Drama-based, Content and Language Integrated English Course for University Students

A Teaching and Learning Project

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by

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Dedicated to

Veena Kumari: my strength and my life

Pradeep Singh Rathore: the bestower of my wings

Chandradhar Singh Rathore: the guardian of my dreams

Janak Kumari: the spring in our lives

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Abstract

In the Japanese university-level EFL context, some of the characteristic challenges regarding the learners are lack of communicative fluency, low motivation levels, lack of affective engagement with the learning process, and disconnection from a sense of global awareness (Donnery, 2013). The literature in the field shows that a combination of Content and Language Integrated Learning (CLIL) and a drama pedagogy can address these shortcomings as a drama pedagogy in English language classrooms is attributed with increased affective engagement, an elevated sense of self, reduced language anxiety, authenticity to communication, stimulation of higher order thinking skills, multimodal engagement, and greater opportunities for group interaction, cooperation, coordination, and team work (Chang, 2012; Winston, 2012). Furthermore, CLIL is attributed with an increase in a sense of meaning and motivation, sustained interest, development of positive language attitude, authenticity of purpose, and simultaneous development of knowledge of subject as well as language (Lasagabaster, 2011; Pinner, 2013). Finally, using global issues as the content for a CLIL course offers opportunities for connecting the English classroom to real life and to the mainstream educational discourse along with providing an increased global awareness (Cates, 1990; Alsaidi, 2015). A possible intersection of drama in the EFL classroom and CLIL-based study of global issues is process drama (Donnery, 2013; Bowell & Heap, 2013; Weltsek-Medina, 2007). By creating a curriculum based on the aforementioned approaches, this Teaching and Learning Project address the previously mentioned shortcomings of the Japanese English-learning context. Based on the literature, a needs analysis study was conducted to investigate into the past experiences and beliefs of university students, teachers, and participants of a drama project regarding the use of drama for CLIL-based global issues course. The data were collected through survey of university students, interviews of teachers and participants of the drama project, and journal analysis of the participants of the drama project. The findings suggested the willingness of university learners to participate in such a course along with need to provide the students with extensive group work for

trust building, sufficient scaffolding for language as well as content awareness, and to create

opportunities for authentic communication. Based on these criteria, a 30-week drama-based CLIL

course has been developed with materials and a resource library.

Drama-based, Content and Language Integrated English Course for University Students

The purpose of this teaching and learning project is to create an effective English as a Foreign Language (EFL), Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for upper-intermediate level Japanese university learners. Japanese university learners of EFL are characterized by a lack of communicative fluency, low motivation levels, lack of affective engagement with the process of learning and disconnection from a sense of global awareness (Donnery, 2013). The literature in the field shows that a combination of content and language integrated learning and a drama pedagogy can address these shortcomings. Based on the research, this Teaching and Learning Project creates a curriculum that is designed to address the before mentioned shortcomings of the Japanese English-learning context. This project includes a needs analysis section that seeks to establish the need for this curriculum in university level EFL classes in Japan by interviewing university teachers, surveying Japanese university students and collecting information from international students who were exposed to a process drama project. The final goal of this Teaching and Learning Project is to create a curriculum for 45 hours of instruction in 90-minute classes held once a week for a period of 15 weeks. This curriculum would be spread over two semesters at a Japanese university. The investigator hopes to be able to address the aforementioned needs in the Japanese EFL context and contribute to the limited literature available on a drama-based pedagogy for EFL classes, specifically CLIL classes.

Literature Review

Education is a field that has been entrusted with the burden of not only being relevant to the current times but also of being able to produce individuals who will be capable of dealing with the future. There are various approaches that have been taken to enable education to respond to this burden. One approach makes education responsive to the demands of the international setting such as global issues. Another approach highlights the importance of linguistically empowering the learners so that they can scale the barriers of language and prosper in any part of the world. Yet another method targets the heart of education, the learners, and insists that efforts should be made at addressing the affective needs of the learners enabling them to discover their potential and emerge as motivated and active individuals. Over the past century, these three approaches have undergone periods of popularity and periods of lull. However, over the past 50 years, these three fields within education have been growing in popularity and are offered as courses in Global Education, Content and Language Integrated Learning, Drama pedagogy or in some combination.

Global Issues

In today's world, there are a plethora of challenges that have taken a global form – from pollution, global warming, and climate change to socio-political unrest, terrorism, and forced migration. Hite and Seitz (2015) propose that as the numerous nations of the world are increasingly growing interdependent, these nations are facing challenges and issues that they cannot solve alone. These issues are global in their nature implying that while they may be created in a particular country, their adverse effects will impact not just the residents of that country but individuals across the planet. Hite and Seitz (2015) further argue that the communication and transportation revolutions have increasingly made the world an interconnected place. With this increased interconnectedness, which is referred to as globalization, comes increased interdependence whereby an economic downturn in one part of the world can adversely affect the livelihoods of individuals in another part of the world.

A major politico-economic feature of the last century was the Cold War, which although played between a few nations, had far-reaching global consequences which restricted free exchange and interaction between countries. Globalization can be seen as the defining phenomenon of the global society after the end of the Cold War. Today, there is an easier and increased circulation of goods, information, ideas, and people beyond the boundaries of the countries of their origin, making this world a 'global village' (McLuhan & Powers, 1989). Baylis, Smith and Owens (2013) define globalization as "a process of increased interconnectedness between different societies such that events on one part of the world increasingly have effects on peoples and societies far away" (p. 9). They further elaborate that in a globalized world, political, economic, cultural, and social events become increasingly interconnected thereby having a greater impact on the world. On a similar note, Hite and Seitz (2015) explain that a characteristic trait of global issues is their interrelated nature whereby one global issue affects another. The authors illustrate this assertion by explaining that an environmental problem such as climate change is directly related to a number of other issues: excessive reliance on fossil fuels; overpopulation, which puts greater pressure on natural resources; wealth and poverty, which include excessive greenhouse gas emissions by wealthier countries; and technology, wherein lies the possible solution to the aforementioned issues.

While the list of global issues is marked by frequent additions, efforts have been made to categorize the global issues and identify the most important of them. Yakovchuk (2004) provides a compilation of the categorization of global issues based on the proposals of Mark (1993), Swenson and Cline (1993), and Yoshimura (1993). Yakovchuk (2004) classifies global issues into seven categories as shown in Table 1: environmental issues, peace education issues, human rights issues, intercultural communication issues, health concerns, and linguistic imperialism. Environmental issues contains global issues such as pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc. Peace education issues comprise of wars, nuclear arms race, refugees, etc. Human rights issues refer to racism, gender issues, children's

rights, etc. Intercultural communication issues include cultural issues, global citizenship versus

national identity, multiculturalism, etc. Socio-economic issues entail poverty, wealth, consumer

society, advertising, etc. Health concerns include drugs, AIDS, etc. Finally, linguistic imperialism

with reference to the increasing global presence of the English language. This categorization

provides a wide-ranging spectrum of global issues which can be used for introducing global

issues in content as well as language classes.

Table 1

Categorization of Global Issues

Category	Global issues
Environmental issues	pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.
Peace education issues	wars, nuclear arms race, refugees, etc.
Human rights issues	racism, gender issues, children's rights, etc.
Intercultural Communication issues	cultural issues, global citizenship vs. national identity, multiculturalism, etc.
Socio-economic issues	poverty, wealth, consumer society, advertising, etc.
Health concerns	drugs, AIDS, etc.
Linguistic imperialism	Hegemony of languages and dialects, educational issues, language policies in education, etc.

Note. Adapted from "Global Issues and Global Values in Foreign Language Education: Selection and Awareness" p. 32), by N. Yakovchuk, 2004, *English Language Teacher Education and Development, 8*, 28-47. Copyright 2004 by Yakovchuk.

The mounting concern over global issues has led to dialogue and discussion about the

incorporation of global issues in education. Roberts (2015) argues that global issues affect the

population of the world in profound and underappreciated ways. Additionally, Hicks (2007)

explains that global issues have a major effect across the planet and should not be viewed as

events that only take place 'elsewhere' and have little or no relevance to local communities

because "every global issue has a local impact, though its form may vary from place to place" (p.

4). Consequently, as stated by Becker (1982), the field of education must acknowledge the

importance of global issues:

In an interrelated world wherein our survival and well-being are intimately related to our

capacity to understand and deal responsibly and effectively with other peoples and

nations and with a host of international issues, global studies can be viewed as basic

education. (p. 229)

As the concerns regarding global issues increased, a need was felt for an education that equips

youth to deal with and possibly resolve these global issues. This resulted in the emergence and

popularity of a field that has come to be known as Global Education.

Global education. Global education emerged during the 1970s and 1980s within the field

of social studies and education (Yakovchuk, 2004). Whereas the original concept of global

education was based primarily on the politico-economic priorities derived from the political

events of the world during those years, over time, it developed a humanistic perspective targeted

at promoting the knowledge, skills, and attitudes required for living in a multicultural,

interdependent world.

As in the case of every new discipline in academia, proponents of Global Education had

to establish the rationale behind the need for the establishment of a new discipline within the field

of education. Cates (1990) offers the following rationale for Global Education: firstly, the reality

that the world faces grave "global issues" which can also be referred to as world problems;

secondly, since the world is increasingly becoming interconnected, problems encountered by the

planet can no longer be ignored; thirdly, there is an increasing amount of apathy, selfishness, and

ignorance in today's youth; and finally, the education systems across the world need to prepare

the youth adequately for dealing with the global issues.

Critics of the field may argue that such an altruistic approach to education is naive and

that the naivety should be replaced with a pragmatic approach based on equipping students with

the skills required to make a living in the society. After all, teachers across the world are already

overwhelmed with the burden of following curricula and achieving course goals and objectives.

However, Cates (1990) argues that the profession of education has a distinctive responsibility for

promoting peace, justice, and concern for global issues. Cates cites examples such as the aim of the World Confederation of Organizations of the Teaching Profession to promote peace, justice, equality, freedom, and human rights between all peoples or the United Nations Educational, Scientific and Cultural Organization (UNESCO) Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms which appeals for a global outlook across all levels of education along with an understanding and respect for other cultures, a cognizance of the rights of individuals and groups, and a willingness by individuals to participate in problem solving activities at the community, national, and the global level (UNESCO, 1974).

Within the responsibility of the field of education concerning global issues, language teachers have a specific role to play. Marti (1996) explains that with specific reference to language educators, UNESCO's Linguapax Kiev Declaration recommends that foreign language teachers be aware of their responsibility to supplement international understanding; to increase mutual respect, cooperation, and peaceful coexistence among nations through language teaching; to develop international understanding through utilizing extracurricular activities; and to lay the foundation for international cooperation through classroom cooperation.

In order for global education to be implemented, it is imperative to understand its objectives. Cates (1990) proposes that there are four goals of global education: knowledge, skills, attitude, and action. The first goal addresses the need to equip the learners with knowledge of world problems. The second goal targets acquiring skills required for solving the world problems. These skills include "communication, critical and creative thinking, cooperative problem-solving, nonviolent conflict resolution, informed decision making, and the ability to see issues from multiple perspectives" (Cates, 1990, p. 41). The third goal is acquiring global attitudes such as global awareness, curiosity, appreciation of and respect for diversity, empathy, and commitment to justice. The fourth goal is taking action which refers to efforts of solving the world problems through participation in the local and global community.

Global education in language teaching. Cates (as cited in Alsaidi, 2015, p.12) explains that the global education approach within language teaching comprises of an integration of global issues into language classroom instruction through emphasizing globalized themes and creating activities that connect the students to the outside world. In other words, global education as an approach within language teaching aims "to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems" (Alsaidi, 2015, p.12).

Concerning the benefits that language teaching can achieve from an alliance between global education and language teaching, Maley (1992) states that the three persistent problems of English Language Teaching (ELT) are the gap between the classroom and real life, the separation of ELT from mainstream educational discourse, and the paucity of content as its subject matter (as cited in Cates, 1990, p. 44). Maley further proposes that all three of these problems can be resolved to a certain extent by making Global Issues a central component of ELT (as cited in Cates, 1990, p. 44).

Another definition for global education in language teaching is provided by Tye and Kniep (as cited in Yakovchuk, 2004, p. 30-31) who explain that global education "involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological." The argument has also been made that since the language classroom is, by its very nature, a confluence of two languages and cultures, such a situation is already the first step towards a global mindset thereby making the language classroom an ideal place for introducing global education (Yakovchuk, 2004).

Global Issues can be incorporated in ELT in multiple ways. Cates (1990) provides a variety of examples. One approach is to use Global Issues as an overarching theme for selecting reading passages, dialogues, discussions, listening exercises, and even basic components such as example sentences in grammar classes. The second approach addresses changing the teaching

methodology in favor of active learning, student-centered, and language-for-communication approaches. This change can be reflected through experiential learning utilizing simulations and role plays such as a role play between blacks and whites in apartheid South Africa to understand race and human rights. Other approaches include developing materials such as textbooks based on the theme of global issues or designing EFL courses revolving around the theme of global issues. Most of these approaches are based on using the theme of social issues as the central aspect of the content of the EFL course. Since, global education in language teaching follows a content-based approach, incorporation of global issues in ELT can be effectively executed in a CLIL curriculum.

Content and Language Integrated Learning (CLIL)

CLIL has been gaining popularity as a teaching praxis over the past few decades. Donnery (2013) indicates that the term CLIL was coined in 1994 by David Marsh and Anne Maljers. However, CLIL, formerly known as Content Based Instruction (CBI), has been a well-established practice within the European language context especially with reference to the immersion system of education. In fact, Mehisto, Marsh, and Frigols (as cited in Donnery, 2013, p. 118) argue that the first CLIL-type classrooms existed 5,000 years ago in what is now modern-day Iraq. Marsh (as cited in Coyle, 2007, p. 545) defines CLIL as any activity in which "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role." The British Council explains that "Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject" (Content and Language Integrated Learning, n.d.). Donnery (2013) explains that in a CLIL classroom, learners tend to learn through the target language. This phenomenon leads to a simultaneous development of the learners' language and learning skills while deepening their knowledge of the particular field of specialization. Thus, these are contexts when the foreign language is not taught as a subject but is

used as a vehicular language for teaching other subjects. Dalton-Puffer (2008) offers a list of the goals of CLIL. These include "developing intercultural communication skills, preparing for internationalization, providing opportunities to study content through different perspectives, accessing subject-specific target language terminology, improving overall target language competence, developing oral communication skills, diversifying methods and forms of classroom practice, and increasing learner motivation" (p. 3).

A core concept to CLIL is the 4Cs Conceptual Framework developed by Coyle in 1999. Coyle (2007) explains that the focus of the 4Cs Framework is the interrelationship between "content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and 'otherness')" (p. 550). Regarding learning outcomes, Dalton-Puffer (2008) claims that while CLIL positively contributes to listening skills and vocabulary, there is no substantial contribution to writing skills and syntax. However, a study conducted by Klampfl (2010) concluded that learners who are exposed to a CLIL class develop greater writing proficiency marked by higher lexical variation and fewer errors as compared to learners who are exposed to regular EFL classes. Similar conclusions about the effectiveness of CLIL in improving written proficiency in English were made by Lasagabaster (2011) in his study of 191 secondary school students who were divided into two groups based on two teaching approaches – CLIL and EFL. The participants in Lasagabaster's study were tested for their motivation and English proficiency. The results of this study showed that students in the CLIL group had higher scores in the writing section of the test. Another conclusion regarding CLIL and writing skills can be made by connecting two key findings of Lasagabaster's study. Firstly, the study found a positive connection between CLIL and student motivation. Secondly, there was a significant correlation between motivation and writing scores. Hence, it was reiterated that CLIL can have a positive impact on writing skills.

The past two decades have witnessed some limited research being conducted on the impact of CLIL on second language learning. Pinner (2013) argues that the biggest strength of

CLIL is the use of authentic materials and the 'authenticity of purpose' that defines language learning in CLIL. He also draws a link between authenticity and motivation and states that CLIL brings meaning and motivation into the EFL classrooms. 'Authenticity' within a language learning context refers to material that is appropriate for native speakers and is not specifically made for language learners thereby offering "all the complexities of the target language and culture" (Piazzoli, 2011, p.557). Lasagabaster (2011) found a similar link between CLIL methodology and motivation levels among learners in his 2010 study conducted in Spain. In a previous study also conducted in Spain, Lasagabaster and Sierra (2009) proposed that learning through CLIL leads to positive language attitudes and sustained interest in comparison to regular EFL classes. Banegas (2012; 2013) offers that CLIL provides more opportunities for learner-negotiated content which is a possible reason behind greater learner interest and motivation in case of CLIL. With respect to a learner-negotiated syllabus, Clarke (1991) accepts that a learner-negotiated syllabus in its extreme form might be difficult to apply for both the students and the teachers. However, he argues that when built into components of an existing syllabus, a learner-negotiated syllabus can provide a greater degree of choice, self-expression, and creative intervention. Learners can be involved in negotiating and making choices or decisions concerning content, materials, methodology, testing and evaluation (Clarke, 1991).

Another approach to teaching second language, particularly EFL that although seemingly disconnected shares many of CLIL's goals and features is Drama-in-Education. Both CLIL and Drama-in-Education lead to an increase in learner motivation, provide an environment for authentic learning, provide opportunities for learner-centered and learner-negotiated language learning, and use the target language as a vehicle – while CLIL uses language as a vehicle for the content, Drama uses language as a vehicle for the story and dramatic process. Additionally, both include a multimodal approach to learner-centered, and sometimes learner-negotiated, language learning that leads to increased learner motivation (Heathcote & Bolton, 1998; Winston, 2012).

Drama-in-Education

Theatre versus Drama. Upon exploring the existing literature in the field of drama for educational purposes, one might encounter a variety of seemingly synonymous words: theatre, drama, or process drama. Peter Slade (as cited in Donnery, 2013, p. 97) differentiated "drama" as doing and "theatre" as watching. Brian Way (as cited in Donnery, 2013, p. 97) differentiated the two as follows – "theatre" primarily deals with communication between actors and an audience whereas "drama" primarily deals with the experience of the participant, regardless of any communication to an audience. Wagner (1976, p.142) quotes Heathcote as remarking that "the difference between the theatre and the classroom (drama) is that in the theatre … the audience gets the kicks. In the classroom the participants get the kicks." Fleming (as cited in Donnery, 2013, p.99) likens the drama/theatre divide to the difference between process and product.

Both "theatre" and "drama" have been applied to educational processes leading to the use of two terms – "theatre-in-education" and "drama-in-education." Table 2 summaries the difference between these two terms as presented by Schewe and Shaw (as cited in Donnery, 2013, p. 100). In the case of theatre-in-education, the performers are professionals, the focus is only on the end product, the experience is transmitted from the performers to the audience, and the experience is extra-curricular in nature. Moreover, the main components are the performance by the troupe, follow-up workshops with the audience, and run-up preparation of relevant teaching material for teachers and students. Drama-in-education, on the other hand, is performed by amateurs, focusses on the entire creative process and not just the final product. Learners/participants are exposed to first-hand experience; the experience is intra-curricular in nature and is comprised of a set of learning activities derived from drama. Now that the difference between theatre-in-education and drama-in-education has being clarified, it is emphasized that this Teaching and Learning Project will be dealing with drama-in-education.

Table 2

Schewe and Shaw's diagrammatic representation of the difference between theatre-in-education and drama-in-education

Theatre-in-Education	Drama-in-Education
• A troupe usually performs for a young (school) audience	• Sensitisation to dramatic forms as in the subject "drama"
• Primary aim is often to tackle socially relevant topics and themes, transmitted and treated via artistic performance, follow-up workshops with audience, preparation of accompanying teaching material for (and/by) teacher and pupils.	• Employment and further development of learning methods derived from drama: particular forms and techniques of dramatic enactment employed irrespective of subject, but in such a way as to treat the particular subject matter(s) in question
• Typically extracurricular	• Typically intra-curricular
• Greater emphasis on the end product	• Greater emphasis of learners on the creative process (the making)
• Transmission of gathered experience by the performers to the audience.	• Experience by participants through their own actions

Note. Adapted from 序破急 *Jo-Ha-Kyu: enticement-crux-consolidation. From study to learning: Process drama projects in the Japanese English language university classroom,* p. 100, by E. Donnery, 2013. (Doctoral dissertation, University College Cork). Retrieved from https://cora.ucc.ie/bitstream/handle/10468/1084/EuchariaFinalPhDDissertation.pdf?sequence=3&isAllowed=y. Copyright 2013 by Eucharia Donnery.

History and Characteristics of Drama-in-Education. The use of drama in education is not a relatively new concept and has a long history of phases of popularity as well as those of disfavor. References to the use of drama in education can be found as early as in Plato's *The Republic* and the introduction of improvisational drama in the monastery schools of the Roman Catholic Church, notably in St. Gall of Switzerland in the tenth century (Bolton, 2007). However, drama as a teaching methodology gradually disappeared from the field of education. In 1906, drama in education was revived through the establishment of the Central School of Speech and Drama, London due to the extensive research and efforts of Elsie Fogerty (Bolton, 2007). However, the use of drama in schools, in this period, was limited to speech training and elocution. Gradually, due to the influence of the Rudolf Steiner's Movement Education in the

1930s and the concept of 'drama without words' of Jacques Rousseau, the focus of classroom

drama shifted to gestures, facial expressions, body language and physical movements (Heathcote

& Bolton, 1998). At the same time, Peter Slade's concept of drama as child's play or 'Child

Drama' was becoming popular. Slade devised a classroom methodology that had active

participation by the young learners at its core. Children stepped out of their seats and moved

freely in a gymnasium. They not only performed but participated actively in the conceptualization

of the story to be performed (Bolton, 2007). Sladian Child Drama was followed by Rudolf

Laban's Laban movement from Germany. Laban's classroom drama notably lacked any make-

believe element – Laban's drama was drama without fiction (Bolton, 2007). Until this point in

time, drama was used as a supportive aid for core curricular subjects.

A landmark development came in the 1950s with drama being introduced as a core

subject in itself in the curriculum in the UK (Heathcote & Bolton, 1998). A further degree of

structure was provided to drama in education by Brian Way in the 1960s when he developed

drama techniques that focused on short exercises imitating everyday events which helped the

learners connect the classroom learning with everyday life (Bolton, 2007). Gradually, research in

the field of drama in education developed sufficiently to give rise to a sub-field that focused on

drama for language skills. A milestone work in this sub-field was by Schewe and Shaw in 1993

(Heathcote & Bolton, 1998) which presented drama as a useful teaching methodology not only

for language education in general but with specific focus on the foreign language classroom. The

last two decades have witnessed growing research in the field of drama for language education.

However, among the practitioners of drama for language learning, there is a debate about

the very nature of drama itself: Whether drama should be viewed as something real, or rather as

something fictional. Proponents of the concept that drama is closely connected to reality argue

that in a language classroom, drama is second-best to real-life activities and can be utilized

effectively through exercises like role-play, improvisations, enunciation practice and '*in situ*

activities' (Heathcote & Bolton, 1998). In these exercises, learners pretend to be in real-life

situations and attempt to imitate real-life communication (Fleming, 1998). Conversely, those who view drama as being essentially fictional argue that using drama in the classroom enables the teachers and learners to overcome the limitations of reality such as the linearity of time. This provides teachers as well as learners with opportunities to distance themselves from the reality and hence helping them to analyze, critique and understand real-life situations (Fleming, 1998). They also explain that drama provides the learners with a 'no-penalty zone' where their actions will not have the repercussions enforced by reality outside the classroom (Heathcote & Bolton, 1998). Drama is also seen a crucial opportunity for the participants for 'de-centring' which refers to the process of defamiliarizing the participants from their native culture and ascribed identities (Heathcote & Bolton, 1998). However, the main perception of using drama in the classroom seems to be using it as fiction – creating a make-believe world where reality can be imitated, as well as disregarded.

Perhaps the most noticeable trait of using drama as a classroom methodology is the transformation in the role of the teacher and the learners. The teacher evolves into the ''teacher in role'' (Fleming, 1998) or into what Brian Way refers to as the 'Actor-Teacher' (Bolton, 2007) who actively participates in the dramatic improvisations and activities with the students. The 'Actor-Teacher' sheds the identity of a teacher and embraces the identity of a character in the dramatic exercise while at the same time continuing to function as the facilitator, primary interlocutor, and guide. Küppers (2012) argues that the teachers are an essential factor in the drama methodology as they are responsible for creating an environment of trust and comfort, providing clear instructions, ensuring the physical and emotional readiness of the participants and encouraging the challenging of stereotypes along with contributing to the quality of the reflection discussions. The technique of reflection discussion refers to class or group level student discussions that reflect upon the topic or language being studied and discuss the students' experiences, growth, and challenges faced during the process of learning. 'Teacher in role' enables the teacher to use a variety of social registers, to employ a wider range of question

functions in comparison to when a teacher is out-of-role, to establish imaginary situations without spending a lot of time on lengthy explanations, to model suitable language and behaviour, to invite the students for active participation, and to correct the 'character' and not the 'student' (Kao, Carkin, & Hsu, 2011; Kao & O'Neill, 1998). Additionally, 'teacher in role' changes the classroom relationships and balance of power thereby sharing ownership and reducing learner anxiety (Kao & O'Neill, 1998; Piazzoli, 2011).

The learners, on the other hand, transform into 'participant observers' (Byram & Fleming, 1998). Participant observers retain the qualities of both a participant as well as an observer. They are emotionally engaged with the social world and the topic under discussion, and yet they preserve a distance which is provided by the make-believe context which enables them to reflect upon the products and processes of culture. Boal (as cited in Linds, 2006, p. 114) refers to this condition of belonging to two different worlds at the same time as metaxis. Linds (2006) explains that "through the process of metaxis, theatre becomes the space for the interplay between the actual and the imagined" (p. 114). This unique, almost paradoxical combination enables the learners to look beyond the surface actions being analysed and focus on the underlying individual and cultural values. Through drama, the learner is "invited to become a critical participant-observer in intercultural exchanges rather than a mere "consumer" of culture" (Lidner, 2010, p.13).

The coming together of these 'teacher-actors' and 'participant-observers' in a classroom that uses drama to explore language results in numerous drama exercises. However, drawing the required learning from these exercises demands an understanding of the process of communication within a drama context. Heathcote and Bolton (1998) elucidate the functioning of drama in a classroom by explaining the Drama Communication System which focuses on the interaction between a drama sequence being presented and the learners observing it. As presented in Table 3, the Drama Communication System consists of five components which help in understanding the messages being conveyed in the drama sequence.

Table 3

The Drama Communication System

COMPONENTS	ITEMS
What is heard	Sounds – Noise to Music, including talk
What is significantly *not heard*	Noticeable quietness; absence of the expected
What is seen	Objects, people, surrounding backgrounds
What is noticeably *not able* to be seen	Noticeably concealed objects, people, etc
What moves and what is still	Movements

Note. Adapted from *Teaching culture through drama* (p. 162-163), by D. Heathcote & G. Bolton, 1998, Cambridge: Cambridge University Press. Copyright 1998 by Cambridge University Press.

The first component is 'What is heard?' which refers to all the sounds that can be heard in the sequence ranging from noise to music, including talk. The second component is 'What is significantly not heard?' This refers to the noticeable silences and the absence of the expected. Thirdly, the system analyzes 'What is seen?' This includes the objects, the persons, the settings, and the backgrounds in the performance space. The fourth component is 'What is noticeably not able to be seen?' This denotes noticeably concealed objects and persons. Finally, the fifth component is 'What moves and what is still?' which focuses on the movements in the performance space (Heathcote & Bolton, 1998). These five components enable the observers to interpret the events unfolding in the performance space.

There is a wide variety of drama techniques available and teachers can choose from them according to their suitability to the context, the task and the level of the learners' abilities. Table 4 provides the names and descriptions of a few drama techniques that can be used in the language classroom.

