

# TEACHING GUIDE

## DRAMA IN LANGUAGE LEARNING

**Master's Degree in  
Teaching English as a Foreign  
Language**

**Academic year 2025/2026**  
**2<sup>nd</sup> Term**

## TEACHING GUIDE

Name of the subject:	Drama in Language Learning
Code:	200411
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	<b>Modern Philology, English Philology</b>
Character:	<b>Compulsory/Optional</b>
ECTS credits:	<b>4</b>
Year and term:	<b>2<sup>nd</sup> Term</b>
Faculty:	Vicente Javier López Mate vicente.lopez@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

### 1. PRESENTATION

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. COMPETENCES and LEARNING OUTCOMES

- Basic and general 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

- Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

- 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. CONTENTS**

<b>Content blocks</b>	<b>Total classes, credits or hours</b>
Topic 1. <b>Drama as a genre, drama techniques</b>	1 credit
Topic 2. <b>Selecting and learning to read drama texts</b>	1 credit
Topic 3. <b>Applying drama techniques in the EFL/CLIL classroom</b>	2 credits

### Class timetable

<b>Sessions</b>	<b>Unit</b>	<b>Activity / Assignment</b>
1	<b>Presentation of the subject</b>	<ul style="list-style-type: none"> <li>• Aims of the course</li> <li>• Structure and organisation of the course</li> </ul>
2	<b>Drama as a genre, drama techniques</b>	<ul style="list-style-type: none"> <li>• Exploring expectations</li> <li>• Setting goals</li> <li>• Methodological models</li> </ul>
3	<b>Selecting and learning to read drama texts</b>	<ul style="list-style-type: none"> <li>• Identifying main key elements and learning potential</li> <li>• Interim reflections and feedback</li> </ul>
4	<b>Applying drama techniques in the EFL/CLIL classroom</b>	<ul style="list-style-type: none"> <li>• Presentation of a section of the unit of work</li> <li>• Final reflections and feedback</li> </ul>

## 4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

### 4.1. Distribution of credits (specify in hours)

Training activities	Hours
Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	12 hours
Tasks, activities and readings	30 hours
Study of theoretical contents	28 hours
Self-directed learning by student:	30 hours
Total hours	100 hours

## 4.2. Methodologies, materials and teaching resources

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: Procedures, assessment and marking criteria

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

### Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.<sup>1</sup>

<sup>1</sup> UAH Learning Assessment Regulation (30 September 2021). <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

- **Ordinary call**

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

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

- **Extraordinary call**

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

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

### **Final assessment:**

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the 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 director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her 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.

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidelines of the Unit of Attention to Diversity, to implement curricular adaptations to students with specific needs

## 6. BIBLIOGRAPHY

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