

Conference on Drama in Language Teaching, Reutlingen University

Programm / Programme

SAMSTAG 23. Juli / SATURDAY 23 July

ab 8:30 Uhr: Anmeldung/registration

9:00-10:30 Uhr: Workshop "Einführung in die Dramapädagogik/Introduction to drama in education" (Eva Göksel, PH Zug, Schweiz) / parallel: Spieletausch, Materialbörse /game swap

Kaffeepause / coffee break

10:45-12:00 Uhr Contemporary Applications of Drama in Education: Troubleshooting Barriers to Drama in Diverse Classrooms" (Dr. Nicola Abraham, London)*

12:00-13:00 Uhr Mittagessen/Lunch

13:00-14:30 Uhr Workshop Teil 1 zu "Contemporary Applications of Drama in Education" (Dr. Nicola Abraham, London)

Kaffeepause / coffee break

15:00- 16:00 Uhr: Workshop Teil 2 zu "Contemporary Applications of Drama in Education" (Dr. Nicola Abraham, London)

16:00-17:30 Uhr: Dramapädagogik und fremdsprachliche Sachtexte" (Andrea Knupfer und Katrin Klaschik, Stuttgart)*

17:45- 19:45 Uhr PhD- und Forschungskolloquium

20 Uhr Abendessen (optional) /Dinner (optional)

SONNTAG 24. Juli / SUNDAY 24 July

9:00-10:30 Uhr: Workshop "Positive classroom atmosphere and communicative language skills through theatre improvisation" (Tomáš Andrášik, Masaryk University, Brno, Tschechische Republik)*

Kaffeepause / coffee break

11:00 – 12:30 Uhr: Workshop Dramagrammatik (Dr. Stefanie Giebert, Reutlingen)*

12:30 Uhr: moderierte Abschlussrunde mit allen Teilnehmern und Referenten: offene Fragen, Reflexion, eigene Anwendung im Unterricht / talkback with all participants and workshop leaders

13:30 Uhr: Mittagessen (optional) /Lunch (optional)

*= German-language workshops can be translated if needed

Introduction to Drama in Education (DiE) – bilingual workshop

What is "Drama in Education" (DiE)? Can teachers without a drama/theater background integrate DiE in their classroom work? How does working with Drama actually enhance the

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teaching/learning experience in my classroom? Questions like these are valid and should be explored: This workshop provides a chance to get some answers!

Together we will explore some of the basic premises of using drama in the classroom, addressing some of the basic questions– who, what, when, where, why. Participants will be actively involved in trying out various techniques and will be given useful tools to try out in their own classrooms.

Workshop leader: Eva Göksel MA, Center for Oral Communication, University of Teacher Education Zug, Switzerland

Contemporary Applications of Drama in Education – Troubleshooting Barriers to Drama in Diverse Classrooms

Talk:

This talk will provide a plethora of practices in the UK which are currently using drama in educational settings. Currently drama in education, under the umbrella term ‘Applied Theatre’, resides in many non-theatrical settings including prisons, homeless hostels, youth centres, schools, HE and Pupil Referral Units to name but a few locations. Practitioners of applied theatre: drama in education work with many groups including communities with a range of disabilities, low socio-economic groups, areas with high proportions of asylum seekers and refugees, young carers and students with behavioural challenges.

Intercultural practice in school and HE settings with students who have English as an additional language (EAL) is commonplace. As such practitioners have had to adapt their practice to meet complex needs of the children and young people they work with. I aim to share best practice strategies for engaging children and young people and enhancing attainment for students who are working in their second language with you in this talk and in the workshops that follow.

There are key areas that often cause anxiety in using drama as a tool in educational settings. Teachers/practitioners often fear that they will lose respect from students for trying something new or worry about the educational benefit of using drama. In the UK there is a long history of drama in education used to enhance pedagogical approaches to meet the needs of students with diverse learning styles in the classroom. Pedagogical theorists Brian Way, Sir Ken Robinson, John Dewey, Ira Shor and Lev Vygotski all offer criteria for inclusive pedagogical approaches to learning advocating the use of play, students holding power and the important of creativity in the classroom.

