

Bringing Language Alive through Process Drama: SYLLABUS



OVERVIEW: **Process drama** is a powerful language-learning tool because it involves all of the learners interactively all of the class time. Used for decades as a framework for reading, writing, and social studies classes in mainstream UK, Australian, and Canadian classrooms, process drama is now being utilized in second language classrooms worldwide because it provides stimuli for ongoing speaking, listening, reading, writing, and critical thinking opportunities while working within a dramatic context that evokes the use of intuition, imagination, and feeling. **But what is it exactly? And how do we implement it?**

In this six-week online workshop, **we will examine what process drama is, how it works, and how to apply it in relation to language acquisition** in a step-by-step manner.

TARGET AUDIENCE: All ESOL teachers

SPONSORS: SPL-IS and the TESOL-Drama Forum

EVO_Drama_2010 Week-by-Week Course Outline

(please see next pages)

EVO_Drama_2010 Week-by-Week Course Outline

WEEK ONE: INTRODUCTION (using Yahoo Group and Elluminate)

- Introduction of moderators and participants; getting to know each other
- Introductory examination of readings related to process drama
- Getting to know what process drama is
- First Elluminate web-conference session(s) – Purpose: familiarize ourselves with Elluminate and continue our friendly intros

WEEK TWO: THE TOOLS OF PROCESS DRAMA (using Yahoo Group)

- Review of Process Drama Tools:
 - Selecting theme or learning area
 - Context or particular circumstances
 - Roles for teacher and students
 - Frames within which the action will occur
 - The signs such as artifacts, images, sounds, or personal items – to bring the drama to life
 - Strategies – improvisation, writing in role, mime, still images or tableaux, out of role discussion, discussion in role, ritual, dance, slow motion, inner monologue, thought tracking, etc.

WEEK THREE: UTILIZING THE TOOLS, CONSTRUCTING A DRAMA (Yahoo Group)

Participants will continue examining tools introduced in Week 2 and:

1. Establish an area of learning
2. Determine the context or particular circumstances
3. Determine the roles for the participants and teacher
4. Determine the frame for action
5. Establish a pre-text (brainstorm suggestions such as poems, comic stories, picture stories, etc.)
6. Review plans for breakout groups to be formed in Week 4

WEEK FOUR: PROCESSING THE DRAMA (Yahoo Group and then breakout groups will use Nings and Skype voice chats)

Participants will engage in whole group activity to finalize the choice of pre-texts as the basis for the process drama production.

Then, we will form “breakout groups” and work in smaller groups using Ning “Stages” to showcase our Process Dramas. **Participants will each join only one of these breakout groups.** EVO_Drama_2010 Co-moderators will each facilitate one “Stage,” as follows:

Gary Carkin, facilitator Stage 1 = <http://process-drama-stage-1.ning.com/>

Shin-Mei Kao, facilitator Stage 2 = <http://process-drama-stage-2.ning.com/>

Susan Hillyard, facilitator Stage 3 = <http://process-drama-stage-3.ning.com/>

Fernanda Molla, facilitator Stage 4 = <http://process-drama-stage-4.ning.com/>

Jessica Davis, facilitator Stage 5 = <http://process-drama-stage-5.ning.com/>

George Plautz, facilitator Stage 6 = <http://process-drama-stage-6.ning.com/>

(to be determined), facilitator Stage 7 = <http://process-drama-stage-7.ning.com/>

Participants will develop their strategies around the selected pre-texts. Their suggested strategies will then support the movement of the drama stemming from the pre-text.

Once a strategy is suggested, it will be demonstrated by moderators and other participants in such a way that it not only deepens the drama but explores the mechanism of the strategy in several ways, at the same time, moving the drama on.

We will be building the drama while discussing and implementing the process.

**Each subgroup will plan their own synchronous chat times, using the text chat available on each subgroup’s Ning Stage, and Skype for voice chats.*

WEEK FIVE: SUGGESTIONS AND IMPLEMENTATION OF STRATEGIES AND TECHNIQUES

(Yahoo Group, Nings, and Elluminate)

Moderators will model and review, and participants will use some techniques within their subgroups that can be applied to the process of the drama such as:

- voice over
- narration
- summing up
- reporting
- tapping in
- voice collage
- speaking diaries
- imaging
- teacher in role questioning

...as we bring the drama to final climax and denouement

...and share our results!

