UECA PD Fest 2012
at the Centre for English Teaching

Session 1
Advanced Drama Techniques in Language Learning
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What is Drama?
Drama and TESOL
Role-play and Improvisation
Process Drama
Drama Conventions
Feedback and discussion
Reflective Task

› What kind of activities could be classified as drama?

› Why use drama in the classroom?

› Have you used drama in your classroom? How was it used?

› When can you use it?

› Who can use it? (what kind of learners and what kind of teachers would be suited to drama activities?)

› Can you foresee any problems with using drama in the classroom?
Benefits of Drama in TESOL

› New contexts
› Different roles, attitudes and perspectives
› Democratic classroom relationships
› Range of learning opportunities
› Access to current cultural aspects
What is the nature of student aesthetic engagement in TESOL with process drama?

- What happens to the **quantity and quality of interaction** during aesthetic engagement in process drama?

- What happens to the **proxemics** between students during aesthetic engagement in process drama?

- What **teaching and learning strategies** occur before, during and after aesthetic engagement during process drama?

- What are the benefits of using **phenomenography** as a method to explore aesthetic engagement in process drama?
Fieldwork & Methods

- Builds upon previous research in Tokyo, Singapore and Taiwan
- Attempts to create maximum engagement to discover key teaching and learning strategies
  - Ten **adult international students** studying ESL programs at university
  - Three full day workshops with **experienced facilitator** in August 2012
  - **Phenomenographic case studies**
    - Use of 360 degree audio and video, in-role reflective writing, reflective journals and surveys during workshop
    - In-depth interviews and video recall of key experiences post-workshop
  - **Physical, verbal, cognitive and emotional aspects**
    - Crystallisation of audio and video, interactional language analysis, proxemics, group dynamics, subjective experiences of participant and facilitator journals to identify key aesthetic experiences
    - Case study of key experiences through video recall and in-depth interviews
What is Drama in TESOL?

- Scripted Role-play
- Language Games
- Simulations
- Improvisational role-play
- Process Drama

Open, facilitated, active, connected
Role-play and Improvisation – Extended Technique

1. Warm Up – Physical and Language
2. Vocabulary Games
3. Dialogue Dynamics
4. Scenario 1 + Direction
5. Scenario 2
6. Performance
7. Extension Activity
Process Drama

- A dramatic “elsewhere”
- Theme, situation or pre-text 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
Components of Process Drama

› Contexts
› Roles
› Teacher in Role
› Negotiation
› Non-verbal activities
› Questioning
› Reflection

Process Drama Conventions

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

Adapted from “Drama Process Conventions”
EVO 2011 Susan Hillyard, Fernanda Molla
› TESOL Drama
   - www.tesoldrama.wordpress.com

› The Centre for English Teaching
   - www.sydney.edu.au/cet

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