Table 4

Useful Drama Techniques for the Language Classroom

Technique	Description
Altered Casting	Altered casting refers to having a different participant play the same role when a scene is re-enacted or when the same character features in another scene. Altered casting can help involve a greater number

	of participants or can provide the participants with opportunities to personalize and diversify the portrayal of a certain character.
Concealment	Concealment can be used in various forms – concealing an object or a fact that is known to the audience from one/some of the characters can add dramatic tension (Kao & O'Neill, 1998), concealing an aspect of the story from a participant and revealing it during performance can generate genuine reaction or opportunities for improvisation (O'Toole, 1992). Additionally, concealment can involve assuming ignorance of familiar concepts so as to arrive at alternative results/understanding (Byram & Fleming, 1998).
Conscience Alley	Conscience Alley is when participants form two lines to make an 'alley' and one person walks down this alley. As the person walks, the participants forming the alley speak as that character's conscience (Ashton-Hay, as cited in Reed & Seong, 2013, p. 96). It is used to analyze any dilemma faced by a character.
Debate	Debate occurs in the form of two opposing parties presenting their contrasting opinions/beliefs/perspectives. The advantages of debates include familiarizing the students with expressing their opinions (Fukuda, as cited in Reed & Seong, 2013, p. 97), enabling self-conscious reflection, and opportunities to learn analytical thinking skills (Nesbett, as cited in Reed & Seong, 2013, p. 97).
Flashback and Fast Forward	In Flashback and Fast Forward, participants are required to create scenes that occur "seconds, minutes, days or years before or after" the moment under consideration (Drama Strategies, 2016).
Forum Theatre	This is one of the main components of Augusto Boal's Theatre of the Oppressed. A scene depicting some form of oppression is performed twice. In the second performance/replay, any member from the spectators can shout "Stop!" and step in the performance space and take the place of the oppressed character and show how they could change the situation by behaving differently. Forum theatre is a useful technique to explore the different possible outcomes of a situation through active involvement of the spect-actors (Blatner, 2007).
Freeze Frame	In Freeze Frame, a moment in action during a scene is frozen to provide a moment of pause/providing information/reflection/gaining insight and understanding (Kao & O'Neill, 1998). This is usually preceded by someone from the audience or group of participants saying the signal word, "Freeze!"
Hot Seat	"Hot Seat" is when a participant continues to be in character and is interjected by the group about the character's background, behavior, and motivation (Drama Strategies, 2016). The student being questioned (usually seated on a chair) must respond while behaving and speaking as the character. (Ashton-Hay, as cited in Reed & Seong, 2013, p. 96). Hot seating can be used for both development of a role/character as well as post-performance reflection and analysis.

Improvisation	Improvisation is expressing one's thoughts and words in unrehearsed speech. It is one of the building blocks of any activity or course based on a drama pedagogy (Reed & Seong, 2013). It is one of the most important techniques and can also be viewed as a learner skill because it tests if the learners can produce the target language and apply what they have learned in the absence of detailed and structured instructions and scaffolding (Maurer, as cited in Reed & Seong, 2013, p. 96).
Juxtaposition	Juxtaposition is when two images, characters, or scenes are presented side-by-side. These scenes may be from different parts of the story and can either be performed simultaneously or by freezing one and performing the other. Juxtaposition helps in comparing and contrasting components of a story (Drama Strategies, 2016).
Mantle of the Expert	Developed by Dorothy Heathcote, Mantle of the Expert has the participants assume roles of experts who have specialist knowledge needed in the drama, for example detectives, medical workers or child psychologists (Farmer, as cited in Drama Strategies, 2016; Winston, 2012). This technique increases the participants' confidence, engagement, and sense of ownership over the outcomes of the drama (Drama Strategies, 2016).
Narration	Narration is when one or more participants speak directly to the audience for providing information, telling a story, or sharing comments or perspectives (Drama Strategies, 2016). It can be used to effectively introduce, connect, or conclude an action or aspect of the story (Winston, 2012). Narration can be done by characters or participants who are not a part of the action at that moment. Voice-over is narration that takes place with the speaker unseen to the audience.
Narrative Slideshow	Narrative Slideshow is when participants create a narration to accompany each tableau from a series of tableaux. The narration can be done by one narrator or the participants can take turns at narrating (Kelin, 2006).
Play within a play	Play within a play occurs when a play is performed within the confines of another play or a story is told within the confines of another story. The defining feature is that target audience of this performance are the characters of the larger play and not the actual audience (Garcia, 2014). The play within a play can also be a dramatic presentation of a video message/ film/ television program being viewed by the characters in a larger play (Byram & Fleming, 1998).
Rant (the)	In the Rant, "four or five participants create one spontaneous and intense monologue. One speaks at a time and drops out immediately when interrupted" (Blatner, 2007, p. 366).
Replay	Similar to Flashback and Fast Forward, Replay involves a certain scene that has already been performed being presented once again. This might be for bringing attention to detail, analyzing in hindsight, or for breaking the linearity of the story and introducing opportunities for reflection (Cahill, 2015).

Retelling	Retelling occurs when a scene or the entire story is performed once again. Retelling can occur with added nuances such as retelling of the same event through the perspective of different characters, and retelling the same story but with a different ending.
Role on the wall	In Role on the wall, participants draw an outline of a body on a big piece of paper which is then stuck on a wall. Participants write words or phrases that describe the character directly on the drawing or write them on post-its and stick them on (Farmer, as cited in Reed & Seong, 2013, p. 97). These words and phrases can include the physical characteristic, biographical details, inner feelings, thoughts, as well as motivations (Drama Strategies, 2016). This technique helps in role-development and provides the participants with an overview of their character and can involve opportunities for presentation and pair-share.
Simulation	Simulation is when participants are being themselves or someone else within a simulated real-life situation (Waynee, as cited in Reed & Seong, 2013, p. 97). An important consideration is that since it is a simulation of real-life, materials being used should either be realia or be as true to reality as possible. The advantages of this technique include increased motivation due to personal involvement and realism of tasks and material whereby target language is used functionally and cohesively (Reed & Seong, 2013).
Situational Role-play	Situational Role-play is a variety of role play where although the script is not pre-written, detailed description of the situation is provided along with role cards and allotted tasks. This is preceded by the teacher chooses specific vocabulary and language structures to be rehearsed and reinforced through the role play (Jung, 2008).
Tableaux	Tableaux is essentially a still image depicting a dramatic moment. It is created by participants using their body, facial expressions, hand gestures, body posture and can be best explained as a "frozen moment" (Hertzberg, as cited in Reed & Seong, 2013, p. 97).
Teacher-in-role	Teacher-in-role as a situation when "the teacher takes on a role and joins the drama fully" (Winston, 2012, p. 152). These roles can be of various statuses. However, teacher-in-role typically has the teacher undertaking less powerful roles and pleading with or requesting from the students some form of assistance (McGeoch, 2012).
Thought-tracking	Thought-tracking usually takes place after a Freeze Frame/ Tableaux has been created. Once the participants have taken their positions in the Freeze Frame/Tableaux, they are supposed to verbalize the inner thoughts of their character when tapped on the shoulder. Thought-tacking can be followed by extended Improvisation. Thought-tracking can enable the participants express their understanding of the situation verbally without having to rehearse; it also increases their confidence in speaking in front of others and can help them transition into longer improvisations (Farmer, as cited in Drama Strategies).
Voice-over	(See Narration)

Writing in role	Writing in role involves the participants undertaking a writing task from the perspective of the character. This usually takes the form of journal/diary entries, letters, emails, petitions, newspaper articles, and letters to the editor, etc. Writing in role is said to provide affective and cognitive engagement that enables the learners to write effectively and produce longer texts that are marked with richer vocabulary, better understanding of issues, and insights that are emotive and expressive (McNaughton, 1997). Additionally, writing in role is said to increase learner motivation by providing a context that has personal significance for the learners and through opportunities for multi-modal composition (Cremin, Goouch, Blakemore, Goff, & Macdonald, 2006)

Note. The word 'participant/s' is used to refer the real-life identity of the participants while the word 'character' refers to the fictional role that the participants have undertaken in the drama.

Some of these techniques (See Table 4) such as Improvisation, Hot Seat, Conscience Alley, Freeze Frame/Tableaux, Thought-Tracking, Role on the wall, Situational Role-play, Simulation, and Debate (Reed & Seong, 2013) provide multiple situations where the advantages of drama in education can be experienced. Other activities such as Flashback, Fast Forward, Freeze Frame/Tableaux, Replay and 'Play within a play' (See Table 4) manipulate time and enable the participants to change the order of events and observe non-linear perspectives. Others, such as juxtaposition, retelling, and altered casting (See Table 4) enable the analysis and depiction of alternate scenarios and multiple possible conclusions to events. Additionally, the detailing and nuances of events can be controlled through techniques such as concealment and adding extra levels of meaning through the use of voice-overs, narrations, and Thought-Tracking (See Table 4).

Drama-in-CLIL. Researchers and language educators have begun to attempt to connect CLIL and drama in EFL Education. Muszynska, Urpi, and Galazka (2017) state that drama as a methodology naturally encourages content-based learning. Hillyard (2010) argues that there is a link between features of drama and the following CLIL components –Contix (the content), Lantix (the English/second language aspect), Learntix (learner training), Learning outcomes, and Engagement. She explains this link by providing a comparison of drama and CLIL to highlight the different features of drama that fit into the five components of CLIL (Hillyard, 2015). This

comparison is presented in Table 5. Additionally, Hillyard (2015) states that while the subject

matter of CLIL and sometimes dry and boring for the learners, drama effectively introduces an

affective and physical involvement with the subject matter.

Table 5

Comparison of CLIL Component and Drama Forms

CLIL Component	Drama
Cultix	Embedded.
Culture	Exploring other cultures/habits/behaviors/stereotypes
Learntix	Embedded.
Learning	Reflection/ thinking skills esp. critical/ creative/ analytical/ interpretative/ metacognition/ learning to learn
Entix	Embedded.
Environment	Exploring global issues/ environmental problems
	Creating an artistic environment for all in schools/ institutions
Contix	Embedded.
Content	Literature of Drama/Stories
	Cross Curricular such as History, Science
	Mantle of the Expert
Lantix	Embedded.
Language	ESP through role play
	Conversation/ negotiation/ functions/ register/ pronunciation/ modulation/ diction
Engagement	Embedded.
	Personal experience/ imagined experience/ play/ self-exploration and development
Learning Outcomes	Embedded.
	Scaffolding
	Comprehensible Output
	Published in the public forum of production (written, spoken, web)

Note. Adapted from "Drama and CLIL: The power of connection" by S. Hillyard. In S. N. Roman & J. J. T. Nunez (Eds.), *Drama and CLIL: A new challenge for the teaching approaches in bilingual education* (p. 25-46), Bern: Peter Lang. Copyright 2015 by Peter Lang AG.

Muszynska (2012) explains that this connection between Drama and CLIL entails two aspects. Firstly, both are viewed as motivating factors in the classroom. Secondly, both are holistic in nature as they involve the whole learner in the learning process. Another argument by Muszynska (2012) is that CLIL and drama also share the following characteristics: – context and problem-focused approach, increasing analytical/critical/interpretive skills, encouraging creativity and increasing learner motivation through greater learner autonomy, cross-curricular nature, expansion of linguistic functions, and the significance of a comprehensible output. Jiménez, Muszynska and Romero (2014) argue that the integration of CLIL and drama encourages the students to engage profoundly with the themes and characters of the context while at the same time stimulating communication skills and extending the language functions utilized in the classroom. They also concluded that the aforementioned advantages led to a considerable increase in student motivation in their study. Another shared aspect between drama and CLIL is combination or integration (Garipova, 2015) as both combine written and oral language in a natural way. Garipova (2015) also asserts that a combination of drama and CLIL promotes implicit as well as explicit learning of the target language and its vocabulary in addition to learning the subject matter.

Hillyard (2015) provides specific process drama conventions that she deems useful for a CLIL context. These are improvisation, Teacher-in-Role, Tableaux, Freeze Frame, Throught-Tracking, Narration, Writing in Role, Hot-Seating, Role on the Wall, Forum Theatre, Reflective Discussion, and the Mantle of the Expert. A description to these conventions can be found in Table 4 on page 17.

A comprehensive understanding of Drama and CLIL can be achieved through the Drama and CLIL framework (see Figure 1) by Galazka (as cited in Muszynska, Urpi & Galazka, 2017, p. 184). In the Drama and CLIL framework, Drama is stated to integrate "four contextualized building blocks: content (subject matter), communication (language learning and using),

cognition (learning and thinking) and culture, and acknowledges the symbolic relationship that exists between these elements" (Muszynska, Urpi & Galazka, 2017, p. 184).
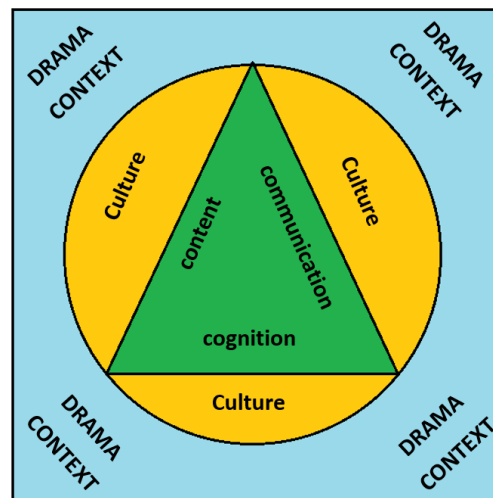
*Figure 1.*Drama and CLIL Framework. From "Teacher Education Through Drama. CLIL in Practice in the Spanish Context", by Muszyńska, A., Urpí, C., & Gałązka, A., 2017, *Estudios sobre Educación*, 32, p. 184. Copyright (2017) by Muszynska, Urpi & Galazka.

Drama in EFL education. Numerous prevalent and popular teaching methodologies in English as a Foreign Language/English as a Second Language (EFL/ESL) classrooms tend to focus on just vocabulary and grammar with respect to language. Such methodologies lead to learners becoming passive consumers of information without being able to engage with the information at an affective level. The consequence of this is what some researchers refer to as the 'disembodied language'.

Jenson & Hermer (1998) describe a personal experience in which "all the vocabulary and grammar was in our heads and not in our arms, mouths, eyes or feet. Such a disembodied language is regrettably quickly forgotten" (p.178). The solution to this, perhaps, lies in changing the teaching methodology of introducing language in the EFL/ESL classrooms. One such methodology is the use of drama which provides opportunities for the affective engagement of learners with the text through tasks that utilize different techniques and features of drama.

Some researchers argue that drama could be the answer to the problem posed by the 'disembodied language'. Kranz (1998) contends that "disembodied words or sentences don't get

learners anywhere. A foreign language must be brought to life in situations by gestures, by handling or touching things, by actions and incidents, by dramatization … and games" (p.3). Hence, the use of drama as a method and medium to revitalize an EFL/ESL classroom seems feasible.

The use of drama in the EFL/ESL classroom relies on a variety of characteristics and features of drama as a teaching methodology. Firstly, drama offers affective engagement with the text. Heathcote and Bolton (1998) state that the "main purpose of drama is to train pupils to look beyond the surface action" (p.160). Drama exposes the learners to not merely surface information but a multi-layered experience where each learner can actively engage with the subject and arrive at personal interpretations for it. Hawkins (as cited in Heathcote & Bolton, 1998, p.159) argues that drama "is language 'exposure' rather than language 'study'. It promotes [the] skills and confidence" of the learners. This exposure takes place through multiple target language encounters (Kao & O'Neill, 1998).

Next, drama enables conscious control and manipulation of specific cultural aspects such as sub-texts, innuendoes and etc. which include fictional constructions specifically for providing material for analysis. Such specific focus and isolated analysis are not possible in real-life situations. Thereafter, drama provides an opportunity to break the linearity of time by revisiting events and analyzing specific cultural practices and beliefs through the use of dramatic techniques like time freeze, flashback and replay. Finally, drama activities in the classroom function on the concept of obliqueness whereby the focus of the activity is not on the central act being performed but on the implications of that act.

Winston (2012) also presents some advantages of using drama in the second language classroom. Firstly, drama encourages students to experiment safely by providing them with alternative identities thereby enabling them to view and perceive themselves differently. Such experiences can elevate their sense of self, heighten the perception of their status in the classroom, and encourage them to find a new voice while enjoying the safety provided the mask

of a different identity (Palechorou & Winston, 2012). Secondly, the use of drama in the classroom creates an 'affective space' which becomes a psychic space where the students are engaged emotionally with the thrill, tension or enjoyment of a developing story. Thirdly, drama projects can bring a feeling of authenticity to the communication process in a language classroom by introducing situations that are dynamic and feel real.

Another key benefit of the drama pedagogy is the acknowledgment of the importance of the body in the learning process. Drama not only channelizes and liberates the body's energies which are conventionally viewed as a distraction, but it also utilizes the communicative potential of the body via 'paralinguistic' or non-verbal signs. Additionally, the drama pedagogy is social in nature and hence provides opportunities for group interaction, coordination, cooperation, and teamwork. Finally, and perhaps most importantly, drama is a multimodal form of pedagogy that can stimulate the visual, auditory and kinesthetic aspects of learning thereby providing learners with greater options for participating in and engaging with the process. This multimodal engagement occurs because the process of drama creation requires the participants to continually "listen, speak, read, and write attentively in order to respond to each other and contribute ideas to the story or task at hand" (Reed & Seong, 2013, p.93). Muszynska, Urpi, and Galazka (2017) explain that engaging in drama activities gives rise to the need for language use as when learners engage in drama activities communication becomes both important as well as unavoidable.

Various other studies and research have also established that drama is useful in improving language learners' oral fluency, vocabulary scope and use, spontaneity, articulation, grammatical structures, and awareness of language registers and genres on one hand and increased confidence, self-esteem, creativity, responsiveness, and motivation to learn on the other hand (Dodson, 2000; Gaudart, 1990; Kao et al., 2011; Podlozny, 2000; Tseng, 2004). Studies have also shown that an increase in learner motivation was accompanied by a post-process positive learner attitude about the usefulness of drama in learning English (Kao & O'Neill, 1998; Raquel, 2011; Tseng, 2004). Chang (2012) cites Winston (2004) to propose another advantage of using drama in the language

classroom in the form of stimulation of higher order thinking skills. Winston explains that drama

can provide engaging contexts for the stimulation of higher order thinking skills specifically the

"skills of inferring meaning from text, of critically engaging with it, and of expressively

articulating it" (Winston, 2004, p.26). The critical engagement can lead to the development of

critical thinking skills (Bailin, 1998) as drama can create contexts that provide the learners with a

critical challenge that makes them draw upon a variety of intellectual (and linguistic) resources to

come up with a critical response to that challenge.

Considering the features and advantages of drama in EFL education, drama in EFL

education offers a very vast spectrum of activities and approaches. Kao & O'Neill (1998) propose

that this spectrum can be arranged in a continuum that ranges from completely controlled

language exercises and scripted role-plays, via semi-controlled scenarios, to the variety of open

communication as seen in process drama (see Figure 2).

Closed/Controlled   Semi-controlled   Open Communication

Scripted role-play   Dramatized Story   Language Games   Simulations   Improvisational role-play   Scenarios   Process Drama
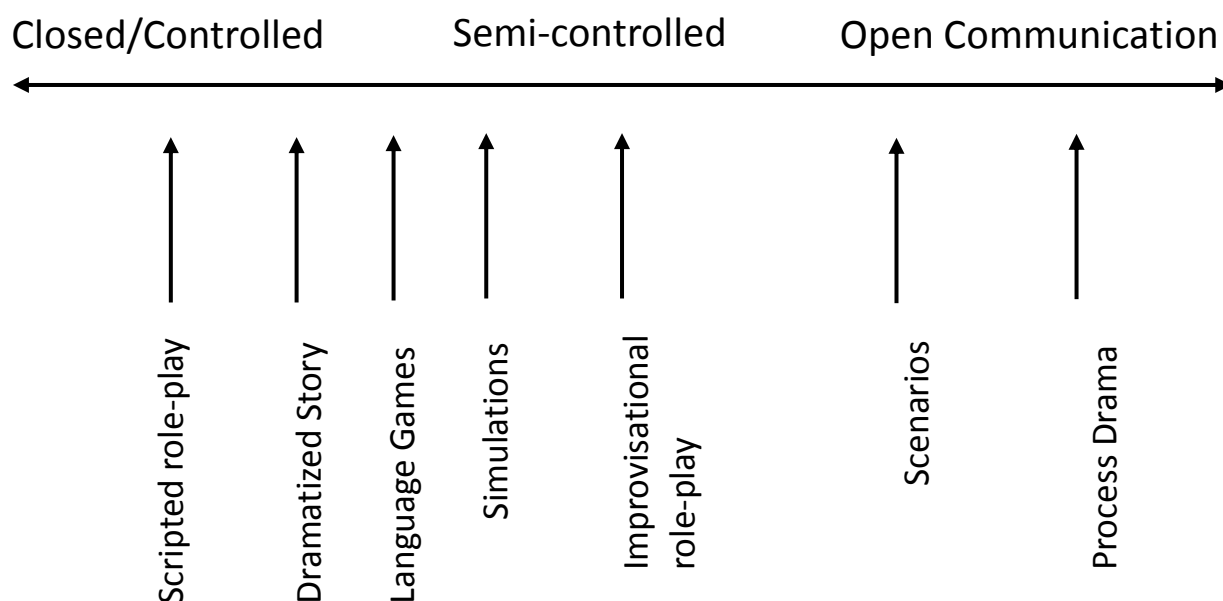
Figure 2. Continuum of Drama Approaches for L2 teaching and learning. Adapted from *Words into worlds: learning a second language through process drama* (p. 6), by Kao, S., & O'Neill, C., 1998, Stamford, CT: Ablex Publishing Corporation. Copyright 1998 by Ablex Publishing Corporation.

While controlled activities focus on accuracy by having the learners recite, repeat, and

practice specific lines, idioms, or linguistic structures and may provide decreased language

anxiety due to the use of a role, they are nothing more than drills with expected responses and hence lack any semblance to real-life, authentic communication. Moreover, the lack of self-generated communication may lead to low level of language retention and transfer (Kao &O'Neill, 1998). Semi-controlled approaches provide a scope for improvised role-plays and scenarios, focus on fluency and authenticity, and provide learners with greater decision-making power. Finally, the drama approach characterized by the most open communication is process drama. Recent research (Weltsek-Medina, 2007; Donnery, 2013; Bowell & Heap, 2013) has proposed that process drama can be an ideal meeting point for CLIL and drama in EFL education.

Process drama in EFL education. The term "process drama" emerged in the early 90s among drama educators in the USA and Australia so as to be able to differentiate the open-communication drama approach from the controlled and semi-controlled drama activities (Kao & O'Neill, 1998). In Britain, the term 'educational drama' is synonymous with process drama.

Key characteristics. Process drama is marked by some key characteristics. The chief and defining characteristic is a lack of a formal, external audience. In process drama, the participants themselves constitute the audience. Bowell and Heap (2013) define process drama as "a type of drama in which performance to an external audience is absent but presentation to the internal audience is essential" (p. 6). Another trait is that process-drama constitutes of a series of episodes which can be improvised or rehearsed. Consequently, process drama takes place over a long time period and is categorized as an approach instead of a short-term drama activity. Additionally, process drama is always learner-negotiated whereby learners collaboratively create text to add details to the pre-planned drama structure thereby providing them with a sense of ownership of the learning process (Stinson & Freebody, 2006). The process drama approach in an EFL context can be described as a coloring book; the curriculum/instructor may provide a skeletal outline but it is the learners who add volume through their own details and texts. Other chief characteristics include active identification with and exploration of fictional roles and situations by the group, meaningful language use which focusses on problem posing and resolution, and the involvement

of the whole group in the same drama project. Finally, a process drama does not begin from a pre-written script or situation. Instead, it begins with a theme or situation that engages and challenges the participants to create their own specific situations, storyline, and roles (Kao & O'Neill, 1998).

Regarding the goals of process drama in a second language classroom, Kao and O'Neill (1998) propose that process drama aims to "increase the fluency and confidence of the students' speech, to create authentic communicative contexts, and to generate new classroom relationships" (p.15). Concerning learner involvement, a process drama approach usually begins with involving large groups such as the entire class and as the process develops there is greater involvement of pair work or small group work. The teacher often becomes 'teacher in role' to build the context and the setting and to direct the process, if required. Process drama entails numerous language activities such as "interviewing, collaboratively creating roles and relationships, explaining, describing, persuading, sequencing ideas, questioning, and reporting" (Stinson & Freebody, 2006, p.35).

The main components of a process drama approach for EFL education are: introduction, contexts, roles, 'teacher in role', dramatic tension, negotiation, non-verbal activities, questioning, and reflection (Kao &O'Neill, 1998). Some effective methods for introducing/launching the drama include pictorial representations such as pictures and maps, newspaper headlines, letters, or works of literature, radio announcements, video clips, and opening address or appeal by 'teacher in role'. Contexts in process drama can be of three types: serious 'realistic' situations, familiar contexts, and completely fantastic. While a fantastic, "make believe" context is recommended for younger learners, adolescents and young adults should be provided with realistic contexts so as to overcome any negative attitudes and enable them to recognize the utility of drama. Older adults are best exposed to familiar yet playful contexts (Kao & O'Neill, 1998).

Roles within process drama usually begin with group roles where a rough concept is provided to the learners and then they shape and create individual characters through discussions in groups. While the learners can be provided with roles, they should be given liberty to develop their roles and add details and nuances to them as desired (Kao & O'Neill, 1998). Through improvisation, participants create fictional worlds and undertake roles which are developed through answering who, what, where, when, and why a character exists. As a formal, written script is absent in process drama, the character's personality traits, actions, and motivations behind the actions are not predetermined but are shaped by the participants, and often their lived experiences (Weltsek-Medina, 2007). Roles developed by one group may be different from those developed by another group. Roles in process drama provide new linguistic possibilities and help the learners in transcending their limited social roles and students in the classroom. Developing roles supports the learners by providing them with a chance to prepare for the upcoming role-plays and improvisations, and in overcoming their incompetence and insecurities in using the target language. Since these roles are developed through group discussions, each individual contribution to the discussion belongs to the whole group thereby enabling less proficient students to be a part of activity without exposing their weak areas and affecting their confidence (Kao & O'Neill, 1998). This group activity also supports those learners who might find it difficult to match the imaginative demand of a drama. Moreover, role-building/ character development makes demands on the speaking and listening skills of the learners.

Next, 'teacher in role' is a signature trait of the process drama approach. Winston defines teacher-in-role as a situation when "the teacher takes on a role and joins the drama fully" (Winston, 2012, p. 152). These roles can be of various statuses. However, as a tool for reorganizing the balance of power in the classroom and altering the usual power relations between teachers and students (Winston, 2012), teacher-in-role typically has the teacher undertaking less powerful roles and pleading with or requesting from the students some form of assistance (McGeoch, 2012). Bowell and Heap (2013) explain that such a role-choice for teacher-

in-role provides the learners with a sense of ownership of their learning process by being able to shape its direction. The purpose of 'teacher in role' is not to display acting skills but to invite the learners to enter and start creating the fictional world. The primary task of the teacher is to enable active participation of students. 'Teacher in role' ensures a 'no penalty' zone for the learners as not only are the students in their fictional roles but even the teacher is no longer just a teacher but a part of the fictional world thereby shielding the real identities of both the students as well as the teacher. Additionally, teacher-in-role also provides opportunities for the teacher to model specific speech and language as well as model particular behavior and paralanguage (Anderson & Dunn, 2015; McNaughton, 2004).

Another key quality of process drama is dramatic tension which refers to excitement that leads to greater intellectual and emotional engagement of the learners on one hand and evokes the use of language on the other. Dramatic tension is essential as it provides the impetus for action. Tension can be created through the ignorance of characters to a fact that is known to the audience or a struggle between the intentions of two characters; tension can be create through suspense as well as through pressure and resistance in the form of a dynamic confrontation or a subtle dilemma (Kao & O'Neill, 1998). 'Teacher in role' often provides this resistance through the teacher playing 'devil's advocate' (McNaughton, 2004). For example, if the learners are playing the role of immigrants who want to enter a particular country, the teacher-in-role can be an immigration officer who wants to stop the immigrants from entering the country. Such tension and conflict will require the learners to undertake tasks such as expressing sorrow or disappointment, discussion, negotiation, and pleading. Another example, can be if the learners are playing the role of tourists, the teacher can play the role of an old lady asking for directions, a person accusing them of robbery, or a lost child requiring protection. In each of these examples, the teacher-in-role was instrumental in changing the narrative of the story in a manner that introduces dramatic tension by presenting resistance, conflict, or a challenge.

The next characteristic is negotiation. Widdowson (as cited in Kao & O'Neill, 1998, p. 29) describes language as a process of negotiating meaning. McGregor, Tate, and Robinson (as cited in Kao & O'Neill, 1998, p. 29) also define drama as the negotiation of meaning. Hence, negotiation addresses both the linguistic and dramatic demands of the process and can take place either in-story, during the group discussions and group work, or in responding to the 'teacher in role'. Non-verbal activities, yet another characteristic of process drama, such as 'tableau' or 'freeze frame' can be useful in process drama as they can help learners visualize the scene before they are required to verbalize it. Such activities also provide opportunities for questioning activities.

Questioning is also a key characteristic of process drama. Unlike the conventional language classroom where the questions posed by the teacher are usually rhetorical or not 'authentic' as the teacher is usually already aware of the answer, questioning in process drama is crucial as the progress of the drama depends on the learners' responses to the questions posed by the 'teacher in role' or other characters (Kao & O'Neill, 1998). Questions can also be used to support the learners in developing their roles, using appropriate register, or draw focus to specific language features.

Finally, reflection is a method to draw the learners' attention to the learning that had occurred and to the importance of their achievements. Reflection can be used to resolve problems, review new vocabulary and progress, prepare for the subsequent drama stage, ascertain students' thought and feelings about the process and content, and check for comprehension and evaluate skills. Reflection does not have to take place only through a discussion. It can also be conducted through in-role interviews, freeze frame, and replay or non-dramatic activities such as mind-mapping, drawing, listing, or writing (Weltsek-Medina, 2007; Kao & O'Neill, 1998). Writing in role is a very useful aspect of process drama as the drama offers varying contexts and incentives to conduct writing exercises such as diaries, letters, maps, plans, official reports, posters, petitions, obituaries, and newspaper articles. Such activities can increase learner

motivation (Kao & O'Neill, 1998). Additionally, process drama provides a longitudinal continuity along which the learners can write the same writing assignment to trace the trajectory of events (such as diary entries, letters, or newspaper articles). Writing assignments in process drama also help in developing the learners' belief in the fictional world and their roles while providing them with both authentic and invented purposes to practice writing in English across various genres (Schneider & Jackson, 2000). Reflection can also be used for error-correction and learner self-evaluation.

