**DRAMA, ROLE PLAYS, AND THEATER TECHNIQUES IN LANGUAGE TEACHING:**

**SELECTED REFERENCES**

**(Last updated 27 September 2020)**

Al-Yamani, H. (2011). Drama as a pedagogy in Arab teacher education programs: Developing constructivist approaches to teaching. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 311-331). New York, NY: Peter Lang.

Artigal, J. M. (1993). The L2 kindergarten teacher as a territory maker. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1993, strategic interaction and language acquisition: Theory, practice, and research* (pp. 452-468). Washington, DC: Georgetown University Press.

Bacon, R., Baolin, M., & Goldfield, J. (1993). The thunder and lightning professor: Teaching language by using theater plus up-to-the-minute technology. In J.W. Oller, Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (pp. 40-49). Boston, MA: Heinle & Heinle Publishers.

Black, C. (2016). La place de l’art dramatique dans un cours de français oral de 2e année aniversitaire. *Canadian Modern Language Review*, *73*(1), 77-99.

Blatner, H. (1973). *Acting-in: Practical applications of psychodramatic methods.* New York, NY: Springer.

Booth, D. W., & Lundy, C. J. (1985). Improvisation: Learning through drama. Toronto, Canada: Harcourt Brace Jovanovich.

Bournot-Trites, M., Belliveau, G., Spiliotopoulos, V., Séror, J. (2007). The role of drama on cultural sensitivity, motivation and literary in a second language context. Journal for Learning Through Arts, 3, 1-35.

# Boudreault, C. (2010). The benefits of using drama in the ESL/EFL Classroom. The Internet TESL Journal, 16(1). <http://iteslj.org/Articles/Boudreault-Drama.html>

# Bräuer, G. (Ed.). (2002). *Body and language: Intercultural learning through drama.* Westport, CT: Ablex Publishing.

# Braunstein, L. (2006). Adult ESL learners’ attitudes towards movement (TPR) and drama (TPR storytelling) in the classroom. *The CATEOSL Journal, 18*(1), 7-20.

Burke, A. F., & O’Sullivan, J. (2002). *Stage by stage: A handbook for using drama in the second language classroom*.  Portsmouth, NH: Heinemann.​

Byram, M., & Fleming, M. (Eds.). (1998). *Language learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge, UK: Cambridge University Press.

Bytyqi, B. (2014). The effectiveness of using drama plays in advanced academic English classes in promoting learner cooperation, creativity and autonomy. *Journal of Teaching English for Specific and Academic Purposes*, *2*(1), 117-124.

# Cannon, A. (2017). When statues come alive: Teaching and learning academic vocabulary through drama in schools. *TESOL Quarterly, 51*(4), 383-407.

# Carson, L. (2012). The role of drama in task-based learning: Agency, identity and autonomy. Scenario, 6(2), 47-60. <http://research.ucc.ie/scenario/2012/02/Carson/06/en>

Culham, C. (2002). Coping with obstacles in drama-based ESL teaching: A nonverbal approach. In Bräuer, G. (Ed.). Body and language (pp. 95-112). Westport, CT: Ablex Publishing.

DaSilva Iddings, A. C., & McCafferty, S. G. (2005). Creating zones of proximal development in a third-grade multilingual classroom. In A. E. Tyler, M. Takada, Y. Kim, & D. Marinova (Eds.), *Language in use: Cognitive and discourse perspectives on language and language learning* (pp. 112-123). Washington, DC: Georgetown University Press.

Davies, P. (1990). The use of drama in English language teaching. *TESL Canada Journal*, *8*(1), 87-99.

DeCoursey, M. (2012). Dramatic art for second language education: Appropriate process objectives for Hong Kong schools. Asia-Pacific Journal for Arts Education, 11(11)*,* 250-270. <http://www.ied.edu.hk/cca/apjae/Vol11_No11.pdf>

DiNapoli, R. (2009). Using dramatic role-play to develop Emotional aptitude. International Journal of English Studies, 9(2), 97-110. <http://revistas.um.es/ijes/article/view/90771/87571>

Di Pietro, R. J. (1982). The open-ended scenario: A new approach to conversation. *TESOL Quarterly*, *16*(1), 15-20.

Di Pietro, R. J. (1983). Scenarios, discourse, and real-life roles. In J. W. Oller, Jr., & P. A. Richard-Amato (Eds.), *Methods that work: A smorgasbord of ideas for language teachers* (pp. 226-238). Rowley, MA: Newbury House.

Di Pietro, R. J. (1987). *Strategic interaction: Learning languages through scenarios*. Cambridge, UK: Cambridge University Press.

