

Specialisation: Drama in ELT – 2.0.

Teaching drama in different ELT courses

SUMMARY

Ana Bratkovic is interviewing experts in teaching drama in ELT: Dr Pamela Humphreys, Kit Perry and Dr Patrick Pheasant.

1. Does teaching drama lend itself to ELT programs other than General English?

Although common in General English, teaching drama in ELT can be incorporated in other programs. Role plays can be used when teaching specific cohorts such as nurses, waiters, shop assistants, flight attendants. The advantage of role plays is that you can practise language above the students' proficiency level by learning whole functional exponents and functional/notional language suitable for different vocations. Allows for students to learn from one another rather than relying on the teacher as the source of language.

2. Barriers in teaching drama in ELT:

- Students may feel embarrassed, lack confidence and may be unaccustomed to participating in drama activities, even believing it to be frivolous.
- Drama activities may not suit students' learning styles.
- There are cultural expectations in what is seen as the 'norm' in teaching which may not include drama activities.

Overcoming barriers:

- Teachers are explicit about the purpose or rationale of the drama activity highlighting the linguistic aims before the activity and then finish up with a debrief.
- Teachers can help students overcome their preconceived ideas or biases around drama in the classroom.
- Teachers need to scaffold drama activities to ensure success and practise their skills in teaching drama activities.
- Using drama activities across all macro-skills including reading and writing