      Phases of process drama. The process drama approach can be divided into three phases: Preparation Phase, Participation (Drama Scenes) Phase, and Reflection Phase (see Figure 3).

Figure 3. Three phases of process drama. Adapted from *Words into worlds: learning a second language through process drama* (p. 119), by Kao, S., & O'Neill, C., 1998, Stamford, CT: Ablex Publishing Corporation. Copyright 1998 by Ablex Publishing Corporation.

      The preparation phase usually comprises of preparatory activities to introduce and discuss relevant vocabulary language structures, genre as well as the contextual background or scenario of the drama (Kao & O'Neill, 1998). Apart from introducing new and relevant information, the preparation phase can also comprise of activities for schemata activation. The performance phase and the reflection phase comprise of activities described in the preceding subsection of this paper: Key characteristics.

      Benefits of process drama. Concerning the benefits of process drama, research in the field has established that when used in an EFL context, process drama produces desire to communicate within the learners due to the use of *personae*/role, realistic setting, and dramatic tension (Piazzoli, 2011). Additionally, a process drama approach to EFL teaching and learning encourages spontaneous communication, reduces the degree of language anxiety, provides 'authentic' and varied contexts, enhances fluency, engagement, and motivation, and increases

confidence (Donnery, 2013; Piazzoli, 2011; Stinson & Freebody, 2006). In addition, since in many EFL contexts, the classroom comprises of a majority of their exposure to the target language, the ability of process drama to provide authentic real-life communication is extremely useful for English language learners (Kao & O'Neill, 1998). Another advantageous result of a process drama approach is increased trust amongst the learners, between the instructor and the learners, and in the group processes. This is attributed to the ability of process drama to provide "a safe physical, cognitive, and emotional space to express ideas in a foreign language" (Piazzoli, 2011, p.563). Kao & O'Neill (1998) argue that this mutual trust establishes a horizontal relationship between the participants which, according to Freire (as cited in Kao & O'Neill, 1998, p.2), is the basic need of a dialogue-based classroom.

Additionally, student involvement in negotiating and co-constructing the process drama enables the learners to understand the relationship between language and context along with providing the learners with opportunities to connect the language being learned to their own lives and to the world outside the classroom (Stinson & Freebody, 2006). Furthermore, regarding varied registers and genres, process drama exposes learners to linguistic diversity thereby moving away from a prescriptive approach that often describes a standard variety of language as the 'correct way' and non-standard varieties as the 'wrong way'. This is important because as the number of speakers of English as a second-language is overshadowing the population of native speakers, the center of English-speaking is moving from countries where English originated or is the dominant language (i.e., Australia, Canada, New Zealand, the UK, and the USA) to countries where English is spoken widely due to a colonial past (i.e., India, Nigeria, Singapore, the Philippines, and etc.) or where English is not only used for international purposes but also has an influence on identity construction (i.e., People's Republic of China, Japan, and Korea) (Kachru & Nelson, 2006). Lastly, awareness of linguistic diversity within English can increase learners' self-confidence and motivate them to view themselves not only as English language learners but also as English language users (Llurda, 2009).

Developing a process drama curriculum. Regarding developing a process drama curriculum, Kao and O'Neill (1998) provide some important pointers. Firstly, the initiation and beginning of the drama are extremely crucial as they will determine the follow-up activities. Next, the context must be chosen carefully as it determines the authenticity of the task and consequently the involvement of the learners. Providing the learners with a wide range of roles is also crucial as this will enable them to break out of the classroom roles. Moreover, 'teacher in role' can be used to effectively launching the drama, challenging the learners, and steering the development of the work. Finally, questioning can help the teacher to set and alter the boundaries of the fictional world.

In terms of syllabus, Kao & O'Neill (1998) recommend that a combination of pre-decision and concurrent decision should be used. Pre-decisions are components that have been decided at the time of the creation of the syllabus and concurrent decisions are components that are decided during the execution of the syllabus – mainly through learner-collaboration. The first decision that needs to be made is with respect to the orientation of the syllabus: a syllabus can either be theme-oriented, language-oriented, or a combination of both. Theme-oriented is recommended for content oriented and 'whole-language' courses whereas language-oriented syllabus uses a meaningful context to apply particular linguistic features.

The second decision should be regarding the outline of the units or lessons. Either all the topics can be pre-selected or they can be decided during the course of execution by considering factors such as learners' needs, interests, progress, challenges, and so on. In either case, each drama episode must be structure by the teacher in advance. This structure includes – context, roles, possible developments in the episodes, and the amount and nature of linguistic items to be introduced.

The third decision is regarding the flexibility of the syllabus. Although it is impossible to predict the actual outcome and details of the drama episodes, it is imperative to create the

aforementioned structure. However, such a structure should be created while leaving scope for learner-negotiated modifications and development as *unpredictability* is key to process drama.

Process Drama in CLIL. The goal of a process drama is often the learning of a subject or topic. Weltsek-Medina (2007) explains that a variety of subjects, such as history, social studies, literature, language arts, and even mathematics and science, can be explored through process drama. The use of process drama makes the process of learning about the subject more alive, relevant, and unforgettable, and adds a human dimension to the subject matter (Weltsek-Medina, 2007). Bowell and Heap (2013) explain that the first important principle in planning a process drama is the theme/learning area which refers to the content – a must for a must. They explain that this content can be any subject or topic from the curriculum.

Process Drama and Global Education in EFL. Research on the intersection of Process Drama and Global Education in EFL is extremely limited. However, Kawakami (2015) two primary benefits of such a combination. Firstly, as the characters played by the students have different perspectives, the students are exposed to a multi-dimensional perspective of the global issue. Secondly, as process drama takes place over an extended period of time, engaging with the theme, story, and characters for a long period of time leads to deeper learning experience for the students. Additionally, Donnery (2013) states that a process drama approach to teaching global issues can increase the learners' sense of global awareness.

Summary. These conclusions regarding the importance and usefulness of drama in EFL-education and particularly a process drama framework are important for the global EFL context. However, with its emphasis on oral fluency, motivation, and global awareness along with encouraging positive affective engagement, this approach becomes extremely relevant in a country where communication skills and learner motivation are central concerns in the EFL education context. This country is Japan.

Japan: English Language Education, Global Education, Drama in EFL Education, and

Process Drama

In Japan, education has traditionally been based on the teachings of Confucius. Due to the adherence to a Confucian-influenced education, "learning strives to imitate the correct form by mastery through the pursuit of perfection" (Donnery, 2013, p. 49). Only after mastery has been achieved is creativity permitted. This adherence reflects itself in a plethora of aspects of the Japanese society including English language education through the popularity of audio-lingual drills and the grammar-translation method.

When Japan was forced to open its doors to the world in the nineteenth century, language educators from Europe and North America introduced English language teaching in Japan (Seargeant, 2011). With this came the introduction of the Grammar-Translation Method to Japan for English Language Teaching/Learning. Friedman (2015) explains that the English language teaching methodology of the Meiji era was the result of a process of educational transfer and adaptation. Educational transfer is defined as "the adoption of foreign educational models or methodologies that are adapted or 'indigenized' to better suit the culturally specific requirements of the host society" (Friedman, 2015, p. 3). In the case of Japan, this process led to the creation of the *hensoku* technique which was a hybrid technique that borrowed aspects of the European Grammar-Translation method and the *yakudoku* (reading-translation) method that was used for reading Chinese in Japan (Friedman, 2015). However, as Donnery (2013) points out, this method is suitable and possible for use between language families that are linguistically close or similar. Consequently, when applied to a language as dissimilar as English and Japanese, the Grammar-Translation Method was bound to fail. However, despite more than a century of futility, the grammar-translation method continues to enjoy popularity in Japan (O'Donnell, 2003). After the post-Second World War American occupation, the audio-lingual method was introduced in Japan (Koike & Tanaka, 1995). As the grammar drills and repetitions that make up this method

resemble the Confucian-model of learning, the audiolingual method also enjoys popularity in Japan.

In the Japanese educational context, language education is often surrounded by a perpetual debate due to the variety of contexts in which language is learned. These range from pre-school education to adult education, from institutions within the Japanese education system (such as elementary schools, junior high schools, and senior high schools) as well as those outside it such as English conversation schools and Business English courses for business companies (O'Sullivan, 1992; Leachtenauer, 2015; Smiley & Masui, 2008; Wordell, 1985).

Another factor that contributes to this debate is the dichotomy between the national policy on English education and the reality of the practical implementation of these policies in English language instruction in schools and universities (Glasgow & Paller, 2016). Hansen (1985) explains, ″the national and local governments provide the framework… within which learners and teachers come into contact″ (p. 148). The previously mentioned dichotomy can be observed in the national education policy.

The 2002 *Course of Study* documents that "lay out the national curriculum for primary and secondary education as prescribed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)" (Seargeant, 2009, p. 50) focus on developing English education skills. Additionally, a similar impetus can be found in the *Action Plan* by the MEXT in 2003, which aspired to cultivate ′Japanese with English Abilities′ (MEXT, 2003) with the word ′communication′ being used 41 times (McKenzie, 2010). In 2014, MEXT released the most recent initiative for expanding English language education to elementary schools under the *English Education Reform Plan Corresponding to Globalization* (MEXT, 2014). In contrast to these guidelines, the target of English language instruction in Japanese schools is the English that appears in the entrance examinations that are essential for entering higher education in Japan. According to Shillaw (2004), almost all Japanese universities insist on compulsory English examinations, based on the assumption that students require developed English skills in order to

access academic literature in English. McKenzie (2010) explains that these examinations emphasize reading, writing and grammar and neglect oral-aural skills. As a result, a large portion of the time at the secondary level is directed at imparting ″examination English″ (Neustupný & Tanaka, 2004), popularly known as *juken eigo*. This influence of testing which has an impact on teaching and learning is referred to as washback (Cheng & Curtis, 2004). Washback can be further explained as the intended or unintended/accidental effect of testing on the attitudes, behavior, and motivation of teachers, learners and parents that makes them do things which they would not otherwise do to promote or inhibit language learning (Messick, 1989; Pearson, 1988; Cheng, 2005). Thus, while MEXT is making attempts at transitioning from a conventional Grammar-Translation to a relatively communicative approach for language teaching, the predominant importance of the university entrance examinations pressurizes English language teachers as well as students to focus on examination-specific English for which they adopt a traditional Grammar-Translation method (Glasgow & Paller, 2016; O'Donnell, 2003).

This dichotomy in the national education context is crucial as this contradiction affects three aspects of English education in Japan. Firstly, this national education context explains the failure of the new education policies by MEXT. While at a macro policy level, there has been a conscious move towards communication-oriented teaching, the actual classroom teaching continues to use cramming techniques derived from the Grammar Translation Method as teacher performance is judged on student examination results (Glasgow & Paller, 2016; Baldauf, 2006; Koike & Tanaka, 1995). Secondly, the effectiveness of English education at the secondary level is undermined by the misplaced focus on examination English instead of focusing on the prescribed communicative approach (Glasgow & Paller, 2016). Finally, when the learners enter university, they face a significant learning gap as the universities expect them to be a part of English classes that demand high levels of communication and interaction (Hansen, 1985). The learners realize that their speaking and listening skills are insufficient for these classes. Additionally, since the primary objective for studying English for Japanese learners of the

English language is the university entrance exam, there is a loss of motivation to study English once they have entered university (O'Donnell, 2003). So, it can be concluded that some of the major weaknesses or challenges of Japanese university-level EFL learners are lack of communicative fluency, low motivation levels, lack of affective engagement with the learning process, and disconnection from a sense of global awareness (Donnery, 2013).

Comparing abovementioned needs of Japanese university-level EFL learners regarding communicative fluency, motivation, and affective engagement with the advantages of Drama-in-Education and Drama-in-EFL education (as mentioned in the Drama-in-Education section of the literature review) suggests that a drama-based approach to English Language Teaching would be ideal for Japan. However, there seems to be some reluctance in using a drama-based pedagogy in EFL classes at the university level in Japan (Donnery, 2013). Donnery (2013) mentions some practitioners of such a pedagogy for teaching English. Mr. Charles Kowalski at Tokai University incorporates role-play and storytelling in his peace studies class. Yuka Kusanagi (associated with Akita Prefectural University and Rikkyo University) also incorporates drama in her English classes and states that elements of the drama pedagogy can be connected to experiential learning, holistic learning, multiple intelligences, cooperative learning, and inter-subjectivity. Dr. Yasuko Shiozawa from Bunkyo University uses a drama-based pedagogy for seminar classes of third and fourth-year students. Mado Hidaka of Kyoto Women's University uses drama as a pedagogy for interpretation seminars targeted at training tour-guides in English. Kobayashi (2004) laments that although theatre is present in Japanese education through theatre/drama clubs, which she refers to through the term 'Gakko-geki', wherein students put up plays and performances, drama as process-oriented approach within classrooms is largely absent.

With respect to process drama in EFL teaching, there are even fewer practitioners in Japan. According to Donnery (2013), Dr. Toyoko Shimizu was the pioneer in this field in Japan whereby she produced material in the 1990s to argue in favor of the validity of a process drama framework. She has prepared a famous seminar for trainee English teachers that uses drama for

teaching oral English. Dr. Naoko Araki-Metcalfe has used process drama to teach English to elementary school students at the Tokote Elementary School in Fukuoka. Araki-Metcalfe (2008) found that process drama provides learners with a higher degree of engagement and participation in the process of learning which increases the motivation of Japanese learners of EFL and enhances their social, communication, linguistic, non-linguistic, and problem-solving skills. Araki-Metcalfe (2006) also reported on the acceptance of the process drama approach by Japanese elementary school students. Dr. Eucharia Donnery has used a process drama approach to teaching English to students at the Kwansei Gakuin University making her one of the two individuals in Japan to have applied a process drama framework at the university level in Japan (Donnery, 2013). The second person to use process drama with university students is Aya Kawakami who used process drama for EFL discussion classes at Nanzan University (Kawakami, 2015). Kawakami's experience with Japanese first and second year university students reflected that the students showed active engagement with the process and willingness to ask questions and make opposing or negative comments. Additionally, class attendance improved (Kawakami, 2015).

While, as just mentioned in the preceding paragraph, one can find only a limited number of antecedents of the use of process drama for English language teaching in Japan, Donnery (2013) argues that this approach is appropriate for the Japanese ELT context and that using process drama as a framework meets the needs of Japanese university EFL learners in four key areas – fluency, motivation, global awareness, and affective engagement. Firstly, a process drama framework orchestrates a move from passive learning style to an active approach to English learning which activates the learners' dormant English language skills and facilitates the development of their communicative skills via active self-motivated research which leads to increased fluency in English. Secondly, changes instrumental, test-focused motivation into integrative motivation whereby students actively search for information to be used in the next

class. Thirdly, a process drama project deepens the learners' affective engagement with the process of language learning (Donnery, 2013).

Another reason that Donnery provides regarding the appropriateness of a process drama approach to the Japanese EFL context is that a process drama-based pedagogy is extremely similar to the system of teaching at the elementary schools in Japan. The similarities include placing the learner at the center of the process, making the learners work in small groups, and attaching importance to group reflection. This connects the learners to the starting point of their education; much before the test-oriented and mechanical teaching of the junior high schools and high schools eroded their excitement and motivation levels.

Based on the literature review a drama-based approach or a process drama methodology can be presented as relevant solutions to the Japanese university-level EFL learners' needs regarding communicative fluency, motivation, and affective engagement. However, the fourth of the four needs presented by Donnery (2013) regarding disconnection from a sense of global awareness still remains unanswered. This can be addressed through global education. Concerning global education in Japan, Fujikane (2003) that although limited, an influence of global education can be seen in topics such as international understanding, information technology, and environment that have started being addressed under the integrated study period in schools. Nakamura (2002) provides an example of a study of Japanese university students involved in an English as an International Language (EIL) global education class. The study concluded that Japanese university learners involved in global education through English displayed a positive response to such as program as well as an increased sense of confidence in their English communication skills (Nakamura, 2002). As Donnery (2013) used global issues as the topic for her process drama-based classes, she asserts that a process drama approach which engages with the topic of global issues develops the learners' global awareness through English and the possibility of the learners' participation at a global stage.

Conclusion

In an increasingly globalized world where positive and negative phenomena affecting humanity are having a widespread impact on the human society, there is a need to equip the youth with the knowledge and skills that will be required to survive in and protect our interconnected planet. Possible responses to this challenge are being suggested in the form of educating the youth about the global issues through global education and connecting people across the world through language education. However, apart from the knowledge and skills, there is also a need for holistic, motivated and confident individuals. A review of existing literature has suggested that an education model which is a fusion of global education, EFL education, and drama pedagogy might offer an answer to the present challenges by catering to the knowledge, skills, and affective needs of the learners in universities across the globe. The literature has also conveyed that in the context of Japanese university-level EFL classes, there are four primary needs of the Japanese learners: lack of communicative fluency, low motivation levels, lack of affective engagement with the learning process, and disconnection from a sense of global awareness. This literature review has presented that CLIL and process-drama with global issues as the subject matter might offer an effective response to the needs of the Japanese university-level EFL learners.

The Purpose of the Study

The review of the literature revealed that although the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has been making efforts to encourage a communication-based approach to English language teaching in Japan to cultivate 'Japanese with English Abilities', the influence of the importance attached to entrance examinations has led to a misplaced focus on examination English resulting in the failure of MEXT's policies and low self-esteem and motivation in the learners (Glasgow & Paller, 2016; McKenzie, 2010; MEXT, 2003; O'Donnell, 2003). Furthermore, some infamous characteristics of Japanese English language learners are lack of communication fluency, lack of affective engagement with the learning

process, and disconnection from a sense of global awareness (Donnery, 2013). The literature

review has also revealed that these shortcomings can be addressed through the use of drama-in-

English education (Chang, 2012; Winston, 2012) and CLIL (Lasagabaster, 2011; Pinner, 2013).

Additionally, global awareness can be increased through selecting Global Issues as the main

theme for the content of a course (Alsaidi, 2015; Cates, 1990). A feasible medium that can

combine drama-in-English education and CLIL with focus on Global Issues is process drama

(Donnery, 2013; Kao & O'Neill, 1998). The objective of this Teaching and Learning Project is to

develop a process drama based, Content and Language Integrated, English as a Foreign Language

course on Global Issues for upper-intermediate level Japanese university-level students. The

intention is to increase the affective engagement of the learners in the process of language

learning through multimodal process drama activities which analyze different aspects of global

issues.

Significance of the Study

By merging the three fields of EFL education, Drama in Education, and Global

Education, this Teaching and Learning Project will present a potential alternative to conventional

approaches to instruction and learning in the EFL classroom. This Teaching and Learning Project

will raise awareness of the learners about global issues and develop their skills for researching,

summarizing, presenting, question generating, and group interaction. Finally, since learner

motivation and affective engagement is a concern in the Japanese EFL context, the curriculum

proposed in this Teaching and Learning Project will aim to increase learner motivation by

providing opportunities for learners to engage both effectively and affectively with the English

language as well as the content theme of global issues.

Methodology for Needs Analysis

In order to investigate the needs of Japanese upper-intermediate level university students

regarding learning about global issues in an EFL classroom and the use of drama for this purpose,

a needs analysis study was conducted. The participants in the study, the procedure and methods of data collection are explained in the subsequent section.

Participants

The total sample size for the needs analysis study was 78 participants. These 78 participants comprised of 3 categories – Teachers (T), Student Group 1 (S1), and Student Group 2 (S2). T comprised of six teachers at Soka University. These teachers teach EFL courses or Content-based EFL courses to undergraduate students at Soka University. This group was included so as to provide an insight into the existing classroom practices and teachers' beliefs and attitudes about the variables under consideration. S1 comprised of 68 university students of courses at World Language Centre at Soka University. These students represented the target group of the Teaching and Learning Project – upper-intermediate level university students in Japan. The last group, S2, would comprised of four Soka University international students who are non-native speakers of English and who participated as staff of the World Language Centre for the Kansai Soka Global Camp 2016. These students participated in a dance-drama on a global issue that was directed by the investigator. Consequently, this group represented participants of a learning project through drama and were able to provide information about students' opinions and reactions upon being exposed to a process drama pedagogy.

Data Collection

The needs analysis portion of the Teaching and Learning Project was a mixed methods approach where qualitative and quantitative data were collected and analyzed concurrently (Ivankova & Cresswell, 2009). A significant portion of the mixed methods approach was qualitative as it analyzed responses by T and S2 through semi-structured interviews and journal entries. The quantitative aspect included responses to survey questions by S1. The purpose of this mixed methods approach was to gather information from EFL teachers and university students regarding the existing practices, beliefs and attitudes towards CLIL (with specific focus on the topic of global issues) and drama pedagogy.

Methods. The following section describes the methods used for data collection. These include survey, interviews, and journal analysis.

Survey The quantitative technique that was employed in this study was a survey. The objective of surveys is to describe the characteristics of a certain population by examining a sample of that group (Dörnyei, 2007). This study surveyed 68 upper-intermediate level university students of Soka University as a sample of upper-intermediate level Japanese university students. The survey (see Appendix A) aimed to collect information from S1 regarding the attitude of university learners with respect to global issues and a drama pedagogy in an EFL class. The survey comprised of four parts (Part A, Part B, Part C, and Part D). Part A dealt with the past EFL learning experiences of the learners with a focus on the frequency of learning activities that they engaged in during high school. The respondents were required to mark their response on a 5-point Likert scale. Part A also had one survey item that asked for the respondents' opinion about the best way to learn about world affairs. Part B focused on the respondents' opinions and beliefs about studying global issues in an EFL class. The respondents were required to mark their response on a 5-point Likert scale. The survey items in Parts A and B were adapted from Dyer and Bushell (1996). Part C comprised of a checklist of global issues where the respondents were required to check five of the global issues that they were interested in. The items on the checklist were adapted from the list of global issues provided by Yakovchuk (2004). Part D focused on the respondents' beliefs and opinions about participating in drama activities in EFL and global issues classes. The respondents were, once again, required to mark their response on a 5-point Likert scale. The last survey item in Part D asked for reasons for the respondents' willingness, neutrality, or averseness to participating in role plays and skits in English classes. This was an open-ended response type item.

Interviews The qualitative aspect comprised of three semi-structures interviews. Interviews within the field of qualitative research are of three kinds – structured interviews, open interviews and semi-structured interviews (Dörnyei, 2007). Richards (2009) explains that in a

semi-structured interview, while the interviewer is sure about the topics that need to be covered, he/she is willing to allow the interview to develop in unforeseen directions so as to allow important discussions in new areas. Since the nature of inquiry that the investigator intended to conduct aligned to this explanation, a semi-structured interview was chosen as the preferred sampling technique.

The semi-structured interviews for the international students (S2) were divided into pre-process interviews (See Appendix B) and post-process interviews (See Appendix C). The pre-process interviews were conducted in the first two weeks of the drama-project and were divided into three parts. Part A had three items that focused on the interviewee's English language learning history, Part B had three items that enquired about their past engagement, if any, in drama activities, and their opinions about the use of drama in English classes along with one item that asked about their expectations from the drama project. Lastly, Part C had two items that focused on their experiences in group work in classes. The post-process interviews were conducted about two weeks after the performance and comprised of three parts. Part A had two items that focused on the interviewee's experience of the drama project. Part B had three items that enquired about the interviewee's opinion regarding the effectiveness of drama in understanding a global issue, in increasing English language abilities, and if they would prefer drama activities over conventional classroom activities such as reports and presentations. Lastly, Part C had two items that targeted their experience of working in groups during the drama project.

The semi-structured interview for the teachers (T1) was based on a semi-structured interview questionnaire (see Appendix D). This questionnaire comprised of eight questionnaire items. The first two questions addressed the teachers' past experiences, attitudes and beliefs regarding content and language integrated courses based on global issues. Item 3 was regarding their past experiences, attitudes, and beliefs about drama pedagogy. Items 4 and 5 addressed the existing practices or the classroom activities they employ. Item 6 addressed the potential

challenges a CLIL course poses to teachers. Item 7 dealt with challenges to teachers posed by a drama-based course. Item 8 enquired about their concerns regarding the need for special training to teachers for drama-based courses.

Journal Analysis The second qualitative technique that was employed was journal analysis. Burns (2009) explains that journals are an effective way to provide students' perceptions about the issues being investigated. Burns adds that journals can take a variety of forms – electronic word processors, electronic mail, voice recordings or handwritten in a notebook, loose-leaf, or diary. This study used electronic mail as the method for compiling the participants' journal entries. Raquel (2011) also used journal entries to analyze learners' perceptions about their participation in a drama project.

Journal Writing comprised of the S2 being provided with a format for journal writing (see Appendix E and Appendix F). The S2 then sent approximately 200 word reflective journals about their experiences in the drama project along with in-role diary entries through electronic mail. The purpose of this instrument was twofold – firstly, the reflective journal entries gave the participants an opportunity to reflect on the process while recording it for this study, and secondly, the in-role diary entries became a pilot activity to check if a process-drama pedagogy could also include writing assignments.

Ethical Considerations. All aspects of the data collection were conducted voluntarily and after receiving written consent of the participants. The researcher introduced the study and distributed the informed consent forms (see Appendix G, Appendix H, Appendix I, and Appendix J) to the participants. The participants were provided with detailed information about the study, the procedure of data collection and the participants' rights which included right to withdraw from the study at any point of time without any penalty. The participants were given time to read and sign the informed consent forms. The forms were signed before any data collection took place. Any personal information such as names was removed as soon as the required data for the

research was extracted from the raw data. All the data were stored in either a password-protected computer or a locked desk.

Limitations and Delimitations. This study faced some significant limitations. Firstly, while the teachers being interviewed are qualified to respond to the language teaching and content aspects of the question, not all of them specialize in a drama pedagogy. Secondly, 68 students might not be a sufficiently large sample to represent university students across Japan. Additionally, due to the institutional philosophy that emphasizes world peace and nurturing global citizens, Soka University students might display higher interest in investigating global issues which might not be characteristic of all university students in Japan. Finally, the students in S2 are not Japanese and were hired as staff for an English Camp. Hence, while all of them were second language learners of English, their cultural background and language proficiency were different from an average Japanese university learner.

Data Analysis

Once data collection was completed, the survey data, interview data, and journal entries were analyzed through the following methods.

Survey. Responses to the survey were coded and then analyzed by employing descriptive statistics to measure the frequency and the central tendency of the responses. While parts A1, A2, B, C, and D1 were analyzed quantitatively through descriptive statistics, part D2 was qualitatively analyzed through coding and categorizing of data.

Interviews. The data collected through interviews was transcribed and summarized. This was followed by categorizing the data based on the questions. Subsequently, the responses within each category were coded and compared in order to identify any pattern in the responses.

Journal Analysis. The journal entries were divided into two categories: reflective journals and in-role journals. The data in each of these categories was then coded and analyzed for patterns.

Results

Survey

The survey (see Appendix A) was conducted with 68 upper-intermediate level Japanese university students. The survey comprised of four parts: Part A, Part B, Part C, and Part D. Part A dealt with the past learning experiences of the students by inquiring about the frequency of their participation in a list of learning activities during their high school education (Part A1) and asked for their opinion about which of the listed activities was best for learning about world affairs. The items in Part A were adapted from Dyer and Bushell (1996) and were oriented towards the theme of learning about global issues/world affairs. Table 6 shows the responses to Part A1 whereby the most frequently participated learning activities starting from most frequently participated to least frequently participated were viewing news programs on television, watching movies or TV programs in school, presentations, discussion at home or with friends and special presentations by visitors, class discussions, role-play, skits or drama presentations, school projects or essays, school or community projects to collect money or help people in other countries, and study/homestay abroad respectively. It is important to note that the question did not include options such as test-taking, quiz, and report writing.