Dodson, S. (2002). The educational potential of drama for ESL. In G. Brauer (Ed.), *Body and language: Intercultural learning through drama* (pp. 161-180). Westport, CT: Ablex.

Donahue, M., & Parsons, A. H. (1982). The use of roleplay to overcome cultural fatigue. *TESOL Quarterly, 16*(3), 359-365.

Early, P. B. (1977). *Postscript to games, simulations and role-playing.* London, UK: ELT British Council.

Fels, L., & McGivern, L. (2002). Intercultural recognitions through performative inquiry. In G. Brauer (Ed.), *Body and language: Intercultural learning through drama*, (pp. 19-36). Westport, CT: Ablex Publishing.

Fleming, M. 2006. Drama and language teaching: the relevance of Wittgenstein’s concept of language games. Humanising Language Teaching, 8(4)*,* 97-110. <http://www.hltmag.co.uk/jul06/mart01.htm>

Flynn, K. (2019). Making request: Holiday role-play. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 53-54). Alexandria, VA: TESOL Press.

Fonio, F. (2012). Stuffed pants! Staging full-scale comic plays with students of Italian as a foreign language. Scenario, 6(2), 18-27. <http://research.ucc.ie/scenario/2012/02/Fonio/04/en>

Fonio, F., & G. Genicot. (2011). The compatibility of drama language teaching and CEFR objectives—observations on a rationale for an artistic approach to foreign language teaching at an academic level. Scenario, 5(2), 75-89. <http://research.ucc.ie/scenario/2011/02/FonioGenicot/06/en>

Galante, A., & Thomson, R. I. (2017). The effectiveness of drama as an interactional approach for the development of second language oral fluency, comprehensibility, and accentedness. *TESOL Quarterly, 51*(1), 115-142.

Gaudart, H. (1990). Using drama techniques in language teaching”. In A. Sarinee (Ed.). Language teaching methodology for the nineties. Anthology Series 24 (pp. 230-249). Singapore: Regional Language Centre.

Giebert, S. (2014). Drama and theatre in teaching foreign languages for professional purposes. *Recherche et pratiques pédagogiques en langues de spécialité. Cahiers de l'Apliut*, *33*(1), 138-150.

Gill, C. (2013). Enhancing the English-language oral skills of international students through drama. English Language Teaching, 6(4), 29-41.

Glock, C. (1993). Creating language contexts through experiential drama. In M. Schewe & P. Shaw (Eds.). Towards drama as a method in the foreign language classroom (pp. 103-138). Frankfurt, Germany: Lang.

Goodman, J. A. Jr., & Tenney, C. (1979). Teaching the total language with readers theater. *CATESOL Occasional Papers, 5,* 84-89.

Gradwell, M. (1980). On the use of theatre techniques to spur creative language learning. *Recherches et Echanges, 5*(2), 41-54.

Griffin, K. (1996). Reel talk: Movies, values, and language acquisition. *The Journal of the Imagination in Language Learning, 3*, 42-46.

Guida, M. (1996). Creating theater in the ESL classroom. *The Journal of the Imagination in Language Learning, 3*, 112-114.

Hamed, Y. G. (2013). A teaching philosophy for Arabic inspired by the Rassias method. *The Ram’s Horn, 9*, 34-39.

Haught, J. R., & McCafferty, S. G. (2008). Embodied language performance: Drama and the ZPD in the second language classroom. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 139-162). London, UK: Equinox.

Heath, S. B. (1993). Inner city life through drama: Imagining the language classroom. *TESOL Quarterly, 27*, 177-192. doi:10.2307/3587142

Heldenbrand, B. (2003). Drama techniques in English language learning. *Korea TESOL Journal*, *6*(1), 27-37.

Hines, M. (1973). *Skits in English as a second language.* New York, NY: Regents.

Hoetker, J. (1969). *Dramatics and the teaching of literature.* NCTE/ERIC Studies in the Teaching of English. Champaign, IL: National Council of Teachers of English. (ERIC Documentation and Reproduction Service No. ED 028 165).

Holden, S. (1981). *Drama in language teaching*. New York, NY: Longman.

Isackes, R. M. (2008). On the pedagogy of theatre stage design: A critique of practice. *Theatre Topics, 18,* 41-53.

Johnstone, K. (1981). *Impro: Improvisation and theater.* New York: Theater Arts.

Kao, S. M. & O’Neill, C. (1998). *Words into worlds: Learning a second language through process drama.* Stamford, CT: Ablex Publishing Corporation.

Kelner, L. B. (1993). *The creative classroom: A guide for using creative drama in the classroom, preK-6*. Portsmouth, NH: Heinemann.