WEEK SIX: REFLECTION ON THE USES OF PROCESS DRAMA IN THE LANGUAGE

CLASSROOM: POSSIBILITIES AND CHALLENGES (Yahoo Group)

The first part of the week will be used to reflect upon the process undertaken and to attempt to identify areas of possible use in relation to language learning.

The second part of the week will be used to identify direction for the TESOL/EVO – Drama workshop of 2011.

Communication Media

- E-discussion (Yahoo Group)
- Elluminate interactive web-conferences
- Nings and Ning text chats
- Skype voice chats

~ please see next page for Moderators' bios ~

MODERATORS' BIOGRAPHICAL STATEMENTS

Shin-Mei Kao: skao@mail.ncku.edu.tw

Shin-Mei Kao is an associate professor of English in the Department of Foreign Languages & Literature at National Cheng Kung University, Taiwan, R.O.C. She is interested in how teachers and students interact in EFL settings when different innovative approaches are used. She has worked with all levels of Taiwanese EFL learners and is co-author with Cecily O'Neill of "Words into Worlds: Learning a Second Language through Process Drama".

Gary Carkin garycarkin@yahoo.com

Gary Carkin is a regular presenter of workshops related to teaching English through drama. He teaches in the graduate TEFL program at Southern New Hampshire University, is director of drama at the Institute for Language Education, and also teaches in the intensive English program at SNHU.

His websites can be found at:

<http://garycarkin.tripod.com/garycarkinphdprofessoroftesolsouthernnewhampshireuniversitymanchesternh/index.html>

And at:

<http://garycarkin.tripod.com/garycarkinseslefldramalog/>

Susan Hillyard: ssnhillyard@gmail.com

Susan is a British trained educational dramatist with over 30 years experience teaching English through Drama in five countries in state, international, bilingual school settings and two training colleges in Buenos Aires, Argentina where she is now based. As a freelance educational consultant she has travelled to a further 10 countries delivering workshops and presentations on active language learning. She has also written and taught an on-line course on Creativity and published a Resource Book for Teachers (RBT) with Oxford University Press (UK) on Global Issues. Her next project, for which she is now researching, is a book for teachers on using drama strategies in language teaching.

(more bios on next page!)

Ma. Fernanda Molla : mfermolla@hotmail.com

Fernanda is a graduate from INSP Lenguas Vivas. While she was teaching English for ten years, she trained as an actress, specialized in the use of drama techniques for the teaching of English and studied a post graduate course on Pedagogía Teatral (Educational Drama) at UDD university (CHILE) She has worked as a drama teacher for more than 15 years in Argentina, Chile and Mexico.

During the last seven years she has devoted herself to the training of teachers to use drama techniques to activate their classes at different schools in Argentina .

This is her third year as co-moderator for the EVO drama

Jessica Davis: Jessica.Davis@nau.edu

Jessica Davis is an instructor in the Program in Intensive English at Northern Arizona University, Flagstaff, Arizona. In addition to having taught an ESL drama course, Jessica enjoys incorporating dramatic techniques into traditional ESL courses. Currently, she is a coordinator for instructors of a drama elective course. Her website can be found at: <http://esldrama.weebly.com/index.html>

Holly Dilatush: holly@dilatush.com

Holly has been a huge fan of EVO_Drama since 2005, and has attended several drama-related TESOL conference events, too. Infused with the knowledge, inspiration and encouragement from those experiences, she has experimented with several related ideas with adult ESOL learners. While pursuing her master degree (2007-8) Holly researched and read rather extensively on uses of drama in the adult ESOL classroom. With a strong interest in online language learning, she is interested in developing effective best practices for hybrid/blended (and even fully online) courses incorporating the strong use of drama.

While teaching at a university in Korea, she used Gary Carkin's *10 Plays for the ESL/EFL Classroom* and *10 more Plays for the ESL/EFL Classroom* with eight different class groups, with very positive results.

Holly considers herself an enthusiast rather than an expert in the arena of Drama and ESOL.