Table 6

Frequency of Participation in Learning Activities during High School Years

S.No.	Learning Activity	Mean Frequency of Participation
1	Class discussions about world problems	2.14
2	School projects or essays about world issues/other countries/cultures	2
3	Watching movies or TV programs in school about world issues or other countries	3.26
4	Special presentations by visitors who talked about life or problems abroad	2.23
5	Special school or community projects to collect money or help people in other countries	1.48
6	Discussion at home or with friends about world problems	2.23

7	Viewing news programs on television	3.66
8	Study/homestay abroad	1.47
9	Role-play, Skits or Drama Presentations	2.02
10	Presentations	2.67

Figure 4 offers a graphical representation of this data. It can be summarized that the three most frequently participated-in learning activities were viewing news programs on television, watching movies or TV programs in school, and presentations. At the same time, the four least frequently participated-in learning activities were study/homestay abroad, school or community projects to collect money or help people in other countries, school projects or essays, and role-play, skits or drama presentations.
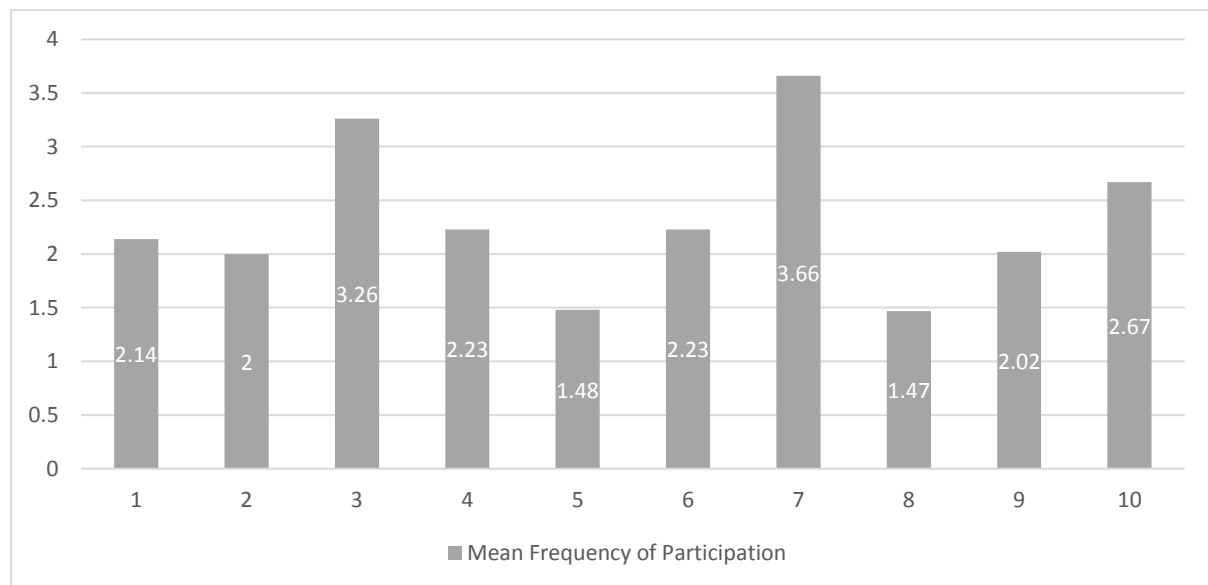
Figure 4. Mean Frequency of Participation in Learning Activities

Table 7 shows the responses to part A2 which inquired about the learning activity which is, according to the participants, the best way to learn about world affairs thereby focusing on learner beliefs. The three most popular learning activities were special presentations by visitors, watching movies or TV programs in school, and class discussions. On the other hand, the three least popular learning activities were viewing news programs on television, presentations, and role-play, skits or drama presentations.

Table 7

Participants' Selection of the Best Way to Learn about World Affairs

Learning Activity	Number of Responses
Class discussions about world problems	12
School projects or essays about world issues/other countries/cultures	4
Watching movies or TV programs in school about world issues or other countries	13
Special presentations by visitors who talked about life or problems abroad	16
Special school or community projects to collect money or help people in other countries	4
Discussion at home or with friends about world problems	7
Viewing news programs on television	1
Study/homestay abroad	6
Role-play, Skits or Drama Presentations	1
Presentations	1
No response	1

Part B dealt with learner beliefs regarding studying about global issues in an EFL class and was also adapted from Dyer and Bushell (1996). Table 8 reflects the mean Likert scores of each of the four statements. The participants showed high agreement reflecting their willingness to studying about global issues in university and their belief that studying about global issues in English can improve their English abilities. Additionally, they were willing to include environmental theme within the larger subject of global issues. However, participants also voiced their belief that a basic command over the English language is imperative for being able to study about global issues in English.

Table 8

Participants' Beliefs Regarding Studying about Global Issues

Statement	Mean Likert Score
I think learning about global issues in English (reading, writing, and discussing about world issues in English) can lead to the improvement of my English ability.	4.25
I believe I need to improve basic grammar, vocabulary, and conversation skills before I try to study global issues in English.	4.48
I think it is important for university students to spend some time in study about global issues, regardless of their major.	4.25
I am tired of "Save the Earth" campaigns and I would resent having an environmental theme in my English class readings and assignments.	1.91

Part C comprised of a list of global issues as provided by Yakovchuk (2004). The participants were required to select five global issues that they were most interested in. Figure 5 depicts the results of Part C whereby the eight most popular global issues were: poverty, pollution, refugee crisis, nuclear disarmament, discrimination against women, global warming, natural disasters, and homophobia.
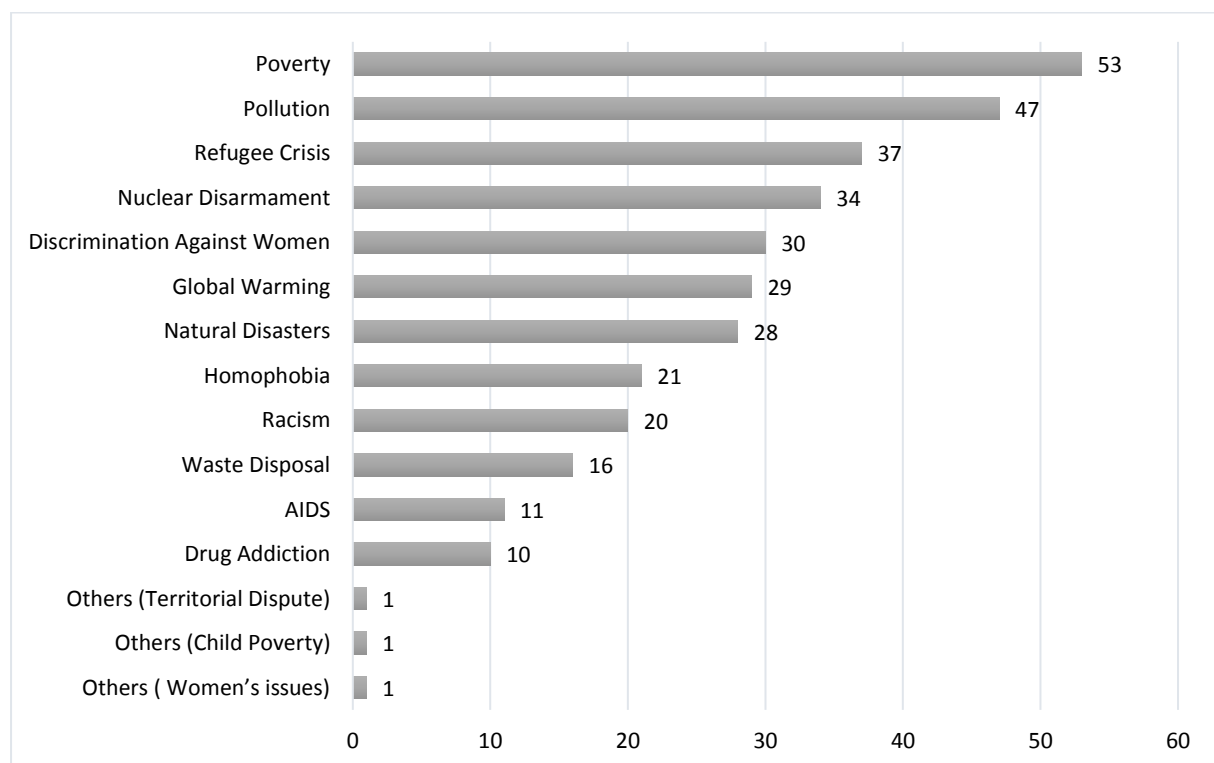
Figure 5. Most Popular Global Issues among the Participants

Part D focused on learner beliefs about participating in drama activities in EFL classes. As seen in Table 9, in response to part D1, the participants disagreed the with statement that they have participated in role plays or skits in their English classes and they showed agreement to the statements that role plays would make classes more enjoyable and participating in a drama about a global issue will provide them with a better understanding of the issue. Moreover, the participants showed slight willingness to participating in role plays in their English class.

Table 9

Participants Participation in Drama Activities

Statement	Mean Likert Score
In the past, I have done role plays or skits in my English classes.	2.25
Skits or role plays would made my classes more enjoyable.	3.38
My understanding of global issues will be better if I played the role of the stakeholders (people affected by that global issue) in a small drama performance.	3.58
I would like to participate in a role play or skit in English class.	2.94

Part D2 required the participants to provide a reason for their aversion, willingness, or neutral attitude to participating in role play or skit in their English class. The participants who were willing to participate in role play or skits based it on their beliefs that drama activities would improve their English language skills, increase their motivation and make learning enjoyable, increase their understanding of global issues, and provide them with a global understanding and awareness. The participants who were averse to participating in drama activities attributed it to their shyness or reluctance to perform in front of people, lack of familiarity with drama activities, lack of desire/motivation/interest to do drama, time constraints (drama will take too much out-of-class time and effort), or due to a perceived difficulty of role-play.

Interviews

There were two types of interviews that were conducted as a part of this needs analysis study: pre-process and post-process interviews of S2 (students who participated in a drama project) and interviews of T (university instructors).

Interviews with S2 international students. S2 comprised of four university-level international students all of whom were second language learners of English and who participated in a drama project directed by the researcher. The drama project comprised of the participants selecting a global issue and developing a drama performance on the selected topic. While the final performance did not use any language, English was the language of communication for rehearsals and intensive group discussions during story and character development. The pre-process interview focused on the participants' history of English language learning, their encounters, if any, with drama-in-education, their expectations with project, and their beliefs about group work. Analysis of the interview data showed that three out of the four participants had previous interaction with drama-in-education and even though they had encountered it only once, they cited that drama activity as their favorite activity in any of their English classes. Some of the reasons behind this choice, as provided by the participants, were that drama provides opportunities to use the body to remember words, to practice writing and presentation skills in English, and it bring a sense of joy and fun to the process of learning.

The post-process interviews revealed two prominent assertions by/opinions of the participants. Firstly, they concluded that drama helped them understand the global issues better. The reasons provided for this ranged from the opportunity to personalize the global issue by creating a storyline about it, being able to empathize with the stakeholders through undertaking roles and character development exercises, the opportunity to emotionally engage with the topic and the associated facts, and the experiential nature of the task. Secondly, the participants expressed their preference to study about global issues through drama as opposed to through lectures/report writing/ presentations. This was attributed to the interesting nature of the task, the

cognitive and affective stimulation which drama offer, the story format of drama which makes the language easy to remember and the topic easy to understand, and lastly, the multi-modal, multisensory, and deeply engaging experience of drama. Student 4 said, "Written words are hard to imagine, pictures are visually engaging, but in drama we are *inside* the story!"

Interviews with teachers. In the case of teacher interviews, the questions (see Appendix D) revolved around the following six themes: (1) experiences of teachers with teaching about global issues and their opinions about learners' response to being taught such a course, (2) experiences of teachers with teaching through a drama pedagogy and their opinions about learners' response to being taught through a drama pedagogy, (3) the teachers' opinions about classroom activities that are preferred the most by learners and that increase learner motivation and fluency, (4) the teachers' opinion about the challenges of a CLIL course and their recommendations for overcoming these challenges, (5) the teachers' opinion about the challenges of a drama-based course and their recommendations for overcome these challenges, and (6) if the teachers believe that special training would be required to enable teachers to use drama in their classrooms.

Experiences of teachers with teaching about global issues and their opinions about learners' response to being taught such a course. Four out of the six teachers had experience with teaching courses related to the theme of global issues while one teacher made use of the theme of global issues in his English discussion class. The topics and themes covered in these courses included introduction to global issues, peace studies, environmental issues, African-American studies, corporate social responsibility, death penalty, and ethics of journalism.

Each of the teachers provided some examples of the activities they use in their English classes to introduce the global issues, initiate discussions, and assess the learners. Figure 6 shows some examples of such activities or sets of activities that were provided by the teachers – using videos about social issues, having the students summarize what they saw in the video, and eventually having students discuss the issue in groups; having the students read relevant material

(textbook or articles provided by the teacher) as homework and quizzing them on it at the beginning of the following class, having the students compile a portfolio or write a final report; having students engage in fluency practice activities in which they speak about global issues or recent news, having the students write a written analysis of two news stories whereby they compare the issues, opinions, and perspective of reporting, having the students make videos as a news feature/ awareness campaign, etc; having the students read the chapter/article about a global issue, prepare an outline, do further independent research, and lead discussions about the outline and additional research in small groups; showing the students a video or a hook to get their attention, asking them some general discussion questions about the topic, having them talk about it to activate their ideas and vocabulary in the process, having them to go a little deeper into the topic through additional reading, having them present their opinion on the discussion question in the following class, and doing a quick write on the discussion question.

Figure 6. Suggested activities for discussing global issues in the EFL classroom

Regarding learner response to a course about global issues and advice for administering such as course, the teachers were of the opinion that content courses lead to higher student motivation as the content acts as a hook to draw students' attention, provide them with a purpose

behind the communication, thereby making the communication meaningful. They also believed that students in elective courses have higher motivation and commitment as they have willingly selected the course. Additionally, the teachers stressed the importance of connecting the topic to the lives of the learners, providing the learners with the reason why they need to study about global issues, and beginning the discussion at a personal level and gradually zooming out to a global level. Another concern that appeared throughout all the teacher responses was that teachers who are teaching courses about global issues should not take the students' background knowledge for granted as a majority of Japanese university students have very limited information about what is going on in Japan and the world. Consequently, the students need to be provided with tasks that will offer them background knowledge on the global issues. These tasks can include watching informative videos and summarizing them, or reading additional material and discussion their findings.

   Experiences of teachers with teaching through a drama pedagogy and their opinions about learners' response to being taught through a drama pedagogy. All six teachers stated that they had made use of drama activities such as skits and role-plays in their classes. The nature of these activities ranged from short and controlled role-plays to longer and less-controlled role-plays that provided opportunities for deeper understanding of the topic. The teachers stated that they had observed that learners enjoyed playing a fictional character and reasoned that playing a fictional character can lower their inhibitions and give them a reason to be more expressive than they usually are in the class. Another teacher pointed out that playing a fictional character allows the learners to separate their actual selves from the task thereby reducing the scariness of the task by giving them the freedom to create and be a character of their choice. This reduced inhibition can lead to greater interaction and consequently greater use of the target language among the participants. Other comments on the usefulness of drama included the opinion that a test taking mentality has made the process of language learning as stressful and not enjoyable for the learners but drama brings in the element of fun or play to the language learning process. This

element of play offers engagement to kinesthetic learners, music-based learners, as well as visual learners. Yet another teacher mentioned that using drama in English classes helps teachers see a broader scope of the learners' language ability while providing learners with opportunities to use and exhibit knowledge and skills that they could not do so in other activities. Finally, a teacher who used role-play activities to discuss and analyze the refugee situation mentioned that having the learners to play the role of a refugee or a person opposed to refugees made the learners not only aware of the factual aspect of the topic but also of the feelings of the people involved which, in her opinion, could not have been achieved through the teacher talking about the topic or showing videos about it.

The teachers also provided examples of instances when they had used drama activities in their classes. These examples provided useful information about procedures and assessment criteria. Teacher 1 used role-play in her Non-Violent Communication and Peace Studies classes wherein she presented the students with an interpersonal conflict and asked them to present two scenarios – one where the conflict remains unresolved and leads to failure in non-violent communication and another where they students use non-violent communication to reach a mutually-beneficial resolution. Once the students had presented on personal conflicts, the teacher had them advance to a larger situation based on a global issue. In terms of procedure, she gave them role cards, time for brainstorming discussion, time to rehearse, and finally presentation of the skits. This process took place over a couple of weeks and the final performance was about five minutes long. The criteria for assessment included – creativity, grasp of concept, cooperation, examining core values of the global issue. Teacher 2 has the learners create an avatar – a "graphic self-representation" (Feldon & Kafai, 2008) – of themselves or a fictional identity and play that character for the entire duration of the course. Teacher 2 also pointed out the students can also use smartphones and application to take a video of their out-of-class performances and show the video in the class.

Teacher 3 used small skits at the end of the semester for checking the learners' understanding of the key concepts. In terms of procedure, she has the students choose a unit/ topic of their choice and then she provides the students with some key concepts and target language that must be used in the skit; thereafter, she gives them about 15 minutes time to create the storyline and rehearse and finally present a three-minute skit. She commented that while some groups tried to write a script, other groups improvised during their performance. The teacher provided the following example of a skit presented by the students. The students chose the unit on travel and the target language was concerning immigration and customs at the airport. They come up with a storyline whereby they wanted to eat curry and so they went to a restaurant but the restaurant had run out of curry, so they decided to go to India to get some curry and they travelled with their passports and a pan to get the curry in. At the airport, they went through the immigration process and were stopped by the customs officers and had to explain the reason why they were carrying a pan. Through this comic portrayal, they were able successfully display their understanding of the difference between immigration and customs as well as use the target language. In terms of assessment, the teacher suggested three criteria – content (understanding of the concept), expression (use of language) and organization.

Teacher 4 discussed the topic of the refugee crisis through a role-play activity where the students played the role of different stakeholders in the situation and had to perform without any script thereby forcing them to make snap decisions about responding to the other person. In terms of procedure, the teacher provided the students with role cards wherein one person was the refugee and the other person was a citizen of the target country who is opposed to having refugees in their country. The role cards explained each character's ideological positon and conflict. According to the teacher, this role-play was successful and enabled the students to understand the different perspectives about the refugee crisis and as well as the emotional motivations behind these perspectives. The teacher did not assess the role-play and focused on assessing the presentations and tests that the students did as part of the same course.

Teacher 5 used role-play in a business English class. The communicative task at hand was either a business negotiation or asking certain questions and noting down relevant information. The teacher wanted the students to use and recycle the language that they had learned and successfully navigate the task and reach the communicative goal. The students were given role cards and were told that they are expected to make use of the target phrases. Regarding scoring criteria, the students were marked on turn taking, ability to keep the exchange moving, use of target phrases, accuracy, fluency, and task completion.

Teacher 6 used role-play for having the students practice English for daily tasks such as shopping. Procedurally, the teacher started by having the students to do task-based activities that encourage them to think about the situation, then the students work on a dialogue that matches the theme of the role-play and practice useful expressions, intonation, and so on. Then, they work in pairs and create a script. They receive feedback from the teacher or from their partners. Then, they rehearse the dialogues and script and finally, perform the role-play.

In terms of learners' response to drama activities, the teachers observed that although the students were shy in the beginning, once they started working together in groups, it gradually became their favorite activity and gave them a sense of excitement. Teacher 1 added that since there is a challenge of coming up with something creative and real, the students feel a sense of achievement and satisfaction once they accomplish the task.

Teachers' opinions about classroom activities that are preferred the most by learners and that increase learner motivation and fluency. Teacher 1 believed that learners enjoy watching film and videos and discussing what they saw as visuals help in overcoming language barriers. However, she warned that the teacher must make efforts to alleviate the learners' anxiety at not understanding 100% of what was said in the videos. She added that learners enjoy working together and getting the power to create something together. Teacher 2 and Teacher 6 stated that learners enjoy talking about and discussing topics and engaging in communicative activities that have them work towards an achievable outcome such as a presentation, a role-play, or a report.

Teacher 6 insisted that a sense of purpose/ tangible outcome is important for the students to find

the task worthwhile. Teacher 3 was of the opinion that learners prefer challenging activities as the

sense of reward or accomplishment is important for the learners. She pointed out that the learners

enjoy challenges that require them to create or produce language that they already know or

generate something that requires them to think. A certain amount of familiarity with the topic is

important. Teacher 4 offered that while some learners prefer listening to lectures by

knowledgeable individuals, many learners prefer more active involvement. She explained that

hands-on activities provide the learners with a sense of engagement and involvement thereby

making them feel that their abilities and knowledge are being utilized as opposed to being passive

receivers of information. She added that such activities have the passive vocabulary of the

learners to come to the front of their brains. Teacher 5 reported that learners always enjoy fluency

activities such as quick talk where they are required to talk in pairs for 3 minutes, 2 minutes, and

then 1 minute. Teacher 5 provided an example of a fluency activity that his learners enjoy. The

students stand in two concentric circle wherein the students in the outer circle and the inner circle

are facing each other. There are three topics in the activity. The first topic is a warm-up topic

such as their activities over the weekend, their lunch that day, etc. The second topic will be

slightly more challenging. Finally, the third topic will be the most challenging and will be

connect to the topic of that class. Teacher 5 pointed out that the students must be standing during

this activity as, he believes that, standing up energizes the students and has them anticipate some

action. He added that while role-plays can be challenging, they provide the learners with a sense

of physical freedom that increases their motivation. Additionally, Teacher 5 stated that learners

dislike vocabulary study and out-of-class study.

With regard to activities that increase learner motivation and fluency, Teacher 1 stated

that working together as a part of a team is a big motivator. However, she pointed out that the

groups need to be sustained for 2-3 weeks or longer for the students to develop a sense of trust

and comradery. Teacher 2 recommended focusing on lowering the students' affective filter and

explained that creativity and a sense of fun are crucial motivators. Teacher 3 offered that students feel motivated if the tasks and activities are related to them. The tasks have to be about the students in many ways – what are they interested in, what do *they* think about the topic, and giving the students opportunities to make their own choices about the tasks. Teacher 4 was of the opinion that discussions, role-plays, and presentations increase motivation as well as fluency. She explained that when Japanese students know that they have to present in front of others, they work hard to avoid embarrassing themselves in public. Avoiding embarrassment motivates them to work hard. Upon being cross-questioned if this fear of embarrassment can also be a cause for stress, Teacher 4 agreed that the pressure can cause stress but explained that a middle ground must be establishment such that the students have to present in small groups instead of presenting in front of the whole class. For fluency, Teacher 5 said that speaking tasks such as quick talk and topic talk time are useful in increasing fluency subject to the condition that these activities have the students generate their own ideas. For motivation, Teacher 5 provided the following characteristic of activities – movement, freedom to communicate, changing partners, and ample opportunities to speak. Teacher 6 stated that achievement is the biggest motivator. Teachers should provide precise tasks that pushes the students to achieve more than what they initially thought that they could do. As the teacher scaffolds the tasks and helps them to develop skills that enable them to speak confidently for longer lengths of time, they will find the goals to be more achievable. For fluency, Teacher 6 recommends quick writes and multiple opportunities for talking to classmates.

   Teachers' opinion about the challenges of a CLIL course and their recommendations for overcoming these challenges. The teachers had a generally positive opinion about CLIL, and Teacher 5 mentioned that he finds CLIL to be very enabling and beneficial as it makes the process of language learning more meaningful for the students which results in an increase in their level of motivation. Regarding possible challenges of teaching a CLIL course, the first challenge that was mentioned by the teachers was striking a balance between the content and the

language components of the course – this balanced should be maintained in all aspects of the course including course design, instruction, matching the content and language to the learners' level, as well as assessment. While teacher 6 cautioned that content must be handled in an effective way, Teacher 3 suggested that the learners can be assessed on different tasks for content and language.

Another concern was regarding the learners' possible lack of background knowledge of the content. This would require the teachers to provide background knowledge through readings and videos. Additionally, if the language proficiency of the learners is insufficient for understanding the content, the teachers need to provide scaffolding and vocabulary for the learners to be able to understand the content. Teacher 1 advised that sometimes learners are unable to transfer the concepts that they learn in Japanese into English. This inability can lead to anxiety and shut down. Another concern underlines the need to sustain the students' interest by focusing on motivating tasks, active learning, and providing variety in the tasks. However, Teacher 3 mentioned that the learners should be given fair warning before the teacher changes a pattern as some Japanese learners like a routine. The final learner-related concern was with respect to Japanese culture. It is important that learners as able to avoid embarrassment and save their face in public in the case of too difficult tasks. Some recommendations for this were having them do pair or small group activities before they are required to present in front of larger groups or the whole class.

The last concern was with regard to the teachers who will teach the CLIL courses. The first challenge was that even though an English teacher might not have a specialization over the content, they will need to be on the top of things, read more than the students, and be familiar with the content even if they are not giving lectures on the content so as to be able to support the students as and when required. Teacher 3 spoke about the other extreme of the same concern wherein a CLIL teacher might be really passionate about the content or topic. In such a situation it is important that the teacher must temper their expert relaying of the information and give the

students more room to discover by themselves. Lastly, some teacher**s** might find coming up with interactive activities a little difficult. Additionally, a general recommendation for CLIL courses was given by Teacher 1 wherein she recommended growth-oriented, individualized assessment through portfolios. She also suggested that greater student choice can be encouraged by following a workshop approach. Arredondo and Rucinski (1994) explain that a workshop approach is used for project-oriented tasks and encourages meta-cognitive thinking along with accountability as the students decisions shape the final product. Some of the key processes within the workshop approach are reflective journals, structured small group discussions of project progress, student-professor conferences, and a presentation of the final output in front of the class.

Teachers' opinion about the challenges of a drama-based course and their recommendations for overcome these challenges. Most teachers had a positive view about using drama in the English classroom as they believed that drama can provide rich opportunities for practicing and activating language and for involving the learners. With respect to potential challenges, the primary concern of the teachers was the possibility of resistance by students when drama is used in the classroom. The reasons that the teachers provided for this possibility of resistance were shyness, lack of interest, lack of imagination, lack of understanding of the purpose behind using drama activities, and unfamiliarity with the dramatic process. The teachers recommended that this resistance can be overcome by address the possible reasons through focusing on team-building and group work that makes the learners comfortable in working together and develops a sense of trust. Additionally, having the students to understand the goal behind the activity can increase their willingness to participate in the activity. For students who have difficulty in stepping into imaginary roles, scaffolding for role-development was recommended. Teacher 6 suggested that the drama activities should begin with easily achievable tasks and gradually move towards more challenging tasks. Teacher 2 pointed out that learners might be afraid of saying their lines as opposed to reading them out. In such an event, it is crucial that the teacher explains that improvisation is not something alien to the learners as improvisation

is something which the learners do on a daily basis in their lives. Additionally, connecting the improvisation to their lives and past-experiences can make the task easier for the learners. It is also important that the learners are provided with vocabulary that they might need for the drama task. Teacher 2 also mentioned that script writing can be time consuming whether it is during class time or out-of-class. This can also increase the resistance by learners.

Teacher 3 expressed concern about what should be assessed in a drama context wherein should the focus be on creativity or on understanding of language? In connection to assessment, Teacher 2 explained the importance of effective assessment that provides tangible language achievement so as to obtain administrative support for drama-based courses. Another important recommendation was that there must be a balance between high energy and low energy activities wherein not all activities should be based on physical movement alone. There should be activities that involve reflection, writing, discussion, watching videos, etc.

Need for special training to enable teachers to use drama in their classrooms. The opinion on the need for special training to use drama in classroom was divided. While three teachers stated that specialized training would be required, the other three teachers were of the opinion that no specialized training would be necessary. Those in favor of the training stated teachers who are unfamiliar with drama can be highly apprehensive of using it in their classes. Additionally, while some teachers might have a personality that makes them affable to using drama, other personality types might show resistance. Hence, it is important to expose teachers to drama and role-plays in workshops and provide them with first-hand experience. Finally, such workshops can provide teachers with an impetus to experiment and try new things in their classes. The teachers who did not feel that special training would be required explained that teachers are often faced with the prospect of teaching something new and outside of their comfort zone. So, teachers would consult their colleagues or research about any effective drama techniques. The other two teachers explained that teachers can be resistant to intensive, before-

hand training. Hence, a brief introduction to using role-plays or some kind of mid-way reflection workshop might be sufficient.

Journal Analysis

Analysis of journal entries that were written out-of-character (the participants wrote as their real-life selves) revealed that writing journal entries provided the participants with opportunities to reflect on three key areas: their use of English language, their understanding of the global issue, and their performance in the drama. Additionally, the journal entries displayed an increasing sense of ownership in the participants, opportunities to connect the subject to their lived-experiences, and the participants' joy upon putting on a new identity.

In-character journal entries revealed that through the process of exploring the story and their own role, the participants were able to analyze different aspects of a social issue. The following journal entry was by a participant who played the role of Taki-kun – a Japanese national who dislikes immigrants and is against the country accepting immigrants. In this journal entry the participant has provided the reasons behind Taki-kun's dislike for immigrants:

> There was a refugee who wanted to earn a living, so he went to the interview of Taki-kun's father area. The refugee took over Taki-kun's father place because the price of hiring the refugee is lower than his father. Now, Taki-kun has to give up of his chance of furthering study in a university. Taki-kun's feeling towards refugees has changed, he hates them. (Student 2)

It can be observed that the participant has reflected upon not only Taki-kun's perspective but also on various inter-connected issues regarding refugee immigration: lower wages for refugees, the local population losing jobs due to wage competition, the effect of the loss of job on the unemployed persons' families, and the consequent tension between the local population and the refugees.

