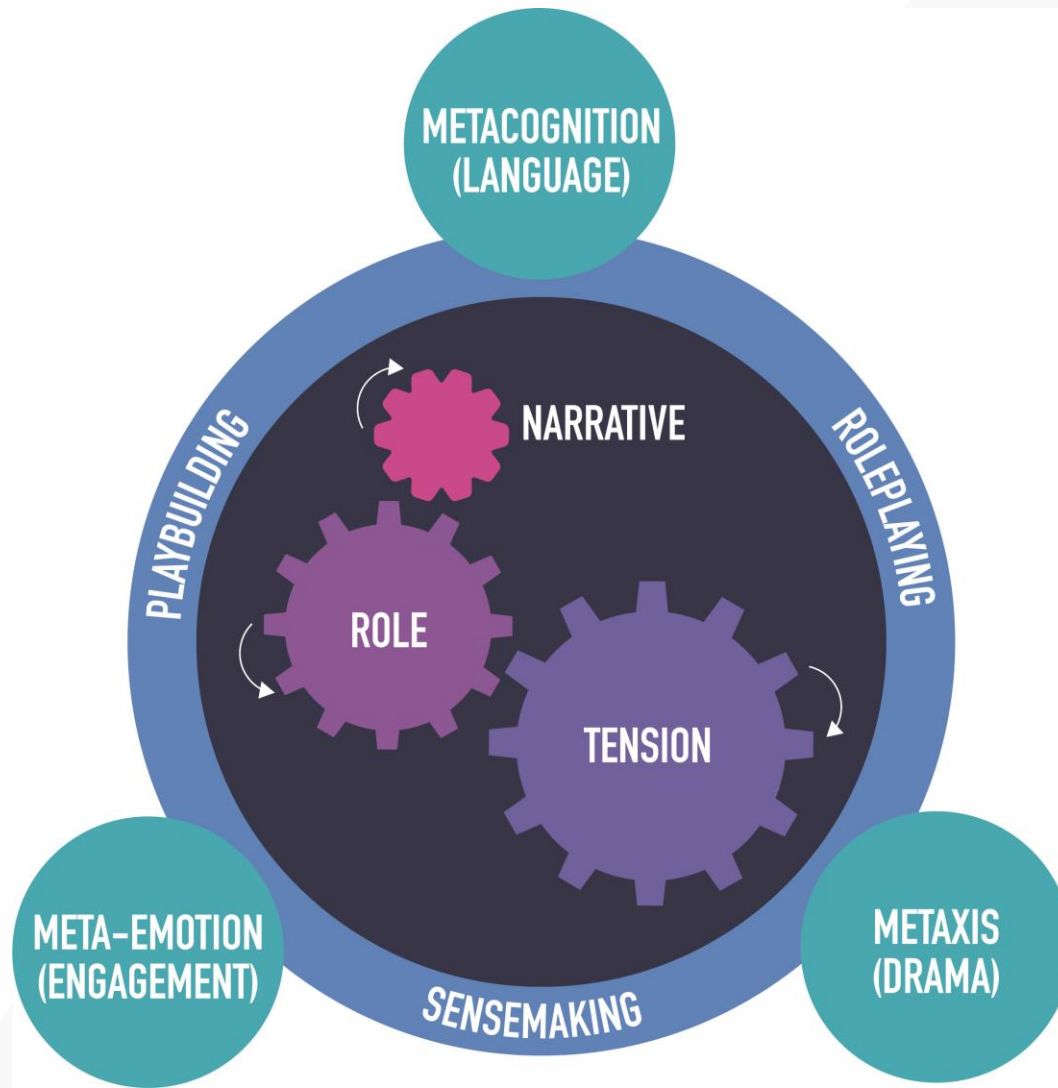
B: I work in the \_\_\_\_\_ department.

A: What are you responsible for?

B: I plan \_\_\_\_\_, develop \_\_\_\_\_ and conduct \_\_\_\_\_.

A: Wow!

