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Course Description  
Theories underpinning drama activities, such as, multiculturalism, interactionism, pragmatism,  
sycholinguistics, will be studied as well as variety kinds of activities and tasks.  
Drama activities will be explored in terms of using these in a real context.  

Course Objective  
To understand concept of drama in ELT and to apply this in Korean ELT effectively, this module  
intends to explore underpinning theories of using drama activities in EFL classrooms and studies the  
effectiveness of using it in a real context.  

Textbook  
2. Edited book  
   Brauer, G. (Ed.). (2002). Body and language: Intercultural learning through theater and  
   writing. Ablex.  
### Grading Policy

- Attendance 15%
- Assignment 20%
- Participation 20%
- Midterm Assignment 20%
- Final Assignment and presentation 25%

### Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Ref.</th>
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| 1    | **Rationale for using drama in TESOL**  
(Psycholinguistics, pragmatism, multiculturalism, interactionsnism) | |
| 2    | **Non verbal language**  
Explore importance of using non verbal language in a certain context  
Explore ways for using visual context (pictures) from ELT materials. | |
| 3    | **Scripted role plays**  
Explore roles and impact of using scripted role plays.  
Ways for using these in your own context will also be studied.  
Songs and chants also will be used. | |
| 4    | **Open-ended role plays**  
Developing creative thinking through open-ended role plays.  
Explore ways of using this to develop literacy skills and multicultural concept. | |
| 5    | **Improvisations**  
Explore rationales for using this method and study ways for creating context from pictures, Creating drama from poems and ways for using this for literacy development will also be studied. | |
| 6    | **Situational Role plays**  
Explore rationales for using this method and study ways for creating context from movies,  
Creating drama from stories and ways for using this for literacy development will also be studied. | |
| 7    | **Simulations**  
Explore rationales for using this method and study ways for creating context using other cultural aspects, Study about using problem solving | |
<table>
<thead>
<tr>
<th>#</th>
<th>Activity Overview</th>
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<tbody>
<tr>
<td>8</td>
<td>Integrating multi methods in a lesson.</td>
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<tr>
<td>9</td>
<td>Mid-term essay and research on the effect of using these drama methods in a real context. Identify pupil’s perceptions on the drama based lessons and advantages and problems for using it in a real context.</td>
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<tr>
<td>10</td>
<td>Debating</td>
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<td>Rationales for using debating will be discussed as well as ways for using this method in ELT lessons. Understanding current issue from multimedia (movies, newspaper, magazine, internet) and put these into debating will be explored.</td>
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<tr>
<td>11</td>
<td>One word drama</td>
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<td>Thinking aloud protocol will be used.</td>
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<tr>
<td></td>
<td>Using drawings and poems in accordance with this method will be explored.</td>
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<tr>
<td>12</td>
<td>Tops and tail drama</td>
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<tr>
<td></td>
<td>Thinking aloud protocol will be used.</td>
</tr>
<tr>
<td></td>
<td>Using drawings and poems in accordance with this method will be explored.</td>
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<tr>
<td>13</td>
<td>Use of drama for assessment</td>
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<td>Discuss roles of drama for assessing learners’ four language skills</td>
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<tr>
<td>14</td>
<td>Writing Theatre plays</td>
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<td>Exploring plays from old to modern, from short to long Study ways for using these in ELT lessons.</td>
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<tr>
<td>15</td>
<td>Final Project presentation (Final date will be discussed later)</td>
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