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.
The trends in English Language Teaching (ELT) lean heavily toward communicative and authentic language use. Drama provides lots of immediate resources and is fun for teacher and students alike. I mainly use Drama in class Projects presentations. Also, I love staging mini-musicals at the end of each school year! School Musicals. Enthusiastic audience!! The advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. The trends in English Language Teaching (ELT) lean heavily toward communicative and authentic language use. Drama provides lots of immediate resources and is fun for teacher and students alike. The fear factor for a new drama user is the hard part to overcome. At times teachers are reluctant to use 'drama' activities in classrooms for various reasons: they don't know how to use the activities, limited resources, time constraints, a fear of looking and feeling foolish and the list goes on. Generally these feelings are more prevalent when attempting to use drama with adults. Teach... 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. 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.