Discussion

The survey focused on the past language learning experiences of learners, their beliefs regarding global issues as an appropriate content for an English language course, the global issues that they would like to study about, and their beliefs about use of drama in English language classes. The pre-process interviews of S2 focused on the past experiences of learners in language learning and in drama in the English classroom along with their beliefs about the use of drama in English language teaching and learning. The post-process interviews of S2 dealt with the learners' experiences in the drama project and their consequent opinions regarding the effectiveness of a drama pedagogy for language learning and learning about global issues. Teacher interviews provided useful information regarding teachers' experiences and opinions about teaching a CLIL course regarding global issues, using a drama pedagogy, classroom activities that are preferred by EFL learners and that increase their motivation and fluency, and the teachers' recommendations regarding the potential challenges of teaching CLIL courses and using a drama pedagogy and ways to overcome these challenges. Journal Analysis was conducted to test the feasibility of using journal writing as a part of the curriculum to be designed. Upon analyzing and interpreting the data, it was discovered that some key themes emerges across these various methods for needs analysis. These included – past learning experiences of Japanese university-level EFL learners, learner and teacher opinions regarding studying/teaching about global issues in CLIL classes, and learner and teacher opinions about drama pedagogy.

Past learning experiences of Japanese university-level EFL learners

When designing a course for Japanese university-level EFL learners, it is crucial to understand their background in EFL learning with specific focus on their familiarity or unfamiliarity with learning activities. The needs analysis for this study revealed that the learning activities that Japanese university-level learners are most familiar with are watching news programs on television, watching movies or TV programs in school, and presentations. Hence, learners can be provided with a sense of security and familiarity by including learning activities

where they watch videos or give presentations as they have a history of participating in these activities. On the other hand, role-plays, skits, and drama presentations were one of the least participated-in activities. Hence, if these activities are to be included in course, then sufficient introduction and scaffolding must be provided so as to compensate for the learners' lack of familiarity with these activities.

Global Issues in CLIL classes

When it came to the prospect of studying about global issues in EFL classes, the learners displayed willingness to study about global issues in university along with a belief that studying about global issues in English can improve their English skills. These learner attitudes and beliefs are conducive for introducing a CLIL course about global issues at the university level. However, the learners also displayed concern that their English language proficiency must match the demands of the content. Hence, it is imperative that the any CLIL course about global issues provides the learners with sufficient scaffolding to cater to their language needs. Regarding learning activities preferred by learners to study about global issues, the most popular activities were presentations by visitors, watching movies or TV programs in school, and class discussions. Hence, videos and discussions can be incorporated in the proposed course to respond to the learners' desire to participate in these activities. On the other hand, the least popular activities were viewing news programs, presentations, and role-play, skits, or drama presentations. Comparison with the findings in the previous section regarding past learning experiences of Japanese university-level EFL learners reveals an interesting situation wherein the learners have shown dislike towards watching news programs and presentations, – two learning activities that they are most familiar with, along with their hesitance in participating in drama activities which they are generally unfamiliar with. Learners' beliefs and concerns regarding participating in drama activities will be discussed in greater detail in the following section learner and teacher opinion about drama pedagogy.

The teachers pointed out important benefits of content courses or CLIL courses such as increased motivation and meaningful communication. However, it was also pointed out that it is important to connect the topic to the learners' lives and to provide the learners with sufficient background information to the global issues under discussion. The teachers offered some suggestion regarding learning activities that can be used to discuss global issues in an EFL class. These included having the learners to watch videos, summarize them, and discuss them in pairs or groups. Another suggestion was providing the learners with relevant reading material that provides them with background knowledge of the global issue, having them make an outline of the material, do further independent/group research, and present the finding or summary in small groups. The teacher can also conduct quizzes to check for the learners' comprehension of the assigned text/materials. Group discussions can also be used for having the learners to explore the global issue in greater depth. Writing activities such as quick writes and reports can be incorporated as well. Another interesting activity suggested by a teacher was having the learners to record a video of their own about the global issue. These suggestions are valuable as they will help in the creation of the proposed course.

Finally, Part C of the questionnaire provided the global issues that the students are most interested in learning about. The eight most popular global issues were poverty, pollution, the refugee crisis, nuclear disarmament, discrimination against women, global warming, natural disasters, and homophobia. These eight global issues can be incorporated as the main topics in the proposed curriculum. Since these global issues were popular among Japanese university students of upper intermediate level of English proficiency, incorporating them in the proposed course which is targeted at the same student population would amount to incorporating student choice thereby causing a potential increase in student motivation to engage in discussions about these topics.

Drama in EFL classes

Although the survey revealed that drama activities such as role-plays and skits were some of the most unfamiliar learning activities for Japanese university learners and this unfamiliarity might have resulted in these learners finding drama as an inappropriate medium to discuss global issues in English classes, the section regarding learners' beliefs about drama activities presented a different perspective. While the learners reiterated their lack of experience with drama activities, they showed some willingness to participating in role-plays in their English classes. Additionally, they showed their belief that drama can make English classes enjoyable and that they can understand global issues better through the use of drama. The reason behind this willingness was their belief that drama can improve their English language proficiency, make learning enjoyable thereby increasing their motivation, and provide them with an understanding of global issues and a sense of global awareness. At the same time, many students expressed their hesitance in participating in drama activities due to shyness or fear of performing in public, lack of motivation to do drama and lack of familiarity with it, and the perception that drama activities will need a lot of time and preparation. These concerns were also echoed by the teachers when they stated that learners can be shy or hesitant when it comes to drama activities and this can lead to some resistance by the learners. However, the teachers also offered a solution to this situation. They explained that shyness and hesitance can be overcome by developing a sense of community and trust within the learners by investing a substantial amount of time in pair and group activities over many classes before having the learners to perform in front of the class.

Pre-process interviews with international students revealed that although some of them had experienced a drama pedagogy only once in their lives, they cited that one experience as their favorite activity in any of their English classes. This was also stated by Teacher 1 in the teacher interviews when she explained that while learners might be hesitant in the beginning of drama activities, continued engagement over a period of time makes drama activities one of their favorite activities. The post-process interviews were crucial as they provided the learners'

opinion about a process drama approach after being exposed to it. The students responded by not only stating that they could effectively use English during the group discussions and developed a better and deeper understanding of the global issue over the course of the project, they also concluded that they would prefer studying about global issues through drama instead of through lectures, report writing or presentations. A similar recommendation was also provided by a teacher who mentioned that when she used role-play in her English class to analyze the refugee crisis, it was successful in making the students aware of not just the factual aspect of the situation but also of the feelings of the people involved. This, in her opinion, could not have been possible through lectures or videos. Hence, it seems that students as well as teachers are of the opinion that a drama pedagogy can be effective in studying about global issues in EFL classrooms at university level.

Having established that firstly, Japanese university-level students at upper intermediate proficiency level have exhibited willingness and positive beliefs about engaging in drama activities to study about global issues; secondly, students who were exposed to a drama pedagogy have also provided positive feedback regarding the experience, and lastly, university teachers also agree with the effectiveness, of drama in EFL classes, let us now look at some sample procedures for role-plays that were provided by the interviewed teachers. Figure 7 provides a synthesis of all the procedures provided by the teachers.

Task-based Activity - Introduce Theme/ Situation

Introduce Target Vocabulary/ Language

Provide Role Cards

Brainstorming Discussion

Creating Storyline/ Writing Script

Rehearsal

Performance
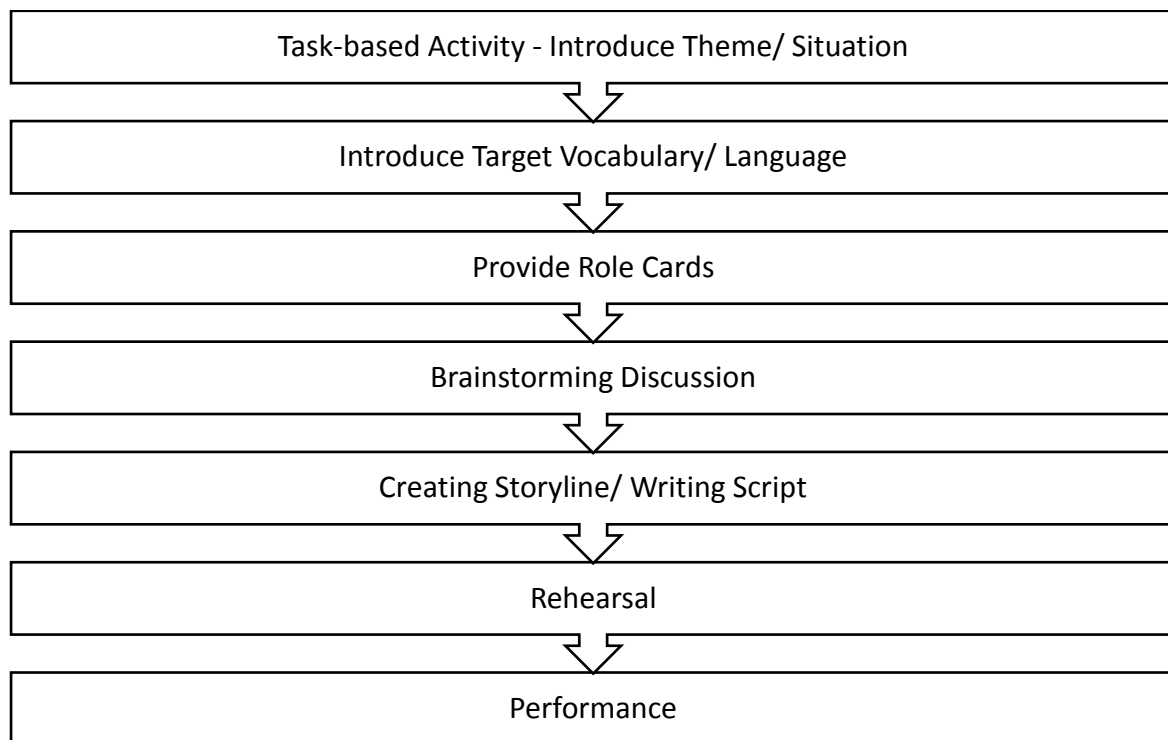
Figure 7. Suggested procedure of role-play activities

It was suggested that the drama activities should have a pre-task activity that introduces the general theme or situation. This pre-task activity should be followed by an explicit introduction of the target vocabulary or language. Once the thematic and linguistic context has been established, the students can be provided with role cards which can have biographical details of the roles, their ideological opinions, and conflicts in their personality/motivation. Having provided this information, the students should be allowed to engage in brainstorming discussions to further develop their roles, understand the dynamics between different roles, and think about the storyline of the skit/role-play. The discussion can be followed by a time to either formally write the script or discuss and finalize a storyline. Once the script/storyline has been decided, the students should be given some time to rehearse. Finally, they can present their role-play/skit to the class. These role-plays can be assessed on various criteria such as content (understanding of concept), expression (use of language, fluency, and accuracy), organization, creativity, cooperation, turn-taking, and team work.

Criteria for the Proposed Course

Based on the literature review and the needs analysis, the following criteria are proposed for this course.

1. Provide sufficient scaffolding to support the linguistic needs and topic awareness of the learners for the content tasks.

As the survey revealed, while the students are willing to learn about global issues in EFL classes, they are concerned about insufficient language skills to work with the content. Hence, it is important that the course provide the learners with sufficient scaffolding that both simplifies the content tasks and provides the learners with the required language. A similar concern was raised in the teacher interviews. The teachers mentioned that the students might be lacking in language skills and background knowledge of the content. Hence, they recommend that the course provide sufficient scaffolding to support these learner needs.

2. Balance the assessment for the language and the content components of the course.

Teacher interviews revealed that the ability to balance between the content and language aspects of the proposed CLIL course might be a key challenge. In order to overcome this challenge, a teacher recommended having separate assessments for the language and content components of the course.

3. Ensure that out of class assignments are reasonable and the classes take place once a week so that the students do not feel overwhelmed.

The survey revealed that the students were concerned that a drama-based course would be time-consuming in terms of out of class preparation and assignments. They also expressed their opinion that the course should not be unreasonably demanding in terms of involvement as the students have other classes as well. During the teacher interviews, a teacher stated that students offer resistance to courses that make too many out of class demands on them. To address this concern, it has been decided that the course will span over 2 semesters and comprise of one 90-

minute class every week instead of having two 90-minutes classes per week for one semester only.

    4.   Focus on building trust and rapport among the students through multiple group activities. Another chief concern of the students regarding engaging in a drama pedagogy was shyness in performing in front of others. The teachers recommended that this can be addressed by focusing on building trust and rapport among the students. Hence, the first quarter of each semester will comprise of multiple opportunities for group work, group discussions, and rapport-building. Additionally, the groups will not be changed frequently as prolonged interaction and team work can lead to increased rapport.

    5.   Provide the students with authentic language tasks wherein the language they produce will have an impact on the events that take place in the story.

Literature review and teacher interviews revealed that authentic language tasks as important for increasing learner motivation and sustaining learner involvement. Hence, the curriculum will rely heavily on a process drama pedagogy so as to generate multiple opportunities for authentic language generation that will determine the events that will take place in the discussion/story/class.

    6.   Divide the classes to the three phases of process drama – preparation, performance, and reflection.

Literature review presented that process drama comprises of the phases – preparation, performance, and reflection. The curriculum will use these phases as framework and will divided into a preparatory phase, a performance phase, and a reflection phase.

    7.   Use the top eight global issues selected by university students in the needs analysis including learner choice wherever possible.

The literature review and teacher interview also revealed that including student choice and connecting the class to what the students are interested in can increase student motivation. The checklist within the survey provided the learners with an option to choose the global issues that

they are most interested in studying about. The top eight global issues selected by the learners were - poverty, pollution, refugee crisis, nuclear disarmament, discrimination against women, global warming, natural disasters, and homophobia. The proposed course will include these eight global issues in the introductory classes and will give groups the freedom to choose whichever global issue they are most interested in. From this point, the course will contain multiple opportunities to include student choice such as allowing the students to create their own roles, storylines, and dialogues. Additionally, a workshop approach would be followed whereby each group will function largely independent of other groups.

Thus, the curriculum presented in this Teaching and Learning Project has been designed in adherence to the following seven criteria: Provide sufficient scaffolding to support the linguistic needs and topic awareness of the learners for the content tasks, balance the assessment for the language and the content components of the course, ensure that out of class assignments are reasonable and the classes take place once a week so that the students do not feel overwhelmed, focus on building trust and rapport among the students through multiple group activities, provide the students with authentic language tasks wherein the language they produce will have an impact on the events that take place in the story, divide the classes to the three phases of process drama – preparation, performance, and reflection, and use the top eight global issues selected by university students in the needs analysis including learner choice wherever possible.

Course Design

Based on the above-mentioned criteria, the literature review and the needs analysis study, a CLIL course was created with global issues as the subject of content of the course (see Figure 8).
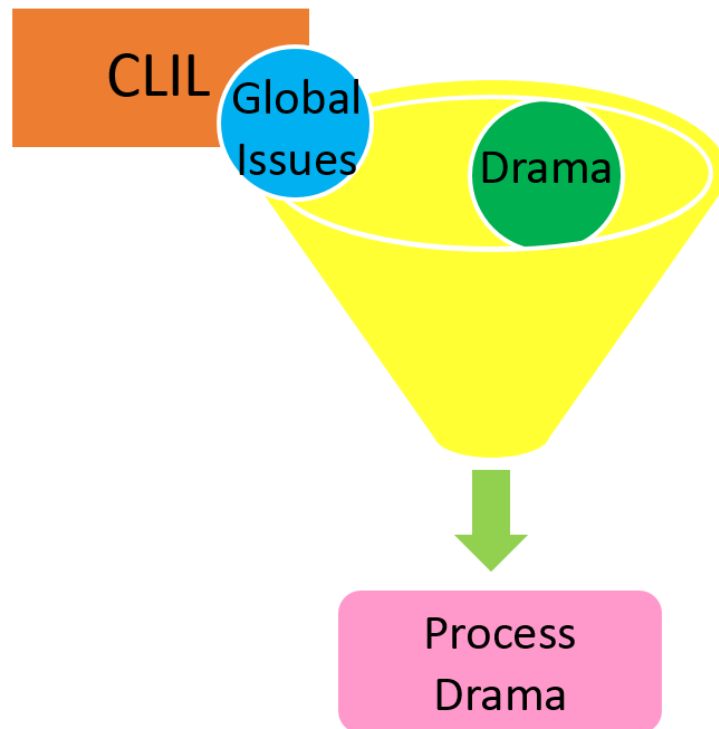
Figure 8. Theoretical basis of the course

This course combines CLIL and Drama-in-EFL education principles into a process drama pedagogy to enable upper-intermediate level students at Japanese universities to explore and understand global issues. The following section outlines the course, goals and objectives, syllabus, assignments, and assessment. The complete course description along with the syllabus is available as Appendix K.

Course Description

This course is designed for Japanese university-level learners of upper-intermediate level (students whose TOEIC score is between 490 and 620). This is a CLIL course which integrates content knowledge on global issues with scaffolding that is suitable for EFL learners. Additionally, this course is based on a process drama approach which means that the course and lesson plans are designed on the three phase approach of preparation, performance, and reflection. Furthermore, the course aims to have the learners familiarize themselves with global issues through the aspects of process drama such as theme, context, roles, frame/tension, sign, and drama strategies.

Goals and Objectives

Goals and objectives play a central role in determining the direction and content of the course. Graves (2000) explains that goals refer to the primary purposes and envisioned outcomes of a course. She also states that objectives determine the path of achieving the goals by dividing the goals into teachable and learnable units (Graves, 2000). Based on the criteria (as mentioned earlier under 'Criteria for the Proposed Course', p. 67 – 69), four goals have been developed for the skills related to gathering and analyzing content-related information, developing content knowledge of global issues, engaging in a process-drama approach, and developing language proficiency through group interaction. A complete list of these goals and their constituent objectives can be found in Appendix L.

The following are the goals and objectives for the proposed curriculum:

Goal 1: By the end of the course, the students will have developed the skills for researching for information, summarizing, presenting, and question generating.

Objectives – Students will be able to:

1.1 Find relevant articles on given global issue.

1.2 Read the articles and prepare a summary.

1.3 Present the summary to fellow classmates.

1.4 Ask questions based on their listening of a classmates summary/presentation.

1.5 Respond to clarifications and questions.

Goal 2: By the end of the course, the students will be able to identify and explain a global issue in terms of context, stakeholders, and possible solutions.

Objectives – Students will be able to:

2.1 Explain the basic details and concerns regarding four global issues.

2.2 Describe the context and stakeholders for one global issue.

2.3 State their opinion about a possible solution to one global issue.

Goal 3: By the end of the course, the students will be able to explain and replicate the process of the creating, rehearsing and staging of a process drama.

Objectives – Students will be able to:

3.1 Generate a storyline.

3.2 Discuss characterization in drama.

3.3 Perform in a short drama improvisation.

Goal 4: By the end of the course, the students will have developed the skills of group interaction and working together in a group.

Objectives – Students will be able to:

4.1 Initiate a turn in a group discussion

4.2 Summarize what others have said

4.3 Express appreciation, criticism and provide feedback.

4.4 Employ active-listening skills.

Assignments

In this course, the students are expected to do two presentations: one group presentation and one individual speech, and one final written reflective report. Additionally, the students are expected to compile a portfolio that will comprise of various weekly assignments such as Global Issues Library Log (GILL) in which the students will read an article or watch a video regarding a global issue of their choice and then the students will record the summary and their reaction to the article/video, in-role journal entries in which the students will write journal entries as one of the stakeholders of a global issue, summary sheets of global issues, a character profile, a my world collage, and other worksheets or handouts as necessary.

Course Syllabus

The 30-week course is divided into two 15-week semesters with one 90-minute lesson per week. The Syllabus can be found in Appendix K. Both the semesters comprise of similar activities and similar phases as they as essentially two rotations of a largely similar cycle.

However, the primary difference is that the first semester focusses on the stakeholder of the global issue under consideration whereas the second semester focusses on possible solutions to that global issue. Each semester is divided into three phases: preparation, performance, and reflection. Additionally, each lesson also follows these three phases.

The preparation phase focuses on developing the students' awareness of a global issue of their choice along with extensive group work to build a sense of trust and community which can facilitate the drama activities in the performance phases. The three main activities in the preparation phase are independently accessing the Global Issues Library, extensive use of group discussions, and a group presentation.

The performance phase is the longest phase and focuses on developing the students' engagement with a global issue of their choice through a process drama approach. The three main activities in the performance phase are drama activities/strategies, in-role journal writing, and extensive group work.

The reflection phase comprises of reflection at both an individual level and at a group level and focuses on meta-cognitive thinking. The three main activities are group reviewing of the process dramas, individual reflective report and a compilation of reflection sheets, and an individual speech reflecting on the semester.

Based on the syllabus, 30 lesson plans and teaching materials have been developed (Appendix M).

Assessment

The students are assessed on two presentations, one reflective report, self-reflections, attendance and participation, and portfolio. To assess the presentations, two rubrics have been used – one for each presentation. These rubric contain criteria such as eye contact, body language and gestures, spoken content, and poster content.

The self-reflections are post-class self-assessment. They will be assessed on completeness and quality of reflection. Portfolio will be assessed on completeness and organization with the exception of in-role journals which will also be assessed for quality.

Educational Implications

This Teaching and Learning Project is designed for university students whose English proficiency is at upper-intermediate level. While this project has been created based on the needs and demands of the students through literature review and a needs analysis study, a few aspects must be considered when implementing this project in the actual classroom.

Firstly, this course has been designed for a class of 20 students. However, since the curriculum is largely based on group activities and follows a workshop approach to a large extent, this course can be applied to both small and large classes as long as the number of students are in multiples of four-six. In case the class has less than eight or more than 28 students, it is recommended that the teachers carefully adapt the sections where activities are happening at a class level.

Secondly, this course has been designed for upper-intermediate level students of English. The content of the course is about global issues and although this course can be easily used for advanced level students, it is unsuitable for beginner and lower-intermediate level students as the dual demands of content and drama can be a little over whelming. However, if this course was to be used for low-intermediate or basic levels, the following suggestions should be considered. Firstly, the GI Library should be replaced with level-appropriate content. Secondly, the GI Library can be used for in-class reading and listening comprehension activities by generating support worksheets.

Thirdly, a drama course also has physical demands in terms of the classroom setting. Being able to change the classroom layout and create free spaces for movement and drama activities is crucial. A lecture-theater or a classroom with fixed or cluttered furniture would be unsuitable for this course.

Fourthly, although this course does not make use of a textbook, most universities usually adhere to a course textbook. In such a situation, teachers are recommended to replace the reading material in the GI Library with units from the textbook. Additionally, students can be asked to refer to the textbook in the periods defined as device time in the lesson plans and use the textbook instead of the internet to find the relevant information.

Finally, teachers might themselves be hesitant in not only using a drama approach but also in using such an open-ended procedure where a lot depends on the choices made by the students.

Conclusion

This Teaching and Learning Project presented a drama-based Content and Language Integrated Learning (CLIL) course for Japanese university-level students of upper-intermediate proficiency level in English. This course was aimed at increasing their skills of group interaction along with increasing their awareness of and engagement with global issues through a process drama approach. In the Japanese university-level EFL context, some of the challenges regarding the learners are lack of communicative fluency, low motivation levels, lack of affective engagement with the learning process, and disconnection from a sense of global awareness (Donnery, 2013). Use of drama in English language classrooms is attributed with increased affective engagement, an elevated sense of self, reduced language anxiety, authenticity to communication, stimulation of higher order thinking skills, multimodal engagement, and greater opportunities for group interaction, cooperation, coordination, and team work (Chang, 2012; Winston, 2012). CLIL is attributed with an increase in a sense of meaning and motivation, sustained interest, development of positive language attitude, authenticity of purpose, and simultaneous development of knowledge of subject as well as language (Lasagabaster, 2011; Pinner, 2013). Using global issues as the content for a CLIL course offers opportunities for connecting the English classroom to real life and to the mainstream educational discourse along with providing an increased global awareness (Cate, 1990; Alsaidi, 2015). A possible intersection

of drama in the EFL classroom and CLIL-based study of global issues is process drama

(Donnery, 2013; Bowell & Heap, 2013; Weltsek-Medina, 2007**).**

Based on the literature, a needs analysis study was conducted to investigate into the past

experiences and beliefs of university students, teachers, and participants of a drama project

regarding the use of drama for CLIL-based global issues course. The data were collected through

survey of university students, interviews of teachers and participants of the drama project, and

journal analysis of the participants of the drama project. The findings suggested the willingness

of university learners to participate in such a course along with the need to provide the students

with extensive group work for trust building, sufficient scaffolding for language as well as

content awareness, and to create opportunities for authentic communication. Based on these

criteria, a 30-week drama-based CLIL course has been developed with materials and a resource

library.

While the course and materials are yet to be tested and their effectiveness can be attested

only after being piloted, this Teaching and Learning Project provided a method for sustained and

core involvement of drama activities for CLIL courses while showcasing how popular EFL

classroom activities such as group discussions, report writing, extensive reading or listening, and

presentations can be connected to drama activities. Although this project would benefit from

further research, the author hopes that the project will inspire greater use of drama techniques,

especially process drama techniques, in language as well as content classrooms along with

engaging young adults in drama activities.

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Appendix A

アンケート調査とチェックリスト

学部 _____ 　　学年 _____ 　　最新の **TOEIC** スコア_____

PART A

１）次のアクティビティに関して、高校生のときに経験した頻度を１（経験したことがない）～　５（多く経験した）に〇をつけてください。

1. 世界問題に関するクラスディスカッション
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

2. 世界問題、海外諸国、海外の文化についてのプロジェクトやエッセイを書く
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

3. 世界問題や他国に関する映画やテレビ番組を観る
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

4. 海外の生活や国際問題に詳しい特別講師による講義、プレゼンテーション
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

5. 海外で募金や人々を助けるための特別な学校やコミュニティーに参加
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

6. 国際問題について家庭や友人とのディスカッション
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

7. テレビでニュース鑑賞
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

8. 留学やホームステイ
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

9. ロールプレイや寸劇、演劇の発表
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した
10. プレゼンテーション
1————————2————————3————————4————————5
経験したことがない　　　　　　　　　　　　ときどき　　　　　　　多く経験した

２）上記のアクティビティの中で世界問題を学ぶのに最適だと思うアクティビティの番号を記入してください。
最適だと思うアクティビティ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

PART B
以下の文章について、あなたはどの程度同意しますか。１（全く同意しない）～５（強く同意する）のうち、最も当てはまる数字に○をつけてください。

1. 地球規模の問題を英語で学ぶこと（世界的問題について英語で読み、書き、議論すること）は、自身の英語力向上につながると思う。
1————————2————————3————————4————————5
まったく同意しない　　　　　　　　　　どちらでもない　　　　　　　強く同意する

2. 地球規模の問題を英語で勉強しようとする前に、自身の基礎的な英語文法、語彙、会話力を向上させる必要があると強く思う。
1————————2————————3————————4————————5
　まったく同意しない　　　　　　　　　どちらでもない　　　　　　　強く同意する

3. 専攻にかかわらず、大学生がグローバルな問題の勉強にいくらかの時間を割くことは重要だと思う。

1————————2————————3————————4————————5
まったく同意しない　　　　　　　　　　どちらでもない　　　　　　　強く同意する

4. "地球を救おう"キャンペーンにはうんざりしており、もし英語のクラスのリーディングや宿題で環境問題が扱われたら、私は腹立たしくなるだろう。
1————————2————————3————————4————————5
まったく同意しない　　　　　　　　　　どちらでもない　　　　　　　強く同意する

PART C
以下の地球規模の問題から、あなたが最も関心を持つ５つの問題にチェック（✔）をしてください。

難民危機 (＿＿＿＿)　　　　　　　地球温暖化　(＿＿＿＿)
核軍縮　　(＿＿＿＿)　　　　　　　男女平等　(＿＿＿＿)
貧困　　　(＿＿＿＿)　　　　　　　自然災害 (＿＿＿＿)
エイズ　　(＿＿＿＿)　　　　　　　人種差別 (＿＿＿＿)
環境汚染　　　(＿＿＿＿)　　　　麻薬中毒　　(＿＿＿＿)

ゴミ処理問題(＿＿＿＿)　　　　同性愛者への嫌悪・迫害 (＿＿＿＿)
その他 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿

PART D

以下の文章について、あなたはどの程度同意しますか。１（**まったく同意しない**）〜５（**強く同意する**）のうち、最も当てはまる数字に〇をつけてください。

1) 過去にロールプレイや寸劇を英語の授業でしたことがある。

1————————2————————3————————4————————5
まったく同意しない　　　　　　　　どちらでもない　　　　　　　　強く同意する

2) 寸劇やロールプレイがあると授業がより楽しいものになる。

1————————2————————3————————4————————5
まったく同意しない　　　　　　　　どちらでもない　　　　　　　　強く同意する

3) 演劇を通して国際問題に関わる役を演じることで、国際問題に対する理解が深まる。

1————————2————————3————————4————————5
まったく同意しない　　　　　　　　どちらでもない　　　　　　　　強く同意する

4) 英語の授業でロールプレイや寸劇に参加したいと思う。

1————————2————————3————————4————————5
まったく同意しない　　　　　　　　どちらでもない　　　　　　　　強く同意する

（４）の質問に関して「同意する（４か５）」と答えた方は同意する理由を、「同意しない（１か２）」と答えた方はなぜ同意しない理由を記入してください。どちらでもない（３）を選んだ方はそう考える理由を記入してください。

－－
－－
－－

ご協力ありがとうございます。

Survey and Checklist

University Year _____   Major _____   Recent TOEIC Score _____

Part A
Rate the frequency of your participation in each of these activities during your high school years.
Then circle the ONE method you believe is the best way to learn about world affairs.