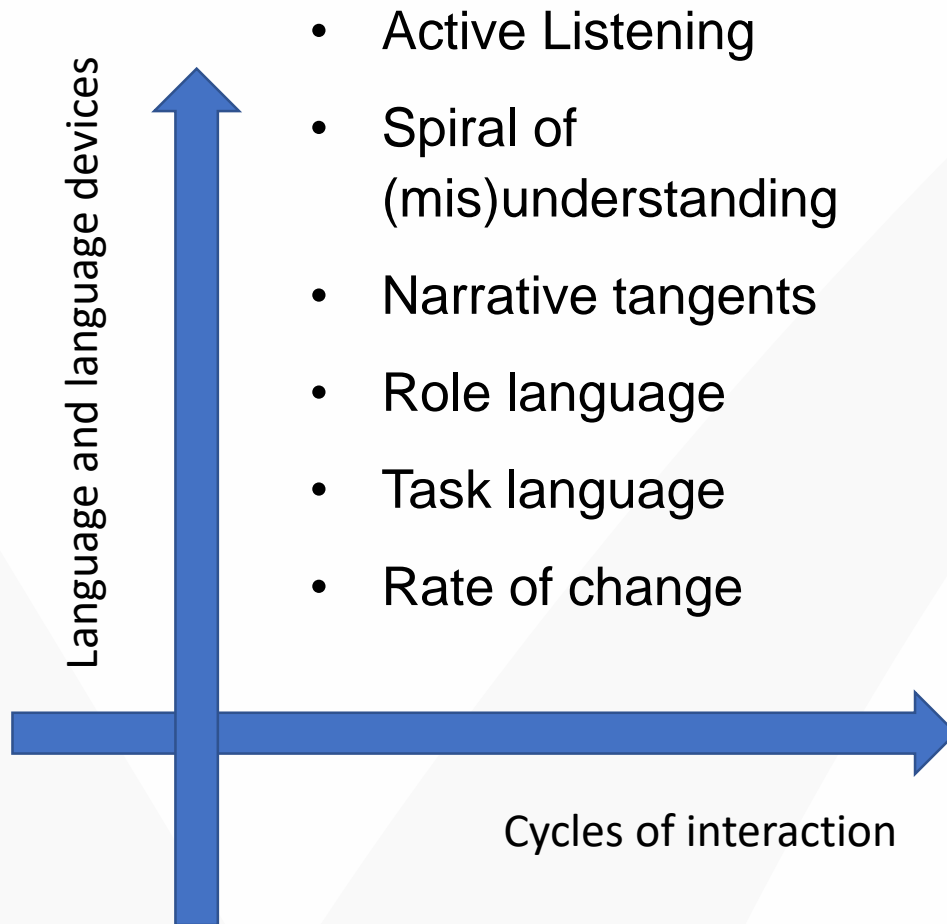
# Aesthetic Engagement in Process Drama for Language Education