Khosronejad, S., & Parviz, M. (2013). The effect of dramatized instruction on speaking ability of Imam Ali University EFL learners. *International Journal of Applied Linguistics and English Literature*, *2*(5), 87-96.

Lazier, G. (1969). Dramatic improvisation as English teaching methodology. *English Record, 20*, 46-51.

Liu, J. (2002). Process drama in second- and foreign-language classrooms. In G. Brauer (Ed.), *Body and language: Intercultural learning through drama* (pp. 51-70). Westport, CT: Ablex Publishing.

Maley, A., & Duff, A. (1978). *Drama techniques in language learning.* New York, NY: Cambridge University Press.

Marquette, T., & Bailey, K. M. (2017). Incorporating performing arts projects into the K-8 curriculum. *NYS TESOL Journal, 4*(2), 4-19.

Mata, K. (1996). See it! Tell it! Write it! *The Journal of The Imagination in Language Learning, 3*, 60-65.

McCaffery, J. A. (1995). A powerful but difficult training tool: The role play. In S. M. Fowler & M. G. Mumford (Eds.). *Intercultural sourcebook: Cross-cultural training methods* (vol. 1.). (pp. 17-26). Yarmouth, ME: Intercultural Press.

McIntyre, B. (1958). The effect of creative activities on the articulation skills of children. *Speech Monographs, 25*(1), 42-48.

McIntyre, B., & McWilliams, B. (1959). Creative dramatics in speech correction. *Journal of Speech and Hearing Disorders, 24,* 275-278.

Miccoli, L. (2003). English through drama for oral skills development. *ELT Journal, 57*(2), 122-129.

Moffett, J. (1967). *Drama: What is happening.* Champaign, IL: National Council of Teachers of English.

Moody D. J. (2002). Undergoing a process and achieving a product: A contradiction in educational drama? In G. Bräuer (Ed.), Body and language (pp. 135-160). Westport, CT: Ablex Publishing.

Morgan, N., & Saxton, J. (1987). *Teaching drama: A mind of many wonders*. London, UK: Hutchinson.

Moskowitz, G. (1996). Spellbound in the language class: A strategy of surprise. *The Journal of the Imagination in Language Learning, 3*, 16-21.

Naidich, R. (1996). On creating theatrical collages with ESL students. *The Journal of the Imagination in Language Learning, 3*, 80-84.

Neelands, J., & Goode, T. (2000). Structuring drama work: A handbook of available forms in theatre and drama. Cambridge, UK: Cambridge University Press.

Nelson, C. D. (2013). From transcript to playscript: Dramatizing narrative research. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics* (pp. 220-243). Cambridge, UK: Cambridge University Press. (Check theatre ref list)

Ntelioglou, B. Y. (2011). “But why do I have to take this class?” The mandatory drama-ESL class and multiliteracies pedagogy. *RiDE: The Journal of Applied Theatre and Performance, 16*, 595-615. doi:10.1080/13569783.2011.617108

Nurhayati, D. A. W. (2016). Using local drama in writing and speaking: EFL learners’ creative expresssion. *Journal of English Language Teaching and Linguistics*, *1*(1), 51-77.

O’Gara, P. (2008). To be or have not been: Learning language tenses through drama. Issues in Educational Research, 18(2), *156*-166.

Okada, Y. (2010). Role-play in oral proficiency interviews: Interactive footing and interactional competencies. *Journal of Pragmatics*, *42*(6), 1647-1668.

Okada, Y., & Greer, T. (2013). Pursuing a relevant response in oral proficiency interview role plays. In S. J. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 288-310). Basingstoke, Hamsphire, UK: Palgrave Macmillan.

O’Neill, C. (1994). From words to worlds: Language learning through process drama. *GURT ’93: Proceedings of the Georgetown University Round Table on Language and Linguistics*. 45(3), 52-59.

O’Neill, C. (1995). *Drama worlds: A framework for process drama*. Portsmouth, NH: Heinemann.

O’Neill, C., & Lambert, A. (1982). *Drama structures*. London, UK: Hutchinson.

Oprandy, B., Addington, R., Brown, C., & Rutter, M. (2013). Fostering collaborative conversations between pre-service trainees and serving teachers through supervisory role plays. In J. Edge & S. Mann (Eds.), *Innovations in pre-service education and training for English language teachers* (pp. 81-95). London, UK: British Council.

Park, H. (2015). Student perceptions of the benefits of drama projects in university EFL: Three case studies in Korea. *English Teaching: Practice & Critique*, *14*(3), 314-334.

Rodriguez, R. J., & White, R. (1983). From role play to the real world. In J. W. Oller, Jr., & P. A. Richard-Amato (Eds.), *Methods that work: A smorgasbord of ideas for language teachers* (pp. 246-255). Rowley, MA: Newbury House.