1) Class discussions about world problems
1————————2————————————3————————————4————————————5
never   sometimes   often

2) School projects or essays about world issues/other countries/cultures
1————————2————————————3————————————4————————————5
never   sometimes   often

3)   Watching movies or TV programs in school about world issues or other countries
1————————2————————————3————————————4————————————5
never   sometimes   often

4)   Special presentations by visitors who talked about life or problems abroad
1————————2————————————3————————————4————————————5
never   sometimes   often

5)   Special school or community projects to collect money or help people in other countries
1————————2————————————3————————————4————————————5
never   sometimes   often

6)   Discussion at home or with friends about world problems
1————————2————————————3————————————4————————————5
never   sometimes   often

7) Viewing news programs on television
1————————2————————————3————————————4————————————5
never   sometimes   often

8) Study/homestay abroad
1————————2————————————3————————————4————————————5
never   sometimes   often

9) Role-play, Skits or Drama Presentations
1————————2————————————3————————————4————————————5
never   sometimes   often

10) Presentations
1————————2————————————3————————————4————————————5
never   sometimes   often

Part B
Indicate the degree of your agreement with each of these statements.

1) I think learning about global issues in English (reading, writing, and discussing about world issues in English) can lead to the improvement of my English ability.

1————————2————————3————————4————————5
Strongly   No   Strongly
Disagree   Opinion   Agree

2) I believe I need to improve basic grammar, vocabulary, and conversation skills before I try to study global issues in English.

1————————2————————3————————4————————5
Strongly   No   Strongly
Disagree   Opinion   Agree

3) I think it is important for university students to spend some time in study about global issues, regardless of their major.

1————————2————————3————————4————————5
Strongly   No   Strongly
Disagree   Opinion   Agree

4) I am tired of "Save the Earth" campaigns and I would resent having an environmental theme in my English class readings and assignments.

1————————2————————3————————4————————5
Strongly   No   Strongly
Disagree   Opinion   Agree
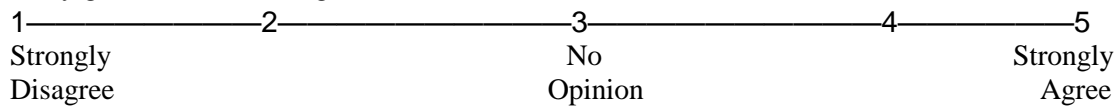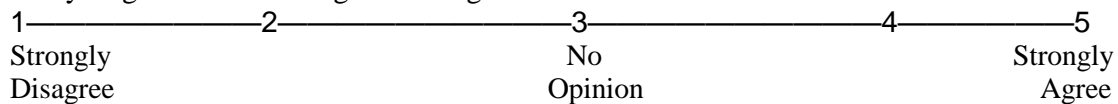
Part C
Put a tick in front of 5 of the following global issues that you are most interested in:

Refugee Crisis (_____)	AIDS (_____)
Nuclear Disarmament (_____)	Drug Addiction (_____)
Poverty (_____)	Pollution (_____)
Discrimination against women (_____)	Waste Disposal (_____)
Homophobia (_____)	Global Warming (_____)
Racism (_____)	Natural Disasters (_____)

Any other _____

Part D
Indicate the degree of your agreement with each of these statements.

1. In the past, I have done role plays or skits in my English classes.

   1————————2————————3————————4————————5
   Strongly   No   Strongly
   Disagree   Opinion   Agree

2. Skits or role plays would made my classes more enjoyable.
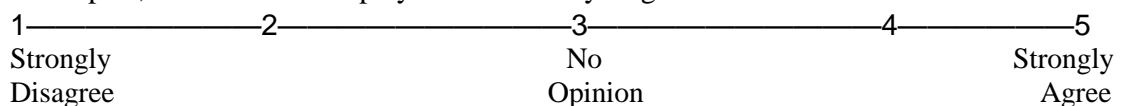
   1————————2————————3————————4————————5
   Strongly   No   Strongly
   Disagree   Opinion   Agree
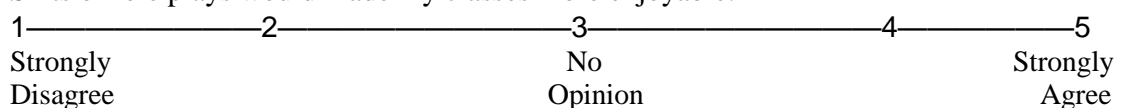
3. My understanding of global issues will be better if I played the role of the stakeholders (people affected by that global issue) in a small drama performance.

1————————2————————————3————————————4—————————5
Strongly   No   Strongly
Disagree   Opinion   Agree

4. I would like to participate in a role play or skit in English class.

1————————2————————————3————————————4—————————5
Strongly   No   Strongly
Disagree   Opinion   Agree

5. If your answers to the Question 4 is agree (1 or 2) or no opinion (3), then why? If it is disagree (4-5), then why not?

_ _

_ _

_ _

_ _ _ _ _ _ _

Thank you for you cooperation.

Appendix B

Semi-structured interview questions (for International students)

Pre-Process Interview

Country of Origin: _____   Native Language: _____

University Year: _____   Major: _____   TOEIC Score: _____

Part A

1. How many years have you formally studied English for?

2. Describe your best memory of an English class.

3. What is your most favourite activity that you have done in an English class?

Part B

4. Have you ever participated in a drama in school/university/outside school?

   [Interviewer explains the meaning of drama so as not to be confused with soap operas

   (Donnery, 2013)]

5. Would you like to be taught English through drama?

6. In your opinion, how can drama be incorporated in English classes?

7. We will be engaging in a drama project. What are your expectations?

Part C

8. Do you enjoy working in groups for class activities and projects?

9. Would you prefer to have the same group for the entire semester?

Appendix C

Semi-structured interview questions (for International students)

Post-Process Interview

Country of Origin: _____   Native Language: _____

University Year: _____   Major: _____   TOEIC Score: _____

Part A

1. How was your experience in being part of this project?

2. Which is your best memory?

Part B

3. Did being in-role help you understand the global issue better?

4. Would you like to study about social issues through drama as opposed to lecture/report writing/presentations?

5. Do you think that a similar drama project can increase the English-speaking ability of the participants?

Part C

6. We worked in groups for this project. How was the experience?

7. Was there a difference in the group work in this project as compared to group work in your classes?

Appendix D

Semi-structured interview questions (for Teachers)

1. Have you ever taught a content-based class on global issues or any similar topic?

   a. If yes, could you please describe the content organization, execution and any insight gained through the course?

   b. If no then, are you interested in teaching such a course? Why or why not?

   c. If you had to teach such a course, what would you include, how would you organize it, and what techniques would you use?

2. How do you think the learners will react to such a course?

3. Have you ever used any aspect of drama pedagogy – from role plays to full-scale productions – in your EFL classes?

   a. If yes, please share details of the experience. How did the learners respond to it?

   b. If no then, are you interested in teaching such a course? Why or why not?

   c. If you had to teach such a course, what would you include, how would you organize it, and what techniques would you use?

4. What kind of classroom activities do you think learners prefer the most? Why?

5. What kind of classroom activities do you think help in increasing learner motivation and fluency? Why?

6. What do you think the challenges of a Content and Language Integrated Learning (CLIL) course are? How would you tackle these challenges?

7. What do you think might be the challenges of a drama-based course? How would you tackle these challenges?

8. Do you think teachers will need special training to use drama in their class? Please explain why or why not.

9.

Appendix E

Format for In-Role Journaling (for International students)

Date (YYY/MM/DD): _____/_____/_____

Time: _____

Journal Entry (approximately 200 words): Please write a diary entry imagining a day in the life of

your role/character.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Role/Character: _____

Appendix F

Format for Out of Role Journaling (for International students)

Date (YYY/MM/DD): _____/_____/_____

Time: _____

Journal Entry (approximately 200 words): Please write your reflections on the last rehearsals –

what did you like or dislike, what excited you, what challenged you, what was the highlight, or

anything else that you would like to share.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your Name: _____

Appendix G

Informed Consent Form for Students
Questionnaire

Title of Project: Developing a drama-based, content and language integrated English course for upper intermediate level Japanese university students

Investigator: Chhayankdhar Singh Rathore, Graduate student, Soka University
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Purpose of the Teaching and Learning Project: The purpose of the teaching and learning project is to create an effective EFL Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for Japanese university learners.

Significance of the Teaching and Learning Project: By merging the three fields of EFL education, Drama, and Global Issues, the teaching and learning project will present a potential alternative to conventional approaches to instruction and learning in the EFL classroom. The teaching and learning project will raise awareness of the learners about global issues and develop their skills for researching, summarizing, presenting, question generating, and group interaction.

Procedures: Instructor participants will have to fill in a short questionnaire about their views regarding some social issues and complete a checklist of topics.

Duration: Instructor participants will be asked to attempt the questionnaire during the 2016-2017 Academic Year. The approximate time taken to fill the questionnaire will be 15 minutes.

Statement of Confidentiality: The data will be stored and secured on a personal password protected computer. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Participation is voluntary and participants can withdraw from the needs assessment at any time with no penalty. Participation in this research is not related to evaluation of the class in any way. If you have any questions, please contact Chhayankdhar Singh Rathore (e15m3206@soka-u.jp).

Invitation to Participate: If you agree to take part in the needs assessment outlined above, please sign your name and return the form.

Thank you for the taking out the time to read this information.

I agree with the above conditions and will take part in the needs assessment.

_____ _____ _____
Name   Signature   Date
_____ _____ _____
Researcher's Name   Signature   Date

国際問題に関する研究におけるアンケート調査の説明及び同意書

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研究の意義・目的: 本研究は「日本の大学における上級英語学習者のための演劇を用いた英語学習カリキュラムの開発」をテーマとし、日本人大学生のための演劇を通して国際問題を学ぶ内容言語統合型学習と英語学習に関する授業作成を目的としています。

研究で期待される利益: 本研究を通して英語教育、演劇、国際問題の三要素を統合することにより、従来の外国語としての英語教育に加え、新たな可能性を持つ英語教育方法を示すことが期待されます。また、英語学習者の国際問題に関する意識を高めるとともに、要約、発表、グループワーク等のスキルを向上させることが期待されます。

研究方法: 本調査では国際問題に関するアンケートに回答していただきます。アンケートには約２０問の質問項目があります。２０１６年度後期セメスター内に実施され、アンケートに要する時間は約１５分程度です。

個人情報の取り扱いについて: この調査のためにご提供いただいた情報は厳重に管理され、すべてのデータは研究者管理の下にパスワードを用いた PC 及びファイルに保存され、研究終了後に破棄されます。またこの調査に基づく研究成果の報告では、協力者の個人情報が削除され、匿名性が厳守されます。

研究への参加について: 本調査への参加は自由意志に基づくもので、参加を拒否しても影響は全くありません。また、参加者は、いつでもこの同意を取り下げ、この研究への参加を中止することができます。その他、本調査に関するご質問がある場合は、チャヤンダール・シン・ラトール(e15m3206@soka-u.jp)までご連絡ください。

以上の説明をよく読んだ上で、参加に同意される場合は以下に署名をお願いいたします。

私はこの同意書を読み、十分理解したうえでアンケート調査意に参加することを同意します。

日付＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　　　日付＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

参加者名 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　　研究者名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

参加者署名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　研究者署名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix H

Informed Consent Form for International Students
Semi-structured Interviews

Title of Project: Developing a drama-based, content and language integrated English course for advanced intermediate level Japanese university students

Investigator: Chhayankdhar Singh Rathore, Graduate student, Soka University
604, Chambord Keio Hachioji, Myoujinchou 4 Chome 6-6,
Hachioji-shi, Tokyo, Japan – 192-0046
Phone: 080-2212-5550, Email: e15m3206@soka-u.jp

Advisor: Dr. Edwin Aloiau
Faculty of Economics,
Soka University
1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577, Japan
Phone: 042-691-4452, Email: aloiau@soka.ac.jp

Purpose of the Teaching and Learning Project: The purpose of the teaching and learning project is to create an effective EFL Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for Japanese university learners.

Significance of the Teaching and Learning Project: By merging the three fields of EFL education, Drama, and Global Issues, the teaching and learning project will present a potential alternative to conventional approaches to instruction and learning in the EFL classroom. The teaching and learning project will raise awareness of the learners about global issues and develop their skills for researching, summarizing, presenting, question generating, and group interaction.

Procedures: Instructor participants will be interviewed twice. The first interview will be to determine their views and experiences on learning about social issues and the use of drama in English classes. The second interview would be about their experiences and thoughts on the drama process they were exposed to.

Duration: Instructor participants will be interviewed during the 2016-2017 Academic Year. The duration of the interview will be 20-30 minutes.

Statement of Confidentiality: The data will be stored and secured on a personal password protected computer. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Participation is voluntary and participants can withdraw from the needs assessment at any time with no penalty. If you have any questions, please contact Chhayankdhar Singh Rathore (080-2212-550).

Invitation to Participate: If you agree to take part in the needs assessment outlined above, please sign your name and return the form.

Thank you for the taking out the time to read this information.

I agree with the above conditions and will take part in the needs assessment.

_____ _____ _____
Name   Signature   Date

_____ _____ _____
Researcher's Name   Signature   Date

Appendix I

Informed Consent Form for Teachers
Semi-structured Interviews

Title of Project: Developing a drama-based, content and language integrated English course for advanced intermediate level Japanese university students

Investigator: Chhayankdhar Singh Rathore, Graduate student, Soka University
604, Chambord Keio Hachioji, Myoujinchou 4 Chome 6-6,
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Phone: 080-2212-5550, Email: e15m3206@soka-u.jp

Advisor: Dr. Edwin Aloiau
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1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577, Japan
Phone: 042-691-4452, Email: aloiau@soka.ac.jp

Purpose of the Teaching and Learning Project: The purpose of the teaching and learning project is to create an effective EFL Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for Japanese university learners.

Significance of the Teaching and Learning Project: By merging the three fields of EFL education, Drama, and Global Issues, the teaching and learning project will present a potential alternative to conventional approaches to instruction and learning in the EFL classroom. The teaching and learning project will raise awareness of the learners about global issues and develop their skills for researching, summarizing, presenting, question generating, and group interaction.

Procedures: Instructor participants will be interviewed to determine their views on teaching through drama, how they teach, and on teaching in a CLIL context.

Duration: Instructor participants will be interviewed during the 2016-2017 Academic Year. The duration of the interview will be 30-45 minutes.

Statement of Confidentiality: The data will be stored and secured on a personal password protected computer. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. Participation is voluntary and participants can withdraw from the needs assessment at any time with no penalty. If you have any questions, please contact Chhayankdhar Singh Rathore (080-2212-550).

Invitation to Participate: If you agree to take part in the needs assessment outlined above, please sign your name and return the form.

Thank you for the taking out the time to read this information.

I agree with the above conditions and will take part in the needs assessment.

_____   _____   _____
Name   Signature   Date
_____   _____   _____
Researcher's Name   Signature   Date

Appendix J

Informed Consent Form for International Students
Journaling

Title of Project: Developing a drama-based, content and language integrated English course for advanced intermediate level Japanese university students

Investigator:	Chhayankdhar Singh Rathore, Graduate student, Soka University
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	Hachioji-shi, Tokyo, Japan – 192-0046
	Phone: 080-2212-5550, Email: e15m3206@soka-u.jp
Advisor:	Dr. Edwin Aloiau
	Faculty of Economics,
	Soka University
	1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577, Japan
	Phone: 042-691-4452, Email: aloiau@soka.ac.jp

Purpose of the Teaching and Learning Project: The purpose of the teaching and learning project is to create an effective EFL Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for Japanese university learners.

Significance of the Teaching and Learning Project: By merging the three fields of EFL education, Drama, and Global Issues, the teaching and learning project will present a potential alternative to conventional approaches to instruction and learning in the EFL classroom. The teaching and learning project will raise awareness of the learners about global issues and develop their skills for researching, summarizing, presenting, question generating, and group interaction.

Procedures: Instructor participants will be asked to maintain in-role and out of role journals for the duration of the dance-drama preparation (approximately 4 weeks). They will be required to two 200 word entries per week.

Duration: Instructor participants will be asked to write the journals during the 2016-2017 Academic Year. They will be take-home activities.

Statement of Confidentiality: The data will be stored and secured on a personal password protected computer. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Participation is voluntary and participants can withdraw from the needs assessment at any time with no penalty. If you have any questions, please contact Chhayankdhar Singh Rathore (080-2212-550).

Invitation to Participate: If you agree to take part in the needs assessment outlined above, please sign your name and return the form.

Thank you for the taking out the time to read this information.

I agree with the above conditions and will take part in the needs assessment.

_____ _____ _____
Name   Signature   Date
_____ _____ _____
Researcher's Name   Signature   Date

Appendix K

Course Description and Syllabus
Understanding Global Issues through Drama

Course Description:

This course is designed for upper-intermediate level (students whose TOEIC score is between

490 and 620). Through this course students will learn about global issues through the aspects of

process drama. One of the key features of this course is extensive group work and this course will

help students improve their communicative fluency in group interaction. This course is divided

into two parts: Understanding Global Issues through Drama I and Understanding Global Issues

through Drama II. This course is open to students of any department.

Goals and Objectives:

By the end of this course, students will be able to:

The following are the goals and objectives for the proposed curriculum:

Goal 1: By the end of the course, the students will have developed the skills for researching

for information, summarizing, presenting, and question generating.

Objectives – Students will be able to:

1.1 Find relevant articles on given global issue.

1.2 Read the articles and prepare a summary.

1.3 Present the summary to fellow classmates.

1.4 Ask questions based on their listening of a classmates summary/presentation.

1.5 Respond to clarifications and questions.

Goal 2: By the end of the course, the students will be able to identify and explain a global

issue in terms of context, stakeholders, and possible solutions.

Objectives – Students will be able to:

2.1 Explain the basic details and concerns regarding four global issues.

2.2 Describe the context and stakeholders for one global issue.

2.3 State their opinion about a possible solution to one global issue.

Goal 3: By the end of the course, the students will be able to explain and replicate the process of the creating, rehearsing and staging of a process drama.

Objectives – Students will be able to:

3.1 Generate a storyline.

3.2 Discuss characterization in drama.

3.3 Perform in a short drama improvisation.

Goal 4: By the end of the course, the students will have developed the skills of group interaction and working together in a group.

Objectives – Students will be able to:

4.1 Initiate a turn in a group discussion

4.2 Summarize what others have said

4.3 Express appreciation, criticism and provide feedback.

4.4 Employ active-listening skills.

Major Activities and Assignments

- Group Discussions

- Drama Activities

- Global Issues Library Log (GILL)

- In-role Journal Entries

- Group Presentation

- Reflective Report

- Speech

- Portfolio

Syllabus:

Understanding Global Issues through Drama I

Lesson No.	Title of Lesson
1	Introduction to the Course
2	Discussing Global Issues Part 1
3	Discussing Global Issues Part 2
4	Discussing Global Issues Part 3
5	Presentation 1
6	Analyzing Global Issues Part 1: Causes, Effects, and Stakeholders
7	Analyzing Global Issues Part 2: Stakeholders
8	Dramatizing Global Issues Part 1: Characters and Storyline
9	Dramatizing Global Issues Part 2: The Storyline
10	Dramatizing Global Issues Part 3: The Conflict
11	Dramatizing Global Issues Part 4: Flashback
12	Dramatizing Global Issues Part 5: Conflict resolution
13	Dramatizing Global Issues Part 6: The Performance
14	Reflecting on Global Issues
15	Conclusion to the semester

Understanding Global Issues through Drama II

Lesson No.	Title of Lesson
1	Introduction to the Course
2	Review of Semester I
3	Discussing Global Issues Part 1
4	Discussing Global Issues Part 2

5	Presentation 1
6	Analyzing Global Issues Part 1: Stakeholder Needs
7	Analyzing Global Issues Part 2: Stakeholder Needs
8	Analyzing Global Issues Part 3: Problem solvers
9	Dramatizing Global Issues Part 1: Group of Experts
10	Dramatizing Global Issues Part 2: Towards Resolution
11	Dramatizing Global Issues Part 3: The Storyline
12	Dramatizing Global Issues Part 5: The Drama
13	Dramatizing Global Issues Part 6: The Performance
14	Reflecting on Global Issues
15	Conclusion to the semester

Assessment

Type of assessment	Percentage of Grade
1 Group Presentation	10%
1 Speech	15%
1 Reflective Report	15%
5 Global Issues Library Log (GILL)	20%
5 or 6 In-role Journal Entries	20%
Portfolio	10%
Attendance and participation	10%

Attendance Rules: 10% of the grade is for attendance and participation. Higher attendance would increase students' grade. A student can be absent from class for a maximum of five times. If the student comes to the class more than ten minutes after the starting time or leaves by prior notice more than ten minutes before the class ends, the student will be consisted 'Late'. Two late

will amount to one absence (2L = 1 A). With more than five absences, a student will not pass or receive credit for the course.

Advice for taking this course:

In this course, students are expected to complete the assignments/homework before the class, to engage actively with their classmates, and be respectful and supportive to their classmates. Many decisions during the course would be made by the students together with their classmates. Students are requested to come prepared for collaborative work.

Requirements for taking this course:

Maximum number of students: 20

TOEIC scores recommended for this course: 490 to 620

Appendix L

Goals and Objectives of this Teaching and Learning Project

Goals	Objectives
Goal 1: By the end of the course, the students will have developed the skills for researching for information, summarizing, presenting, and question generating.	Students will be able to: 1.1 find relevant articles on given global issue. 1.1 read the articles and prepare a summary. 1.2 present the summary to fellow classmates. 1.3 ask questions based on their listening of a classmate's summary/presentation. 1.4 respond to clarification requests and questions.
Goal 2: By the end of the course, the students will be able to identify and explain a few global issues in terms of context, stakeholders, and possible solutions.	Students will be able to: 2.1 explain the basic details and concerns regarding four global issues. 2.2 describe the context and stakeholders for 2 global issues. 2.3 state their opinion about a possible solution to one global issue.
Goal 3: By the end of the course, the students will be able to explain and replicate the process of the creating, rehearsing and staging of a process drama.	Students will be able to: 3.1 generate a storyline. 3.2 discuss characterization in drama. 3.3 perform in a short drama production.

| Goal 4: By the end of the course, the students will have developed the skills of group interaction and working together in a group. | Students will be able to: 4.1 initiate a turn in a group discussion. 4.2 summarize what others have said. 4.3 express appreciation, criticism and provide feedback. 4.4 employ their active-listening skills. |

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Appendix M

Note to Instructors

This section provides you with details regarding the components of this curriculum and some recommendations for the effective implementation.

Target Student Group: This curriculum has been designed based on the needs and capabilities of Japanese university-level students whose English language proficiency is at an upper intermediate-level (approximately from TOEIC score of 490 to 620). However, this curriculum can also be easily adapted for advanced-level students.

Ideal Class Size and Group Size: This curriculum has been designed for a class of 20 students. These students are often required to work in groups of 4 students in each group. Hence, this curriculum can also be used for a class that has the total student number in any multiple of four – subject to adequate physical space in the classroom and participation by the students.

Ideal Classroom and Infrastructure: As the curriculum makes extensive use of group discussions as well as drama activities there are two non-negotiable requirements regarding the physical aspect of the classroom: movable furniture and big empty spaces within the classroom where a drama activity involving four students can be conducted for each group. Other infrastructural requirements include a whiteboard/blackboard, a BIG PAD, Wi-Fi connection for student devices, printing facilities for the teacher to prepare the supporting handouts and worksheets.

When dealing with drama activities that require group work and discussions it is sometimes useful, although not indispensable, to have a classroom where the students can sit on the floor if they choose to – having a clean or carpeted classroom can be useful. If the teacher and students mutually decide to keep this option open, a 'socks only' rule can be established.

Drama Activities: *Handout for Instructors 1* provides a list and brief description of all the drama activities used in this curriculum along with description of other drama activities that the instructors may want to use in their classes. Often, the most successful manner of explaining a

drama activity is modelling it (in case the activity requires more than one person, the instructor can team up with the most proactive students to model the activity).

Global Issues Library: The Global Issues Library is a resource bank that contains a list of web sources for reading material and videos regarding the various global issues that the students will be choosing from. This curriculum requires the students to select a few sources from the library and either read or watch them as homework for the first few classes in each semester. The Global Issues Library is provided in *Handout for Instructors 2*.

Group Discussions: Group Discussions are another key component of this course. An efficient way of conducting group discussion, which is also used in this curriculum, is using group discussion roles. The students mutually decide or draw lots to determine who among each group will be performing the role of Facilitator, Note-taker, and Reporter. Ideally, such as distribution of roles ensures that speaking time is shared by all members of the group (the facilitator must ensure this) and all members are paying attention to what the is being said by the other person (through the note-taker and reporter roles). Since the groups are designed to have four members and some class might have more than that number in each group, there can be more than one note-taker and reporter. A word of caution to the instructors is that they must observe if the same students are playing the same roles every week. In case of such an occurrence, the teacher must intervene and change roles preferably through draw of lots.

Use of video cameras: To enable better reflection on the performances, the last drama performances in each semester would be video recorded. Although the provided lesson plans mention the use of video cameras only on the day of the last drama performance, instructors are encouraged to place the camera on a tripod in other lessons too. A recommended activity for doing this is the group discussions as it will be easy for the learners to ignore the camera as they get involved in the discussion. Familiarizing the students with the presence of a video recording camera would increase their comfort-level and will minimize any inhibiting effect that the camera would have on their final drama performances.

Abbreviations: Some of the abbreviations that are used consistently throughout the lesson plans are as follows:

GI = Global Issue

GD = Group Discussion

GILL = Global Issue Library Log

Handout for Instructors 1

Roster of Drama Activities

S.No.	Technique	Description
D1	Altered Casting	Altered casting refers to having a different participant play the same role when a scene is re-enacted or when the same character features in another scene. Altered casting can help involve a greater number of participants or can provide the participants with opportunities to personalize and diversify the portrayal of a certain character.
D2	Concealment	Concealment can be used in various forms – concealing an object or a fact that is known to the audience from one/some of the characters can add dramatic tension (Kao & O'Neill, 1998), concealing an aspect of the story from a participant and revealing it during performance can generate genuine reaction or opportunities for improvisation (O'Toole, 1992). Additionally, concealment can involve assuming ignorance of familiar concepts so as to arrive at alternative results/understanding (Byram & Fleming, 1998).
D3	Conscience Alley	Conscience Alley is when participants form two lines to make an 'alley' and one person walks down this alley. As the person walks, the participants forming the alley speak as that character's conscience (Ashton-Hay, as cited in Reed & Seong, 2013, p. 96). It is used to analyze any dilemma faced by a character.
D4	Debate	Debate occurs in the form of two opposing parties presenting their contrasting opinions/beliefs/perspectives. The advantages of debates include familiarizing the students with expressing their opinions (Fukuda, as cited in Reed & Seong, 2013, p. 97), enabling self-conscious reflection, and opportunities to learn analytical thinking skills (Nesbett, as cited in Reed & Seong, 2013, p. 97).
D5	Flashback and Fast Forward	In Flashback and Fast Forward, participants are required to create scenes that occur "seconds, minutes, days or years before or after" the moment under consideration (Drama Strategies, 2016).
D6	Forum Theatre	This is one of the main components of Augusto Boal's Theatre of the Oppressed. A scene depicting some form of oppression is performed twice. In the second performance/replay, any member from the spectators can shout "Stop!" and step in the performance space and take the place of the oppressed character and show how they could change the situation by behaving differently. Forum theatre is a useful technique to explore the different possible outcomes of a situation through active involvement of the spect-actors (Blatner, 2007).
D7	Freeze Frame	In Freeze Frame, a moment in action during a scene is frozen to provide a moment of pause/providing information/reflection/gaining insight and understanding (Kao & O'Neill, 1998). This is usually preceded by someone from

		the audience or group of participants saying the signal word, "Freeze!"
D8	Hot Seat	"Hot Seat" is when a participant continues to be in character and is interjected by the group about the character's background, behavior, and motivation (Drama Strategies, 2016). The student being questioned (usually seated on a chair) must respond while behaving and speaking as the character. (Ashton-Hay, as cited in Reed & Seong, 2013, p. 96). Hot seating can be used for both development of a role/character as well as post-performance reflection and analysis.
D9	Improvisation	Improvisation is expressing one's thoughts and words in unrehearsed speech. It is one of the building blocks of any activity or course based on a drama pedagogy (Reed & Seong, 2013). It is one of the most important techniques and can also be viewed as a learner skill because it tests if the learners can produce the target language and apply what they have learned in the absence of detailed and structured instructions and scaffolding (Maurer, as cited in Reed & Seong, 2013, p. 96).
D10	Juxtaposition	Juxtaposition is when two images, characters, or scenes are presented side-by-side. These scenes may be from different parts of the story and can either be performed simultaneously or by freezing one and performing the other. Juxtaposition helps in comparing and contrasting components of a story (Drama Strategies, 2016).
D11	Mantle of the Expert	Developed by Dorothy Heathcote, Mantle of the Expert has the participants assume roles of experts who have specialist knowledge needed in the drama, for example detectives, medical workers or child psychologists (Farmer, as cited in Drama Strategies, 2016; Winston, 2012). This technique increases the participants' confidence, engagement, and sense of ownership over the outcomes of the drama (Drama Strategies, 2016).
D12	Narration	Narration is when one or more participants speak directly to the audience for providing information, telling a story, or sharing comments or perspectives (Drama Strategies, 2016). It can be used to effectively introduce, connect, or conclude an action or aspect of the story (Winston, 2012). Narration can be done by characters or participants who are not a part of the action at that moment. Voice-over is narration that takes place with the speaker unseen to the audience.
D13	Narrative Slideshow	Narrative Slideshow is when participants create a narration to accompany each tableau from a series of tableaux. The narration can be done by one narrator or the participants can take turns at narrating (Kelin, 2006).
D14	Play within a play	Play within a play occurs when a play is performed within the confines of another play or a story is told within the confines of another story. The defining feature is that target audience of this performance are the characters of the larger play and not

the actual audience (Garcia, 2014). The play within a play can also be a dramatic presentation of a video message/ film/ television program being viewed by the characters in a larger play (Byram & Fleming, 1998).