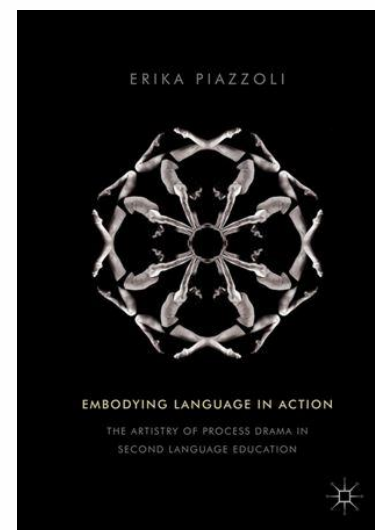
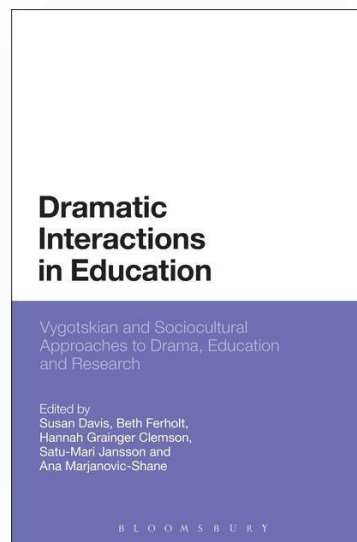
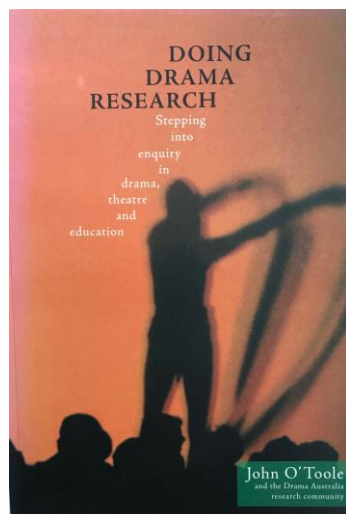
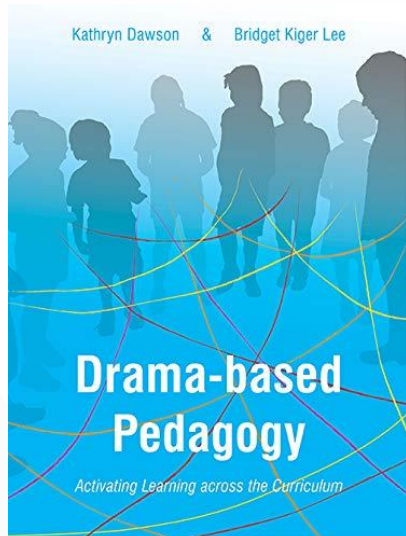
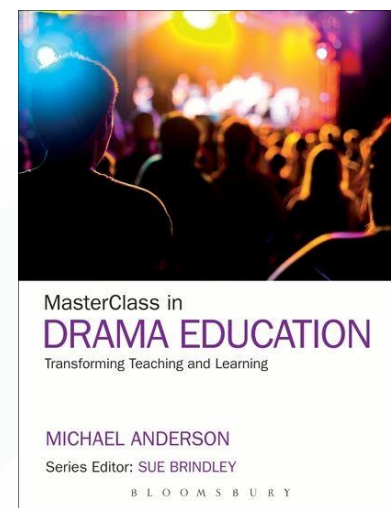
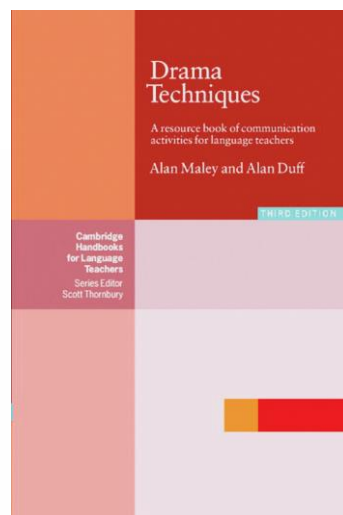
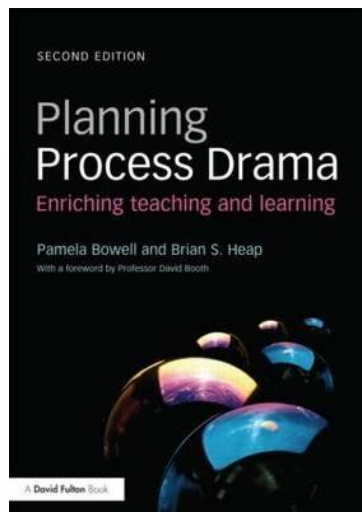
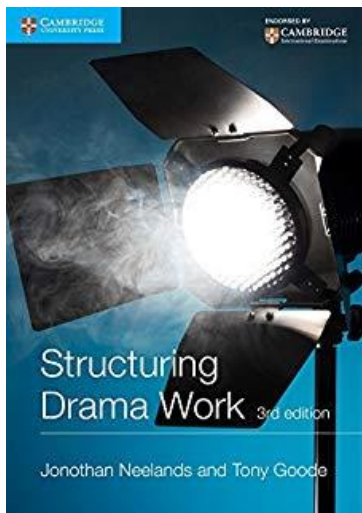
Pheasant (2019), *Engagement in Process Drama in Language Learning*. University of Sydney



# Language Use in Aesthetic Engagement



# Suggested Readings





# Transformative Journeys in Education

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AS A LEADER, TEACHER, PRACTITIONER, PROFESSIONAL OR STUDENT IN EDUCATION,  
WHAT TRANSFORMATIVE JOURNEYS HAVE YOU SEEN OR EXPERIENCED?

HOW CAN WE HARNESS THE POWER OF JOURNEYS IN CREATING AND MAINTAINING  
A SUSTAINABLE FUTURE IN EDUCATION?

# Questions and Comments

1. What are the hurdles you may have in adding drama to your classrooms?
2. What actions can you take to infuse drama into your curriculum?
3. How can you be a Teacher Artist?
4. What other art forms can be used in language education?



# Feedback

We value your feedback. Please take a moment to fill out this short survey on this new workshop.

<https://www.research.net/r/L8NQKFJ>

Many thanks!

