



Universidad
de Alcalá

GUÍA DOCENTE

Drama in Language Learning

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2024/25

Segundo cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Drama in Language Learning
Código:	200411
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Vicente Javier López Mate
Correo electrónico:	vicente.lopez@uah.es
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

Drama is an efficient method of teaching languages including English as a Foreign Language (EFL), owing to the fact that it makes use of active teaching and learning features bound to encourage and maintain the attention of a broad range of pupils. This module explores the use of drama in the EFL/ESL/CLIL classrooms. Its main goal is to raise teachers' awareness of the need of improving the use of literature in our classrooms, and to provide them with tools to enhance students' learning, both in terms of content and language, in a more creative way. To do that, students will be introduced to Rosenblatt's theories of transactional reading, will explore lessons built upon famous plays and will finally create their own projects based on a theatre play of their choice. Students are expected to participate actively, develop their critical thinking skills, and make use of teaching tools and techniques.

2. AIMS

Generic competences:

CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific competences:

CE1.2 – Understand the foundations of bilingual education and the possibilities of using literature in teaching the English language.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning Outcomes

By the end of the course, participants are expected to be able to:

- Understand the role of literature in EFL, with special attention to drama techniques and texts.
- get acquainted with the role of representational language
- identify the aspects which relate language to literature
- know the specific characteristics of the genre: drama

3. MODULE CONTENTS

Units	Credits
1. Drama as a genre, drama techniques	• 1
2. Selecting and learning to read drama texts	• 1
3. Applying drama techniques in the EFL/CLIL classroom	• 2

Class timetable

Sessions	Unit	Activity / Assignment
1	Presentation of the subject	<ul style="list-style-type: none"> • Aims of the course • Structure and organisation of the course
2	Drama as a genre, drama techniques	<ul style="list-style-type: none"> • Exploring expectations

		<ul style="list-style-type: none"> • Setting goals • Methodological models
3	Selecting and learning to read drama texts	<ul style="list-style-type: none"> • Identifying main key elements and learning potential • Interim reflections and feedback
4	Applying drama techniques in the EFL/CLIL classroom	<ul style="list-style-type: none"> • Presentation of a section of the unit of work • Final reflections and feedback

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours and presentations	12
Tasks, activities and readings	30
Study of theoretical contents	28
Independent study	30

4.2. Learning activities

Learning activities include:

- Oral presentations in class (face-to-face or virtual).
- Activities based on questions.
- Problem-based tasks

For each of the topics they will find **notes, practice activities and an assessment set**. Students are expected to be engaged in the course through the **reading of notes, the active participation in the course forum** and the **submission of assessment activities** within the deadlines set by the lecturer. Also, they will be required to self-assess their performance and to recognise their learning progress during this module. Please note that some of the assignments require students to use web tools, such as the creation of PowerPoint presentations, videos or podcasts.

As regards the face-to-face sessions, these have been proposed as **an opportunity to share and reflect on key issues together**. They will be also used to give students the opportunity to present their work.

5. ASSESSMENT

Continuous assessment

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines.¹

• Ordinary

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established by the Master's director and the lecturer.

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| ■ Tasks, activities and reading texts (compulsory or optional) | 20% |
| ■ Materials design | 30% |
| ■ Active participation in the classes | 10% |
| ■ Final assignment | 40% |

• Extraordinary

Students who did not use or failed the subject in the ordinary sitting or failed the ordinary evaluation will be assessed as follows:

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|--------------------|-----|
| ■ Video-activity | 20% |
| ■ Materials design | 40% |
| ■ Final assignment | 40% |

Final evaluation

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Students opting for **final assessment** will complete a **learning portfolio** and send it to the lecturer within the submission deadline set for final projects. Information on this **learning portfolio** will be given by the lecturer at the beginning of the course.

There will be a resit opportunity at the end of the second semester. This will also take the form of **learning portfolio**, which will constitute 100% of the resit mark.

¹ Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

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- Way, B. (1967) *Development Through Drama* London: Longman.
- Williams, M. and Burden, R. L. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.
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