D15	Rant	In the Rant, "four or five participants create one spontaneous and intense monologue. One speaks at a time and drops out immediately when interrupted" (Blatner, 2007, p. 366).
D16	Replay	Similar to Flashback and Fast Forward, Replay involves a certain scene that has already been performed being presented once again. This might be for bringing attention to detail, analyzing in hindsight, or for breaking the linearity of the story and introducing opportunities for reflection (Cahill, 2015).
D17	Retelling	Retelling occurs when a scene or the entire story is performed once again. Retelling can occur with added nuances such as retelling of the same event through the perspective of different characters, and retelling the same story but with a different ending.
D18	Role on the wall	In Role on the wall, participants draw an outline of a body on a big piece of paper which is then stuck on a wall. Participants write words or phrases that describe the character directly on the drawing or write them on post-its and stick them on (Farmer, as cited in Reed & Seong, 2013, p. 97). These words and phrases can include the physical characteristic, biographical details, inner feelings, thoughts, as well as motivations (Drama Strategies, 2016). This technique helps in role-development and provides the participants with an overview of their character and can involve opportunities for presentation and pair-share.
D19	Simulation	Simulation is when participants are being themselves or someone else within a simulated real-life situation (Waynee, as cited in Reed & Seong, 2013, p. 97). An important consideration is that since it is a simulation of real-life, materials being used should either be realia or be as true to reality as possible. The advantages of this technique include increased motivation due to personal involvement and realism of tasks and material whereby target language is used functionally and cohesively (Reed & Seong, 2013).
D20	Situational Role-play	Situational Role-play is a variety of role play where although the script is not pre-written, detailed description of the situation is provided along with role cards and allotted tasks. This is preceded by the teacher chooses specific vocabulary and language structures to be rehearsed and reinforced through the role play (Jung, 2008).
D21	Tableaux	Tableaux is essentially a still image depicting a dramatic moment. It is created by participants using their body, facial expressions, hand gestures, body posture and can be best explained as a "frozen moment" (Hertzberg, as cited in Reed & Seong, 2013, p. 97).

D22	Teacher-in-role	Teacher-in-role as a situation when "the teacher takes on a role and joins the drama fully" (Winston, 2012, p. 152). These roles can be of various statuses. However, teacher-in-role typically has the teacher undertaking less powerful roles and pleading with or requesting from the students some form of assistance (McGeoch, 2012).
D23	Thought-tracking	Thought-tracking usually takes place after a Freeze Frame/ Tableaux has been created. Once the participants have taken their positions in the Freeze Frame/Tableaux, they are supposed to verbalize the inner thoughts of their character when tapped on the shoulder. Thought-tacking can be followed by extended Improvisation. Thought-tracking can enable the participants express their understanding of the situation verbally without having to rehearse; it also increases their confidence in speaking in front of others and can help them transition into longer improvisations (Farmer, as cited in Drama Strategies).
D24	Writing in role	Writing in role involves the participants undertaking a writing task from the perspective of the character. This usually takes the form of journal/diary entries, letters, emails, petitions, newspaper articles, and letters to the editor, etc. Writing in role is said to provide affective and cognitive engagement that enables the learners to write effectively and produce longer texts that are marked with richer vocabulary, better understanding of issues, and insights that are emotive and expressive (McNaughton, 1997). Additionally, writing in role is said to increase learner motivation by providing a context that has personal significance for the learners and through opportunities for multi-modal composition (Cremin, Goouch, Blakemore, Goff, & Macdonald, 2006)

Note. The word 'participant/s' is used to refer the real-life identity of the participants while the word

'character' refers to the fictional role that the participants have undertaken in the drama.

Handout for Instructors 2

Global Issues Library

THE ENVIRONMENT

Useful Vocabulary:

http://www.myenglishpages.com/site_php_files/vocabulary-lesson-environment.php

1) Global Warming/Climate Change

Reading:

Climate Change and Global Warming

http://www.myenglishpages.com/site_php_files/reading-climate-change.php

This Vanishing Island

http://www.smh.com.au/interactive/2015/the-vanishing-island/

Climate-Displaced Persons Deserve a Dignified Transition

https://ensia.com/voices/climate-displaced-persons-deserve-a-dignified-transition-heres-how-to-make-it-happen/

Climate Change pushes India's Poorest Children into Slavery

http://in.reuters.com/article/india-children-climatechange-idINL4N0VF5JC20150205

Sustainable Development

http://www.myenglishpages.com/site_php_files/reading_sustainable_development.php

Carbon Footprint

http://www.headsupenglish.com/index.php/upper-intermediate-students/upper-intermediate-mini-lessons/175-carbon-footprint

Videos:

Stories of Climate Impacts on pacific islands

http://www.pacificrisa.org/education-outreach/documoments/

Global Warming

http://www.eslvideo.com/eslvideo_quiz_int.php?id=7956

Climate Change and Global Warming http://www.eslvideo.com/eslvideo_quiz_highint.php?id=26462

Climate Change According to a Child

https://www.youtube.com/watch?v=Sv7OHfpIRfU

Climate Change Animation Shows Devastating Effects (L6)

https://www.youtube.com/watch?v=S7jpMG5DS4Q

2) Pollution

Reading:

Water, Air, and Soil Contamination

https://www.englishclub.com/reading/environment/pollution.htm

A Polluted World

https://shimizusensei89.wordpress.com/2012/10/14/94/

Pollution and Its Negative Effects

http://www.myenglishpages.com/site_php_files/reading-pollution-environment-issues.php

Pollution Pay

http://www.breakingnewsenglish.com/1403/140316-pollution-pay.html

Indian states Experiencing Hazardous Air Quality

http://www.breakingnewsenglish.com/1611/161109-air-quality-5.html

Man Sells British Countryside Air to China
http://www.breakingnewsenglish.com/1602/160216-bottled-air-5.html
Smog in Beijing
http://www.breakingnewsenglish.com/1401/140121-sunrise.html
Videos:
How Plastic Pollution Enters Ocean Food
https://www.youtube.com/watch?v=ftbmO4D4DK4
25 Most Polluted Cities
http://list25.com/the-25-most-polluted-places-on-earth/
'Dead Zone' in the Gulf of Mexico
https://learningenglish.voanews.com/a/a-dead-zone-spreads-in-the-gulf-of-mexico-each-year/1955623.html

3) Natural Disasters
Reading:
Natural Disasters
https://www.ecenglish.com/learnenglish/lessons/in-news-natural-disasters
Hurricane Katrina
https://www.edhelper.com/ReadingComprehension_54_2395.html
Hurricanes, Tornadoes, and Blizzards
https://www.matsuk12.us/cms/lib/AK01000953/Centricity/Domain/2279/Long%20passage%20practice.pdf
Videos:
Year of Natural Disasters
http://www.eslvideo.com/esl_video_quiz_intermediate.php?id=11970
Japan's Tsunami and Earthquake
http://www.eslvideo.com/eslvideo_quiz_int.php?id=13308
Tornado Safety Tips
http://www.eslvideo.com/eslvideo_quiz_int.php?id=25565
Hurricanes
http://www.eslvideo.com/eslvideo_quiz_lowint.php?id=16473
Tsunami
http://www.eslvideo.com/eslvideo_quiz_highint.php?id=11249
Landslides
http://www.eslvideo.com/eslvideo_quiz_highint.php?id=8680
Arigato from Japan
https://www.youtube.com/watch?v=SS-sWdAQsYg

HUMAN SOCIETY
Vocabulary:
http://www.myenglishpages.com/site_php_files/vocabulary-lesson-society.php

4) Poverty
Game:
http://playspent.org/html/
Reading:

Africa: a continent of wealth, a continent of poverty
https://eewiki.newint.org/index.php/Africa:_a_continent_of_wealth,_a_continent_of_poverty
Using Technology to Fight Against Poverty
https://eewiki.newint.org/index.php/Using_technology_to_fight_against_poverty
Income Inequality
http://www.breakingnewsenglish.com/1701/170118-income-inequality.html
How Poverty Changes the Brain
https://www.theatlantic.com/education/archive/2017/04/can-brain-science-pull-families-out-of-poverty/523479/
Children in Poverty Need Life Chances Not Extra Cash
https://www.theguardian.com/politics/2010/dec/21/children-poverty-life-chances-cash
Poverty in India
http://www.importantindia.com/10335/essay-on-causes-and-solutions-of-poverty-in-india/
Video:
What is poverty?
https://www.youtube.com/watch?v=tXpm7xDRWk4
What causes poverty? (L6)
https://www.youtube.com/watch?v=SCUhFFQ_ZRA
Saving Grace
http://film-english.com/2014/03/03/saving-grace/
Global Wealth Inequality
http://www.eslvideo.com/esl_video_quiz_beginning.php?id=15936

5) Refugee Crisis
Reading:
Humanity for Refugees?
https://eewiki.newint.org/index.php/Humanity_for_refugees%3F
How can you say no?
https://eewiki.newint.org/index.php/How_can_you_say_no%3F
9 Stories – Helping Refugees and Migrants
https://eewiki.newint.org/index.php/9_stories_-_helping_refugees_and_migrants
People Worry that There is Not Enough for Us and the Migrants
https://eewiki.newint.org/index.php/People_worry_that_there_is_not_enough_for_us_and_for_migrants
Who Wins When We Keep Migrants out?
https://eewiki.newint.org/index.php/Who_wins_when_we_keep_migrants_out%3F
Helping Syrian Refugees
https://eewiki.newint.org/index.php/Helping_Syrian_refugees
Genocide – the Rohingya of Burma
https://eewiki.newint.org/index.php/Genocide_-_the_Rohingya_of_Burma
Video:
Ali's Story
http://film-english.com/2017/02/12/alis-story/
My Honeymoon
https://vimeo.com/138453279
Salam Neighbor (Trailer)
https://vimeo.com/ondemand/salamneighbor/167159900

What does it mean to be a refugee?
https://www.youtube.com/watch?v=25bwiSikRsI
Meet one of the Syrian Refugee Children
https://www.youtube.com/watch?v=xpG3jLGGkvc

6) Nuclear Disarmament
Reading:
Nuclear Weapons
https://www.englishclub.com/esl-forums/viewtopic.php?t=40923
A Thousand Cranes
http://www.neatorama.com/2012/01/09/a-thousand-cranes/
The Unluckiest Train Ride
http://www.neatorama.com/2012/01/09/a-thousand-cranes/
The Long Shadow of the Manhattan Project
http://www.worldsciencefestival.com/2014/07/long-shadow-manhattan-project-part-ii-ethics-atomic-age/
Nuclear Race Possible in Middle East
http://www.breakingnewsenglish.com/0705/070526-nuclear_weapons.html
Videos:
Japan's New Culture of Mistrust
https://vimeo.com/61187803
Time to Abolish Nuclear Weapons
https://vimeo.com/11047167
Ban Nuclear Weapons
https://vimeo.com/31772910
Chernobyl
http://www.eslvideo.com/eslvideo_quiz_int.php?id=16433

7) Discrimination against Women/ Women's Right
Vocabulary:
http://www.myenglishpages.com/site_php_files/vocabulary-lesson-vocabulary-women.php
Reading:
Women's Rights
http://www.myenglishpages.com/site_php_files/reading_women.php
Feminists: Older and Younger
https://eewiki.newint.org/index.php/Feminists:_older_and_younger
New Feminism: 3 Stories from Egypt, France, and Brazil
https://eewiki.newint.org/index.php/New_Feminism:_3_stories_from_Egypt,_France_and_Brazil
No Girls
https://eewiki.newint.org/index.php/No_girls
The Girls are Back
https://eewiki.newint.org/index.php/The_girls_are_back
High School changes 'Sexist' Women's Studies Course
http://www.breakingnewsenglish.com/1704/170418-womens-studies.html
Japan remains near bottom in gender gap ranking
http://www.japantimes.co.jp/news/2014/10/29/national/japan-remains-near-bottom-of-gender-gap-ranking/#.WVNZQYTyiUk
Videos:

Women's Rights Infographic
https://vimeo.com/66475816
Give Women Their Share
https://vimeo.com/78704287
It's a Girl
https://www.youtube.com/watch?v=kStMyZN6UXs

8) Homophobia and LGBT Rights
Reading:
Trans language and definitions
https://eewiki.newint.org/index.php/Trans:_language_and_definitions
I am what I am
https://eewiki.newint.org/index.php/I_am_what_I_am
LGBT Community Attacked, Tortured, and Imprisoned in Russia
http://www.scoop.it/t/interesting-reading-to-learn-english-intermediate-advanced-b1-b2-c1/?&tag=LGBT
The Trans Revolution
https://eewiki.newint.org/index.php/The_Trans_Revolution
Homosexuals in Croatia
http://www.breakingnewsenglish.com/0510/051013-homosexual.html
US Ends Ban on Openly Gay Soldiers
http://www.breakingnewsenglish.com/1012/101219-gay_soldiers.html
Gay Men Refused as Blood Donors after Orlando Shooting
http://www.breakingnewsenglish.com/1606/160616-giving-blood.html
Videos:
A History of LGBT Rights at the UN
https://www.youtube.com/watch?v=XvpHn_zdkTY
Meet Edith Modesto, Brazilian Mother
https://www.youtube.com/watch?v=O3zobyFGP_Y
The Riddle: new anti-homophobia message from UN human rights
https://www.youtube.com/watch?v=sYFNfW1-sM8

Handout for Instructors 3
Course Schedule
Understanding Global Issues through Drama (I & II)

Lesson	Semester I		Semester II	
	Classwork	Homework	Classwork	Homework
1	• Course Overview • Pre-task (examples of GI) • GI Video + WS • Pair Share (What do GI mean?)	1. Make cover page for reflection sheet 2. Buy folder	• Course Overview • Compilation video • Pair Share (What do GI mean?)	1. Make cover page for reflection sheet 2. Buy folder
2	• GI Pictures + pair Work • GD 1: Each S choose one GI to talk about • GD 2: Groups with same GI • GI Summary Sheet	1. GILL #1	• Reviewing last sem. • GI Pictures + pair Work • Intro to Sem. II • GD 1: Each S chooses one GI to talk about	1. GILL #1
3	• GILL #1 share • GI Summary WS share • Fill MS • Intro to Pres. 1 • Chart Design	1. GILL #2 2. Research GI 3. Bring chart, etc. 4. Bring devices	• GILL #1 share • GD 1: Groups with same GI • Compiling info from Sem. I on MS • Intro to Pres. 1	1. GILL #2 2. Bring devices
4	• GILL #2 share • Update MS • Chart making • Pres. Practice	1. Finish chart 2. Prepare cue cards 3. Rehearse pres.	• GILL #2 share • PPT planning • PPT making • Pres. Practice	1. Finish PPT 2. Prepare cue cards 3. Rehearse pres. 4. GILL #3
5	• Pres. 1	1. GILL #3	• Pres. 1 • Solution GD	1. GILL #4
6	• GILL #3 share • Cause video (poverty) + WS • Effect video (climate change) + WS • Class Disc.: Understanding cause & effect • Researching stakeholders • Stakeholder GD	1. GILL #4	• GILL #4 share • Stakeholder video (climate change) + WS • GD 1: Needs & Demands of stakeholders + WS	1. GILL #5
7	• GILL #4 share • Stakeholder GD • Spend game • Character brainstorming • Role-on-the-Wall • Hot-seating	1. GILL #5 2. Character Profile 3. Journal entry #1	• GILL #5 share • Brainstorm Role • Role-on-the-Wall • Hot-seating • GD 1: Summary	1. Journal entry #1

8	• Character profile share • Role Intro • Role Dynamics • Storyline generation	1. Journal entry #2 2. Storyboard	• Journal #1 share • GD 1: Who responds? • Solution video + WS • Researching org.	1. Find out 3 org. of GI
9	• Storyboard share • Tableaux • Narrative slides • Narrative slideshow	1. Journal entry #3	• H.W share • Intro to Drama • MantleOfExpert GD1 • MantleOfExpert GD2	1. Character profile 2. Journal entry #2
10	• Journal #3 share • Reading narrative • Dramatizing scenes • Focus on Conflict + TIR • Brainstorming • The Rant	1. Journal entry #4	• Character profile share • Storyline generation • Storyboard	1. Journal entry #3 2. Complete storyboard
11	• Journal #4 share • Physical Setting • Performing • Flashback + Freeze Frame	1. Journal entry #5 2. 'My World' collage	• Storyboard share • Tableaux • Narrative slides • Narrative slideshow	1. Journal entry #4
12	• 'My World' share • Re-cap character motivations • Final Rehearsal + Freeze Frame • Journal entry #6 • Intro to Reflective Report & Pres. 2	1. Prepare for Final Performance 2. Lesson 14: Portfolio 3. Lesson 15: Report + Pres 2	• Journal #4 share • Dramatizing scenes + Freeze Frame • Intro to Reflective Report & Pres. 2	1. Journal entry #5 2. Lesson 14: Portfolio 3. Lesson 15: Report + Pres 2
13	• Performance + Recording • Reflection GD	1. Portfolio	• Performance + Recording • Reflection GD	1. Portfolio
14	• Submit portfolio • View videos + GD	1. Reflective Report 2. Pres. 2 3. Bring snacks	• Submit portfolio • View videos + GD • Forum theatre	1. Reflective Report 2. Pres. 2 3. Bring snacks
15	• Submit report • Pres. 2		• Submit report • Pres. 2	

Note: This schedule excludes the classwork that is repeated in every lesson such as opening and reflection writing.

Abbreviations: GI = Global Issue(s), WS = Worksheet, GD = Group Discussion, GILL = Global Issues Library Log, MS = Master Sheet, Pres. = Presentation, Disc. = Discussion, TIR = Teacher-in-Role, Sem. = Semester, S = Student, PPT = PowerPoint, org. = Organizations.

Lesson Plan 1

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Introduction to the Course
Week/Class Number: 1
Goals and Objectives
Language Goals:
Students will be able to:-

1. Identify major tasks for the semester.
2. Summarize the main contents of the video
3. Use the provided questions to engage in conversation in pairs.
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Name major global issues as mentioned in the video
2. Explain their personal understanding of the term 'Global Issues'

Materials to bring:
Syllabus, portfolio contents page, YouTube video - "What are the world's biggest problems?", supporting handout for video, reflection sheet, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: None
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Greet the students. 2. Teacher introduction. 3. Teacher reads out the agenda for the day.
25 min	Warm-up	Bell, Timer	1. Teacher writes the following questions on whiteboard (WB) or puts them on a slide and uses the BIG PAD. Q1: Hi! What's your name? Q2: Where are you from? Q3: What's your major? Q4: What do you like doing in your free time? Q5: What did you do last Sunday? Q6: What did you eat this morning? Q7: Why did you choose this class? 2. The students get 3 minutes to think of their answers. The teacher rings the bell at 3 minutes. 3. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. They will introduce themselves to each other through the following questions. The inner line will ask the questions and the outer line will respond. 4. The students get a total of 3 minutes to ask and answer these questions. The teacher rings the bell at 3 minutes. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions.

			5. The teacher rings the bell when the 3 minutes are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated until they have interacted with a total of 3 partners. At the end of it, students return to their seats. *Note: The instructor is advised to adjust the timing of this task according to the pace of the students in class.*
10 min	Course Overview	Syllabus, Portfolio Contents Page	1. Teacher distributes the syllabus and the contents page of the portfolio. Provides a brief overview and describes the portfolio. 2. Students get 3 minutes to read it aloud in pairs. 3. Teacher writes the following questions on whiteboard (WB) or puts them on a slide and uses the BIG PAD:- What are the major activities and assignments in this course? What is the attendance policy? What are the class rules? What is the grading criteria? 4. Students discuss answers to these questions in pairs for 5 minutes.
5 min	Pre-listening task		1. Teacher asks students if they know what GI are? They are asked to list as many GIs as they can in pairs within 2 minutes 2. After 2 minutes are over, teacher rings bell and asks students for examples. 3. Teacher writes examples provided by students on the board. *It is advised that the teacher try to incorporate the following vocabulary (which appears in the video and the worksheet): problems, major issue, countries such as, man-made, caused by nature, United Nations.*
15 min	Global Issues Video	Video, supporting handout	1. Distribute the supporting handout and inform the students that they will be watching a video and that they should simultaneously fill the blanks in the handout. 2. Play the 5-minute video with the English captions option turned on 3. Students compare notes in pairs for 2 minutes. 4. Video is played a second time. 5. Give the students 3 minutes to consult with their partners and fill in the blanks.
10 min	Pair Share		1. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. They answer the last question of the supporting handout "What do Global Issues mean?" The inner line will ask the questions and the outer line will respond. 2. The students get a total of 1 minutes to ask and answer the question. The teacher rings the bell at 1

			minute. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 3. The teacher rings the bell when the 1 minute is over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated until they have interacted with a total of 2 partners. At the end of it, students return to their seats. 4. Teacher spends 5 minutes in eliciting definitions from individual students.
15 min	Reflection Writing	Reflection Sheet	1. Teacher distributes the reflection sheets. 2. Students fill-in their details 3. Teacher describes that towards the end of each lesson, the students will fill-in their reflection sheet in which they will assess their performance in that lesson and write a comment about that lesson. The teacher will collect the reflection sheets at the end of each lesson. The only exception to this will be the first lesson. 4. Students get 5 minutes to complete their reflection for the lesson. 5. Students share their reflection comment in pairs
5 min	Homework Assignment		1. Make a cover page for your reflection sheet – it can be your picture or anything else that you may like/draw. Due in the next class. 2. Remember to get the folder for the portfolio. Insert the contents page.

Assessment: Observe students during each task
Pay attention to student responses during warm-up and pair share
Reflection sheet

Preview of Next Class: Opening (5 min)
Warm-up (15 min)
Global Issues Pictures (10 min)
Group Discussion (GD) 1 (10 min)
Introduction to GD Roles (5 min)
GD 2 (20 min)
Worksheet Writing (13 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Course Description and Syllabus: Handout 1 (L1)

Course Description and Syllabus

Understanding Global Issues through Drama I

Course Description:

This course is designed for upper-intermediate level (students whose TOEIC score is between 490 and 620). Through this course, students will learn about global issues through the aspects of process drama. One of the key features of this course is extensive group work and this course will help students improve their communicative fluency in group interaction. This course is part one of a two-part course. This course is open to students of any department.

Goals and Objectives:

By the end of this course, students will be able to:

Goal 1: By the end of the course, the students will have developed the skills for researching for information, summarizing, presenting, and question generating.

Objectives – Students will be able to:

1.1 Find relevant articles on given global issue.

1.2 Read the articles and prepare a summary.

1.3 Present the summary to fellow classmates.

1.4 Ask questions based on their listening of a classmates summary/presentation.

1.5 Respond to clarifications and questions.

Goal 2: By the end of the course, the students will be able to identify and explain a global issue in terms of context, stakeholders, and possible solutions.

Objectives – Students will be able to:

2.1 Explain the basic details and concerns regarding four global issues.

2.2 Describe the context and stakeholders for one global issue.

2.3 State their opinion about a possible solution to one global issue.

Goal 3: By the end of the course, the students will be able to explain and replicate the process of the creating, rehearsing and staging of a process drama.

Objectives – Students will be able to:

3.1 Generate a storyline.

3.2 Discuss characterization in drama.

3.3 Perform in a short drama improvisation.

Goal 4: By the end of the course, the students will have developed the skills of group interaction and working together in a group.

Objectives – Students will be able to:

4.1 Initiate a turn in a group discussion

4.2 Summarize what others have said

4.3 Express appreciation, criticism and provide feedback.

4.4 Employ active-listening skills.

Major Activities and Assignments

- Group Discussions

- Drama Activities

- Global Issues Library Log (GILL)

- In-role Journal Entries

- Group Presentation

- Reflective Report

- Speech

- Submission of Portfolio

Syllabus:

Lesson No.	Title of Lesson
1	Introduction to the Course
2	Discussing Global Issues Part 1
3	Discussing Global Issues Part 2
4	Discussing Global Issues Part 3

5	Presentation 1
6	Analyzing Global Issues Part 1: Causes, Effects, and Stakeholders
7	Analyzing Global Issues Part 2: Stakeholders
8	Dramatizing Global Issues Part 1: Characters and Storyline
9	Dramatizing Global Issues Part 2: The Storyline
10	Dramatizing Global Issues Part 3: The Conflict
11	Dramatizing Global Issues Part 4: Flashback
12	Dramatizing Global Issues Part 5: Conflict resolution
13	Dramatizing Global Issues Part 6: The Performance
14	Reflecting on Global Issues
15	Conclusion to the semester

Assessment

Type of assessment	Percentage of Grade
1 Group Presentation	10%
1 Speech	15%
1 Reflective Report	15%
5 Global Issues Library Log (GILL)	20%
6 In-role Journal Entries	20%
Portfolio	10%
Attendance and participation	10%

Attendance Rules: 10% of the grade is for attendance and participation. Higher attendance would increase students' grade. A student can be absent from class for a maximum of five times.

If the student comes to the class more than ten minutes after the starting time or leaves by prior notice more than ten minutes before the class ends, the student will be consisted 'Late'. Two late will amount to one absence (2L = 1 A). With more than five absences, a student will not pass or receive credit for the course.

Advice for taking this course: In this course, students are expected to complete the assignments/homework before the class, to engage actively with their classmates, and be respectful and supportive to their classmates. Many decisions during the course would be made by the students together with their classmates. Students are requested to come prepared for collaborative work. Lastly, students are expected to bring their own electronic devices such as laptops and smartphones. These devices would be used for in-class researching and making the slideshow presentation.

Requirements for taking this course:

Maximum number of students: 20

TOEIC scores recommended for this course: 490 to 620

Table of Contents for Portfolio: Handout 2 (L1)

Name: _____   ID#: _____

Understanding Global Issues through Drama I

Table of Contents

Understanding Global Issues Through Drama 1

Name: _____

| TIME: (Day)-(Period)-(Time) (Room Number) | LECTURER: (Name) |
| OFFICE HOURS: (Day-Period-Hour) in (Office) | EMAIL: (email address) |

Assessment

Type of assessment	Percentage of Grade
1 Group Presentation	10%
1 Speech	15%
1 Reflective Report	15%
5 Global Issues Library Log (GILL)	20%
4 In-role Journal Entries	20%
Portfolio	10%
Attendance and participation	10%

Advice for taking this course:

In this course, students are expected to complete the assignments/homework before the class, to

engage actively with their classmates, and be respectful and supportive to their classmates. Many

decisions during the course would be made by the students together with their classmates.

Students are requested to come prepared for collaborative work.

(Adapted from Sowter, 2017)

Date (DD/MM/YY) (Day)	Attendance (O or A or L)	English only (0 - 4)	Active in class (0 -4)	Group or pair work (0 - 4)	Total points this lesson (/12)	Homework (0, 1 or 2)
___/___/___						
Please write a comment every week! First Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						

Note: O = Attended, A = Absent, L = Late   (Adapted from Sowter, 2017)

DRAMA-BASED CLIL ENGLISH COURSE

Date	Attendance (O or A or L)	English only (0 - 4)	Active in class (0 -4)	Group or pair work (0 - 4)	Total points this lesson (/12)	Homework (0, 1 or 2)
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Final Comment: Final lesson						

Attendance:
☑ or O = Present and on time   A = Absent (-5%) L = Late or early departure (-2%)
Use the 0 - 4 point scale for a total of 12 points per lesson

4 = 91-100%   **3** = 71-90%   **2** = 41-70%   **1** = 11-40%   **0** = 0=10%   (Adapted from Sowter, 2017)

Video support worksheet: Handout 4 (L1)

What are the world's biggest problems?