Workshop #1

This first workshop provides practical demonstrations of several approaches to drama in education strategies. The session asks participants to take part in the session, which draws upon a curriculum text. After the practical part of the session I will deconstruct the workshop showing you how to make your own Process Drama, the key components and offer hints and tips on facilitating ‘in-role’ work confidently to maintain behaviour management and ensure learning outcomes are met. I will also provide further information and practical guidance on the use of memory aids to help students recall learning. This session can be adapted for all age groups.

Workshop #2

This second workshop provides another practical demonstration of the use of drama in education strategies to explore historical events and ethical dilemmas. This approach draws upon Dorothy Heathcote’s Mantel of the Expert and Cecily O’Neill’s Process Drama. I will include digital technology in this workshop to demonstrate another layer of engagement for students. This approach calls for little ‘risk taking’ from the teacher/practitioner and instead places the teacher

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in role as a 'guide' for the action on stage. The themes in this workshop are more appropriate for older groups i.e. 16 + and have been tried and tested within schools and higher education settings (BA and MA students). A guide to creating this type of workshop, resources to replicate the session and full lesson plan will be provided alongside additional hyperlinks with further information to support teachers who wish to pursue this approach in their own classrooms

About speaker and workshop leader Nicola Abraham:

Over the past 10 years I have worked in a range of community settings within the UK and abroad. As an Applied Theatre Practitioner I have had the privilege of working with many people in society from Camden Carers, Arts for Dementia, KAYAK youth club, an Orphanage in Zmiaca Poland, Pupil Referral Units, Schools, Psychiatric units, Women's Advocacy Groups, Children's Charity contexts for vulnerable youth, Crossroads bi-communal project in Cyprus, IDEA conference in Austria (2015) on intercultural practice and Hellenic Drama in Education in Greece (2013). I have also undertaken two research projects with women's prison theatre company Clean Break and StageTEXT performance captioning. I am currently conducting research into the potential of theatre to affect change in the lives of vulnerable youth in inner city contexts.

Workshop Non-fictional texts and drama – does that work?

Decoding a non-fictional text is a cognitive challenge. Wouldn't it be nice to get to know more physically-oriented, active approaches to non-fictional texts? In this workshop we want to explore how non-fictional texts in French, English and German can be made tangible and understandable with drama tools – working on the basis of the Common European Framework and taking into account a competency-based approach.

Target group:

Teachers of all school forms (secondary to university level) who teach a foreign language from level A1 to B2 CEFR

Objectives:

Participants try out and reflect on selected drama tools and apply them to concrete situations and topics in language teaching.

Workshop leaders: Andrea Knupfer, teacher of theatre and Romanic languages, Staatliches Seminar für Didaktik und Lehrerbildung (Berufliche Schulen), Stuttgart
Kathrin Klaschik, teacher of theatre and Romanic languages, Louis-Leitz-Schule Stuttgart

Drama grammar workshop

Drama games and exercises support learners' fluency, spontaneous speech production and listening comprehension but how about aspects like grammar and linguistic accuracy? This workshop wants to look at teaching grammar with drama, as outlined by Susanne Even in her work on 'drama grammar'. A short talk will describe the concept and phase model of drama grammar. Following this, the participants will work in small groups and develop a drama grammar lesson for their chosen target language and/or age-group. At least one group should have the opportunity to also try out their lesson in practice with the other participants of the workshop as learners.

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workshop leader: Dr. Stefanie Giebert, Reutlingen University

Positive classroom atmosphere and communicative language skills through Improv (theatre improvisation)

Techniques adapted from Theatre Sports offer very useful tools for language teachers. They can be applied to achieve wide range of goals in the classroom. By their means we are able to develop positive atmosphere and bring fun to our group of students. Improv techniques lower communicative anxiety, build self-confidence especially in speaking and listening, empower spontaneous and authentic communication, develop public speaking skills and offer practice that simulates a real-life experience. From the perspective of psychology of second and foreign language acquisition they contribute to the development of implicit language knowledge and system.

Workshop leader: Tomáš Andrášik, Masaryk University, Brno, Czech Republic