ABSTRACT

In recent years much emphasis has been put on the Teaching of English as a Second Language (TESL) using the "Communicative approach" (CA). This has brought about changes in the approach to TESL. The learner is now seen as an active participant in the process of language learning in the classroom. Teachers who advocate the Communicative Approach are expected to come up with activities that would promote self-learning, group interaction in authentic situations and peer teaching. It is a task not easy for the teacher.

The purpose of this paper is not to discuss the merits or demerits of the CA and the controversies that come along with it. This paper is an attempt to relate the use of drama to the CA in TESL. It first discusses the general concept of the CA and Communicative Activities. It then discusses some definitions related to drama and the value of drama in education. This is followed by a description of two dramatic techniques - role-play and simulation. The merits and demerits of these techniques and how these techniques can be used in the ESL classroom will also be discussed.

FULL TEXT:

PDF

REFBACKS

- There are currently no refbacks.

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1 The use of drama in the teaching of foreign languages is not a new approach—its beginnings can be traced back to the 19th century (Schewe 2007). In a more recent study, O’Gara (2008) examined the effectiveness of drama for teaching verb tenses in a secondary school setting, while Kao & O’Neill (1998) tested the effectiveness of process drama for oral communication among adult learners of English as a second language. In addition, Gill (2013) names Miccoli (2003), Stinson (2007), Stinson & Freebody (2006a; 2006b), and Ulas (2008) as “international studies which show the extent to which drama works”. Here, parallels to communicative language teaching are apparent but Fleming (2006) describes how drama can go further...