Rodrigues, R, & White, R. (1993). From role play to the real world. In J. W. Oller, Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (pp. 63-69). Boston, MA: Heinle & Heinle Publishers.

Rogosheske, P. F. (1972). *Creative dramatics: A pragmatic approach to second language teaching.* Los Angeles, CA: University of California, Los Angeles.

Royka, J. G. (2002). Overcoming the fear of using drama in English language teaching. *The Internet TESL Journal*, *8*(6).

Russell, J. (2019). Walkie-talkie role play. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 217-218). Alexandria, VA: TESOL Press.

Sam, W. Y. (1990). Drama in teaching English as a second language - a communicative approach”. The English Teacher, 19(7)*.*

Scarcella, R. (1983). Sociodrama for social interaction. In J. W. Oller Jr. & P. A. Richard-Amato (Eds.), *Methods that work: A smorgasboard of ideas for language teachers* (pp. 239-245). Rowley, MA: Newbury House.

Schewe, M., & Shaw, P. (1993). *Towards drama as a method in the foreign language classroom*. Frankfurt am Main, Germany: Peter Lang.

Schlanger, P., & Schlanger, B. (1971). Adapting role-playing activities with aphasic patients. *Journal of Speech and Hearing Disorders, 35,* 229-235.

Schrag, C. O. (1985). Role playing and identity: The limits of theatre as metaphor. *International Studies in Philosophy*, *17*(1), 114-116.

Seaver, P. W., Jr. (1993). Pantomime as an L2 classroom strategy. In J. W. Oller, Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (pp. 342-351). Boston, MA; Heinle & Heinle Publishers.

Shaftel, F., & Shaftel, G. (1967). *Role-playing for social values.* Englewood Cliffs, NJ: Prentice Hall.

Shaftel, G., & Shaftel, F. (1952). *Role-playing and the problem story: An approach to human relations in the classroom.* New York, NY: National Conference of Christians and Jews.

Smith, S. M. (1984). *The theater arts and the teaching of second languages*. Reading, MA: Addison-Wesley.

Spolin, V. (1989). *Theatre game file*. Evanston, IL: Northwestern University Press.

Stern, S. (1980). Drama in second language learning from a psycholinguistic perspective. *Language Learning, 30*, 77-100. doi:10.1111/j.1467-1770.1980.tb00152.x

Stern, S. (1983). Why drama works: A psycholinguistic perspective. In J. W. Oller, Jr. & P. A. Richard-Amato (Eds.), *Methods that work: A smorgasbord of ideas for language teachers* (pp. 207-225). Rowley, MA: Newbury House.

Stern, S. (1993). Why drama works: A psycholinguistic perspective. In J. W. Oller, Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.). (pp. 70-83). Boston, MA: Heinle & Heinle.

Stewart, T. (2009). (Re)cycling speaking talks on the road to pedagogical renewal: Drama in the ESOL classroom. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 107-122). Alexander, VA: Teachers of English to Speakers of Other Languages, Inc.

Stinson, M., & Freebody, K. (2006). The DOL Project: An investigation into the contribution of process drama to improved results in English oral communication. Youth Theatre Journal, 20, 27-41.

Stinson, M., & Freebody, K. (2006). Modulating the mosaic: Drama and oral language. In L. A. McCammon & D. McLauchlan (Eds.), Universal mosaic of drama and theatre: The IDEA04 dialogues (pp. 193-201). Ottawa, Canada: IDEA Publications.

Ulas, A. H. (2008). Effects of creative, educational drama activities on developing oral skills in primary school children. American Journal of Applied Sciences, 5(7), 876-880.

Via, R. (1976). *English in three acts*. Honolulu, HI: East-West Center, University of Hawaii.

Via, R. (1980). Language learning via drama. In J. C. Fisher, M. A. Clarke, & J. Schachter (Eds.), *On TESOL ’80* (pp. 206-213). Washington, DC: TESOL.

Wagner, B. J. (2002). Understanding drama-based education. In G. Brauer (Ed.), *Body and language: Intercultural learning through drama* (pp. 3-18). Westport, CT: Ablex Publishing.

Wessels, C. (1993). From improvisation to publication through drama. In J. W. Oller Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.). (pp. 368-373). Boston, MA: Heinle & Heinle.

Whiteson, V. (1996). *New ways of using drama and literature in language teaching.* Alexandria, VA: TESOL.

Winston, J. (2012). *Second language learning through drama: Practical techniques and applications.* New York, NY: Routledge.

Youn, S. J. (2020). Interactional features of L2 pragmatic interaction in role-play speaking assessment. *TESOL Quarterly, 54*(1), 201–233.