1. The first problem is P_____.

2. A third of the world's poor are located in _____.

3. The second problem is of Crime / Hunger / Global Warming.

4. The third from is Healthcare / Typhoons / Water and Sanitation.

5. Another major issue is E_____.

6. Illiteracy affects more _____ than

    _____.

7. The fifth problem is I_____.

8. In case of countries like Namibia '_____ distribution' has become

    an increasingly relevant issue.

9. Man-made climate change, deforestation, and overfishing have led to

    rapid _____ decline.

10. The UN offers 7 / 15 / 17 / 100 sustainable goals spanning from

    micro to macro.

Lesson Plan 2

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Discussing Global Issues Part 1
Week/Class Number: 2
Goals and Objectives
Language Goals:
Students will be able to:-
1. Use the provided questions to engage in conversation in pairs.
2. List the roles and functions of the participants of a group description
3. Conduct a group discussion
4. Write-down their self-assessment in the reflection sheet.
Content Goals:
Students will be able to:-
1. Identify the global issues depicted in the pictures
2. Describe any one global issue based on the 4W questions
3. Summarize their discussion by classifying the shared information about the Global Issues into the various categories given in the summary sheet.
Materials to bring:
Pictures of global issues (1-8), names of global issues (1-8), GD roles handout, GD role cards, note taker's sheets, GI summary worksheet, GILL, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
15 min	Warm-up	Bell, Timer	1. Teacher writes the following questions on whiteboard (WB) or puts them on a slide and uses the BIG PAD. Q1: Hi! What's your name? Q2: Where are you from? Q3: What's your major? *(Remove this question if all students are from the same major)* Q4: What do you like doing in your free time? Q5: What did you do last Sunday? Q6: What did you eat this morning? 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. They will introduce themselves to

			each other through the questions. The inner line will ask the questions and the outer line will respond. 3. The students get a total of 2 minutes to ask and answer these questions. The teacher rings the bell at 2 minutes. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 2 minutes are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated until one rotation is completed, if time permits. At the end of it, students return to their seats.
10 min	Global Issues Pictures	Pictures of Global Issues	1. The teacher puts A4 size color pictures representing the following global issues on the left side of the whiteboard: poverty, pollution, refugee crisis, nuclear disarmament, discrimination against women, global warming, natural disasters, and homophobia. 2. Teacher tells students that each picture represents a global issue which they may or may not have seen in the last lesson's video. The students get 2 minutes to discuss in pairs which global issues might be connected to which pictures. Teacher rings bell at the end of 2 minutes. 3. Teacher then puts the names of the global issues on the right side of the whiteboard. 4. The students are given 3 minutes to discuss in groups of 4 which pictures are connected to which global issues. Teacher rings bell at the end of 3 minutes. 5. One representative comes from each group to place the name of 1 global issue next to its picture.
10 min	Group Discussion (GD) 1		1. The students choose any 1 of the global issue which they are interested in. Their task is to describe what they think about the global issue. They can use the 4 W questions – What, Where, Who, and Why to help them come up with ideas. However, they are not required to answer to each of these 4W questions. They get 3 minutes to brainstorm individually through listing or mind mapping (*Mind mapping is suitable however some learners might prefer listing so learners get to choose. Teacher goes to the students to support them in the process of coming up with lists or mind maps)*. Teacher rings the bell when 3 minutes are over. 2. Each person talks about their global issue. They have 6 minutes to share their ideas. Teacher rings bell at 6 minutes.

5 min	Introduction to GD Roles	GD Roles handout	1. Teacher distributes the handout and preferably displays that information through a slide on the BIG PAD. There can be more than 1 note taker or reporter. 2. Teacher explains that the class will be using these roles for most group discussions in the course.
20 min	GD 2	GD role cards, Note taker's sheet	1. The class is now reorganized into smaller or bigger groups of students who had selected the same topic. In case there are topics that were chosen by only one students, all such students form one group or join the smallest group. 2. Teacher puts the GD Role slide on the BIG PAD. 3. Students are asked to mutually decide on the following roles within their groups: 1 facilitator, 2 or more note takers, and 1 or 2 reporters, varying according to the size of the group. 4. Teacher distributes the Note taker's sheets to the note takers. 5. The students are given 10 minutes to share the same information that they had shared in the previous discussion. *In case of groups of unequal size, the teacher must balance the timing by ensuring that larger groups are changing speakers frequently on one hand and smaller groups that finish their discussion earlier are given some extra 4W questions or follow-up questions by the teacher to extend their discussion.* Teacher rings bell at the end of 10 minutes. 6. The reporters from each group summarize their discussion for the entire class. (5 minutes)
13 min	Worksheet Writing	GI Summary Worksheet	1. Teacher distributes the GI Summary Worksheet and explains its contents. The first page of the worksheet has 7 useful vocabulary that would frequently feature in the Global Issue GD: issue, cause, effect, impact, stakeholders, resolution, and affected areas. The second page is a table for writing the details regarding the selected global issue. 2. The students take 5 minutes to fill in their summary worksheets in pairs. Teacher rings bell at the end of 5 minutes. 3. Students get another 5 minutes to fill in the worksheets, collaborating within their topic groups. Teacher rings bell at the end of 5 minutes.
7 min	Reflection Writing	Reflection Sheet	1. Students are asked to take out their reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups.

5 min	Homework Assignment		4. Teacher collects the reflection sheets.
			1. Students are given the GI Library Log sheets (GILL). They are required to select one of any of the reading material or videos from the source library and summarize it in the GILL #1.

Assessment: Observe students during each task

Pay attention to student participation in warm-up and GD

Note if students have understood the roles of a GD and are performing accordingly

Summary Worksheet

Reflection Sheet

Preview of Next Class: Opening (5 min)

Warm-up (5 min)

GILL#1 Share (15 min)

GI Summary Sheet (7 min)

Filling GI Master Sheet (10 min)

Intro to Presentation (15 min)

Regrouping (8 min)

Chart Design & Planning (15 min)

Reflection Writing (7 min)

Homework Assignment (5 min)

Global Issues Pictures: Handout 1 (L2)

Source: www.pexels.com

Source: www.pexels.com

Global Issues Names: Handout 2 (L2)

POVERTY

POLLUTION

REFUGEE CRISIS

HOMOPHOBIA

NUCLEAR

DISARMAMENT

GLOBAL

WARMING

DISCRIMINATION

AGAINST WOMEN

NATURAL

DISASTERS

Group Discussion Handout: Handout 3 (L2)

GROUP DISCUSSION ROLES

In a group discussion, every member participates through speaking and contributing their ideas. But to ensure that it's an efficient discussion, every member needs to take the additional responsibility of 1 of the following roles:

Facilitator

- Manages the discussion.
- Ensures that everybody gets a chance to speak.
- Keeps track of time

Note-taker

- Writes notes
- Records the main points
- Records who said what

Reporter

- Presents a summary to the class
- Can use the note-taker's notes

Group Discussion Role Cards: Handout 4 (L2)

FACILITATOR

FACILITATOR

FACILITATOR

FACILITATOR

NOTE TAKER

NOTE TAKER

NOTE TAKER

NOTE TAKER

REPORTER

REPORTER

REPORTER

REPORTER

Note taker's sheet: Handout 5 (L2)

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

GI Summary Sheet: Handout 6 (L2)

GLOBAL ISSUE SUMMARY SHEET

Important Vocabulary about Global Issues

1. **Issue:** an important subject or problem that people are discussing

   Example: *The issue of global warming.*

   Environmental issues.

2. **Cause:** someone or something that makes something happen

   Example: *The police are trying to find the cause of the fire.*

   The hike in tuition fees caused the students to protest.

3. **Effect:** a change, reaction, or result that is caused by something

   Example: *The medicine had an immediate effect.*

   The accident had a big effect on his life.

4. **Impact:** same as **Effect**

5. **Stakeholders:** a person who has an interest or concern in something

   Example: *The citizens of Amano city are stakeholders in the redevelopment plans as they*

   will lose their land and houses if the roads are broadened.

6. **Resolution (of problem):** the solution to a problem

   Example: *a resolution to the situation*

7. **Affected Areas:** a region or place that is facing the effects of an issue

   Example: *After the earthquake, the government sent doctors to the affected areas.*

Source: Cambridge Learner's Dictionary, Business dictionary

Global Issue Summary Sheet

WHAT (ISSUE, IMPACT)	WHERE (AFFECTED AREAS)	WHO (STAKEHOLDERS)	WHY (CAUSE)	HOW (RESOLUTION)

GILL: Handout 7 (L2)

Global Issues Library Log (GILL)

Name: _____   ID#: _____

GILL Number: #_____   Week: _____   Date: _____

Source: Article   /   Video

Title: _____

Notes:

Brief description of contents:

Your reaction/comments

New words/phrases that you learned:

Lesson Plan 3

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Discussing Global Issues Part 2
Week/Class Number: 3
Goals and Objectives

Language Goals:

Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Conduct a group discussion
4. Develop the contents of the master sheet through collaborative group work
5. Identify the main components of Presentation 1
6. Write-down their self-assessment in the reflection sheet.

Content Goals:

Students will be able to:-

1. Summarize the information they gained about a GI from the GI Library
2. Integrate information regarding one global issue from their respective summary sheet into the GI Master sheet
3. Design the layout of the chart for Presentation 1
4. Choose the relevant information regarding their GI which they would like to share in Presentation 1

Materials to bring:

20 questions handout, GI master sheet, Presentation 1 handout, parts of a presentation handout, example poster, GD role cards, note taker's sheets, GI summary worksheet, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: GI Master Sheet, GILL, Reflection sheets (after class)

Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 questions handout	1. Teacher either provides the students with the 20 Questions handout or writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not*

			distracted by their neighbors' conversations. The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL #1 share	GILL#1(with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
7 min	GI Summary worksheet share	GI Summary Worksheet (with students)	1. Students take their GI summary worksheets and move around the class to find a new partner. 2. Once pairs have been formed, students share their GI summary worksheets with their partner for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. 3. Students find another partner and share their GI summary worksheets with their new partner for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes.
10 min	Filling GI master sheet	GI Master Sheet	1. Students regroup into same GI groups. 2. Teacher hands out the A3 size GI Master Sheet. 3. Students collaboratively fill the GI Master Sheet by synthesizing the information in their GI summary worksheets and their GILL. They are asked to leave some space in every column as they will be updating the sheet in the following lessons. Students are advised to use pencil or erasable pen.
15 min	Introduction to Presentation 1	Example poster, Presentation 1 handout	1. Teacher distributes the handouts. 2. Teacher explains the components of the presentation. 3. Teacher gives an example presentation using the example poster.

			4. Teacher explains the procedure of the presentation – use of GI master sheet, rough poster, cue cards, peer-evaluation, and teacher evaluation, and best poster prize. 5. Opportunity for students to ask for clarifications.
6 min	Regrouping		1. Teacher explains that the students will now form their permanent GI Groups which will continue for the remaining semester. These will be the groups in which most of the GD, group presentations, and drama will take place. 2. The students can continue in the same group but this is their opportunity to join a group with a GI that they prefer. *In case, the teacher finds that the groups are too disproportionate then the teacher can do any of the following:-* *a. If a group is too large (8 students or more), break it into 2 groups with the same GI* *b. The ideal group size is 4-6 students.* *c. In case the teacher has to arbitrarily shift students into other groups, they should ensure open dialogue and use of lottery methods such as picking of chits, rock, paper, scissors, etc.* 3. These groups will now be referred to by the GI they represent.
15 min	Chart Design and Planning	A3 sheets	1. The teacher hands out A3 sheets to the groups to plan their charts on. 2. The students are informed that they will be making the charts in the next lesson. 3. Students use this time to:- - plan the design and layout of the chart - Select which information from the master sheet do they want to put on the chart - Identify which information are they lacking and must find out before the next lesson - Identify what materials they need to bring (including pictures) for the chart making session in the next lesson
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheets. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#2. 2. Students are required to research and bring the missing information for their GI.

| | | | | 3. Students are required to bring a chart paper, color pictures/images, markers, and other required stationery. |
| | | | | 4. Students have to bring their own devices (smartphones/ laptop) to the next class |

Assessment: Observe students during each task

Pay attention to student participation in warm-up and GD

GILL share time

Note if students have understood the roles of a GD and are performing accordingly

GI Master Sheet

Reflection Sheet

Preview of Next Class: Opening (5 min)

Warm-up (5 min)

GILL#2 Share (15 min)

Regroup and update GI Master Sheet (15 min)

Chart making (20 minutes)

Presentation practice (18 min)

Reflection Writing (7 min)

Homework Assignment (5 min)

Twenty Questions: Handout 1 (L3)

20 Questions

1. Who is your best friend?

2. What is your happiest childhood memory?

3. Who in your life has inspired you?

4. What is an important national holiday in your country?

5. Who do you feel close to in your family (or extended family)?

6. What is an experience in your life that made you feel embarrassed?

7. Who is an important person in your country?

8. When is a time when you experienced success?

9. What person do you truly admire?

10. What is a difficulty you have overcome in your life?

11. What teacher has had a positive influence on you?

12. What positive experience have you had learning or using English?

13. What famous or influential figure has inspired you?

14. When have you been happily surprised by something?

15. Who is an important person from your country's history?

16. What is something that you and your family enjoy doing together?

17. Who is the most intelligent person you know?

18. What is your favorite season of the year?

19. Which person are you most likely to talk with about a personal problem?

20. What event from the past would you like to relive?

Source: Aloiau (n.d.)

GI Master Sheet: Handout 2 (L3)

GLOBAL ISSUE MASTER SHEET

Name of GI:

CAUSES	EFFECTS	AFFECTED AREAS	STAKEHOLDERS	RESOLUTION

Handout 3 (L3)   **PARTS OF THE PRESENTATION**

Story Message
- Introduction
- Body
- Conclusion

Visual Message (Poster)
- Title & Name
- Colorful Pictures
- Font
- Border
- 5WH
- Cause, Effect, Areas, Stakeholders

Physical Message
- Eye Contact
- Posture
- Gestures
- Voice Inflection (Stress, Stretch, Pause)
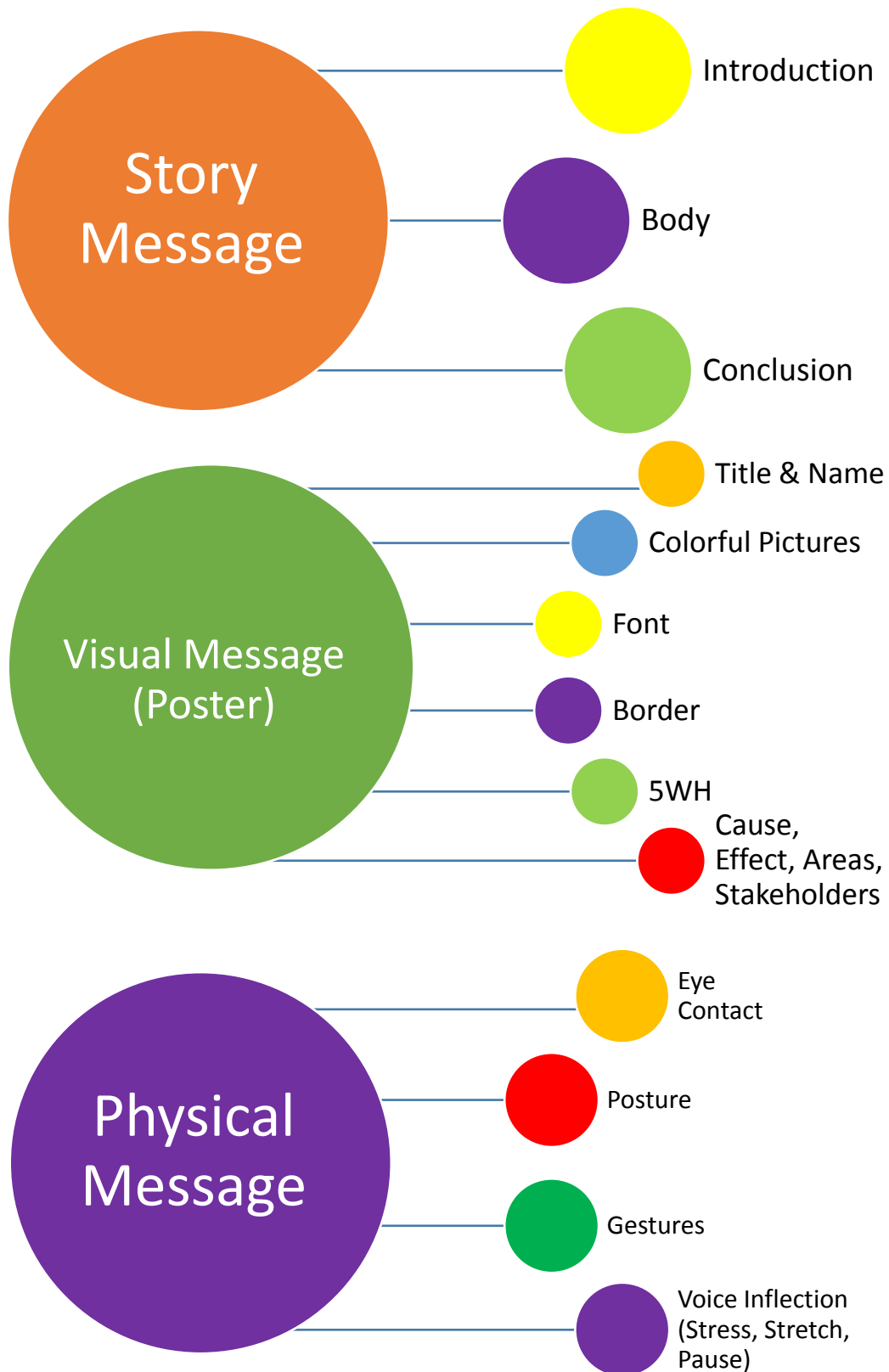
Presentation handout: Handout 4 (L3)

Guideline for Presentation 1

Objectives: Students will be able to:

- work together as a group
- share information about one global issue
- give effective presentations to the whole class

Content:

- Must include information on the:

  (1) causes, (2) effects, (3) affected areas, and (4) stakeholders of the GI

- Use effective delivery style (physical message)

Format:

- One poster per group

- Use a big sheet of paper (*mozoshi*), in full colour

- Speak for 2 minutes per person

- Prepare cue cards

- Peer evaluation and teacher evaluation will be given

Schedule:

- Lesson 3: Chart design and planning

- Lesson 4: Chart making (get chart, stationery, pictures, etc.)

- Lesson 5: Presentation

Lesson Plan 4

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Discussing Global Issues Part 3
Week/Class Number: 4
Goals and Objectives

Language Goals:

Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Develop the contents of the master sheet through collaborative group work
4. Write-down their self-assessment in the reflection sheet.

Content Goals:

Students will be able to:-

1. Summarize the information they gained about a GI from the GI Library
2. Modify the master sheet by adding new information from their GILL
3. Create a visual representation of the information on their GI in the form of a chart
4. Practice an oral presentation of the major aspects of their GI

Materials to bring:

A3 sheets, GI master sheet, example poster, GD role cards, note taker's sheets, summary worksheet, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: Reflection sheets (after class), GILL (after class)

Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners.

			3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL#2 share	GILL#2 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
15 min	Regroup and Update Master Sheet	GI Master Sheet, GILL, student devices	1. Students regroup into the GI groups. 2. Students update the information on the master sheet based on the latest GILL. 3. Students identify the information they want to put on the chart and use their devices to retrieve information that they might want to add. 4. Groups are allowed to take the master sheet for reference
20 min	Chart Making	A3 Sheets, Chart, Stationery, Pictures	1. Each GI Group makes their own chart in the class. *Teacher can put their example chart on the whiteboard.*
18 min	Presentation Practice		1. Students brainstorm and prepare the structure of their presentation using the chart. 2. Students divide the content and roles for their presentation. 3. They rehearse their parts and prepare cue cards.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Finish the chart. 2. Prepare cue cards. 3. Rehearse for presentation

Assessment: Observe students during each task

Pay attention to student participation in warm-up
GILL share time
GI Master Sheet
Chart
Presentation Practice
Reflection Sheet

Preview of Next Class: Opening (5 min)
Presentation preparation (13 min)
Presentation 1 (60 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 5

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Presentation 1
Week/Class Number: 5
Goals and Objectives
Language Goals:
Students will be able to:-
   1. Execute a group presentation in front of the class.
   2. Evaluate their peers.
   3. Choose the best poster through voting
   4. Write-down their self-assessment in the reflection sheet.
Content Goals:
Students will be able to:-
   1. Demonstrate their understanding of the GI by giving an oral presentation of the GI
Materials to bring:
Peer evaluation forms, teacher evaluation forms, best poster certificate (1 copy per student), reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Peer evaluation sheets
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables. 2. Teacher greets the students and initiates opening conversation. 3. Teacher reads out the agenda for the day.
13 min	Presentation Preparation	Bell, Timer	1. Teacher puts up the posters 2. Students use this time to update cue cards and posters if incomplete and go to their positions and practice presenting
60 min	Presentation 1	Peer-evaluation forms, teacher evaluation forms, Playing cards: Aces of hearts, diamonds, spades and clubs, and joker	1. Each group will have 10 min to present their poster. The other groups will be evaluating each group. Additional 1-2 min will be given after the presentation for the evaluating students to finish writing their comments on the evaluation form and for the next group to get settled. 2. A representative from each group will choose one of the five concealed cards: ace of hearts, ace of diamonds, ace of spades, ace of clubs, and joker. The groups will present in the following order: Hearts, Diamonds, Spades, Clubs, and Joker. 3. Joker will evaluate each speaker from Hearts, Hearts will evaluate each speaker from Diamonds, Diamonds will evaluate each speaker from Spades, Spades will evaluate each speaker from Clubs, and clubs will evaluate each speaker from joker. *In case the class has more than four groups, the teacher should either use cards from 2 different decks or use multiple combinations which include cards*

			other than ace and joker.
			4. Students will turn in the peer evaluation after everyone has finished presenting. *Only the teacher evaluation would be graded. The teacher is not required to record or tally the peer evaluation. The peer evaluation sheets are simply to be handed out to the students in the next class.* 5. Students will be given one sticker each, which they will put on the corner of the poster they liked best. The student with the best poster will receive an award certificate. 6. Take a picture of the classroom, with everyone's poster and all students.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheets. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#3.

Assessment: Teacher-evaluation
Peer-evaluation

Preview of Next Class: Opening (5 min)
Warm-up (5 min)
GILL#3 Share (15 min)
Cause and Effect Videos (20 min)
Understanding causes and Effects (5 minutes)
Researching Stakeholders (13 min)
Stakeholder GD (15 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Certificate for Best Poster: Handout 1 (L5)

Group Presentation

THIS CERTIFICATE IS PRESENTED TO

for being part of the team voted winner of the Best Poster Award

Understanding Global Issues through Drama I

Date: _____

Teacher Evaluation Sheets: Handout 2 (L5)

Poster

POSTER EVALUATION					
GROUP MEMBERS					
	5	4	3	2	1
Title and Names					
Colorful Pictures					
Content					
Poster Size					
Overall Appeal					
Total Score					

Teacher Evaluation | Presentation 1|Understanding Global Issues through Drama

—————————————— ✂ ————————————————

Individual Presentation

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5	4	3	2	1
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Time Penalty (-2)	Yes			No	
Final Score					
Comments					

Teacher Evaluation | Presentation 1|Understanding Global Issues through Drama

Peer Evaluation Sheet: Handout 3 (L5)

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 1|Understanding Global Issues through Drama I

— — — — — — — — — — — — — — ✂ — — — — — — — — — — — — — — — —

Peer Evaluation Sheet

Rubrics for Teacher Evaluation: Handout 4 (L5)

Rubrics for Teacher Evaluation

POSTER EVALUATION					
GROUP MEMBERS	Names of the students in the presenting group				
	5	4	3	2	1
Title and Names	The title is written in a bold font and the names are easy to read	The title is in bold font but the names are not easy to read	Both title and names are written but neither is easy to read	Either title or names of the groups members are missing	Neither title nor names of the group members are written
Colorful Pictures	Colorful and appropriately sized, relevant pictures	Pictures are colorful but are either too small or irrelevant	Pictures are B/W but are appropriately sized and relevant	Pictures lack color, appropriate size, and relevance	No pictures
Content	Poster displays information on all 4 aspects: Cause, Effects, Affected Areas, and Stakeholders	Poster displays information on only 3 aspects	Poster displays information on only 2 aspects	Poster displays information on only 1 aspects	No content-related information
Poster Size	*Muzoshi* Size	Slightly bigger than *muzoshi*	Slightly smaller than *muzoshi*	Too large	Too small
Overall Appeal	Layout, design, use of color and space is attractive and creative	Layout, design, use of color and space is attractrive	Layout, design, use of color and space is not remarkable	Layout, design, use of color and space is not attractive	Layout, design, use of color and space is distracting
Total Score					

INDIVIDUAL PRESENTATION EVALUATION

PRESENTER NAME	Name of th student				
	5	4	3	2	1
Eye Contact	Holds attention of entire audience with use of direct eye contact, only glances at the cue cards	Consistent use of direct eye contact with the audience, only looks at the cue cards from time to time	Uses direct eye contact but reads frequently and entire sentences from the cue cards or poster	Minimal eye contact with audience, excessive reading from cue card/poster	No eye contact with the audience, reads completely from cue card or poster
Poise, Body Language, and Gestures	Uses natural gestures and movements. Looks poised, confident, and relaxed.	Makes mistakes but quickly recovers from them, uses gesters and is confident	Uses few gestures and movements but they don't look natural. Shows slight tension or nervousness but is poised	Uses few gestures and movements but they don't look natural. Shows substantial tension or nervousness	Doesn not use gestures or movements. Does not display poise (is very nervous, fidgety, or distracted)
Voice	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyone to hear, changes tone and pace, uses pauses to maintain interest. Rarely uses filler words.	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyon to hear. Lacks in intonation, pacing, and pauses. Uses filler words.	Speaks clearly but lacks in volume. Lacks greatly in intonation, pacing, and pauses. Uses filler words frequently.	Lacks in clarity and volume. Speaks in a montone. Uses filler words frequently.	Mumbles or speaks too quickly or slowly. Speaks in a montone. Overuses filler words (umm, ah, so, and, like)
Introduction and Conclusion	Clear introduction and conclusion that catches the audience's attention. Uses transition phrases.	Clear introduction and conclusion. Use of transition phrases.	Introduction and conclusion. Lacks clarity and transition phases.	Student uses either introduction or conclusion, but not both.	Speech has no introduction and conclusion.
Content information	Clear organization and explanation of the information. Displays clear grasp of information. Connected to the poster and the group presentation	Average organization and explanation of information. Displays grasp of information. Connected to the poster and the group presentation	Lacks in orginzation or explanation. Displays grasp of information. Information is slightly disconnected and lacks relevance.	Lacks in organization and explanation. Unsure about the information. Information is slightly disconnected and lacks relevance.	Does not present information clearly and concisely. Does not display grasp of information Not relevant to the poster or the group presentation
Total Score					
Time Penalty (-2)	Yes Did the speaker fall short of or exceed the time limit by 30 seconds?		Did the speaker fall short of or exceed the time limit by 30 seconds?	No Did the speaker fall short of or exceed the time limit by 30 seconds?	
Final Score					
Comments					

Lesson Plan 6

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Analyzing Global Issues Part 1: Causes, Effects, and Stakeholders
Week/Class Number: 6
Goals and Objectives
Language Goals:
Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Conduct a group discussion
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Summarize the information they gained about a GI from the GI Library
2. Select the causes of poverty as provided in the video
3. Select the effects of climate change as provided in the video
4. List some of the stakeholders of their GI through online research
5. Discuss the causes, effects, and stakeholders of their GI

Materials to bring:
2 videos, support worksheets, summary worksheet, stakeholders worksheet, GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Poverty Video: What Causes Poverty? World Vision Australia:
https://www.youtube.com/watch?v=SCUhFFQ_ZRA
Climate Change Video: Climate Change Animation Shows Devastating Effects Video:
https://www.youtube.com/watch?v=S7jpMG5DS4Q
Things to collect: Reflection sheets (after class), GILL (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not*

			distracted by their neighbors' conversations. The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL#3 share	GILL#3 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
20 min	Causes and Effects videos	Poverty Video, Climate Change Videos, Support worksheets	1. Teacher Distributes the support worksheet 2. The causes of poverty video is played. The students have to fill out answers regarding the causes of poverty. Students compare notes after the viewing. The video is played a second time. 3. The Climate change video is played. The students have to fill out answers regarding the effects of climate change. Students compare notes after the viewing. The video is played a second time.
5 min	Understanding causes and effects	Summary Sheets	1. Teacher introduces the topic of causes and effects and as examples, asks the groups to volunteer responses regarding the causes and effects of their group's global issue. *Encourage the students to use the summary sheet in case they seem to be lost.* 2. Teacher leads the discussion towards the questions:- a) Who causes it? b) Who is affected? 3. Teacher reintroduces and highlight the vocabulary – stakeholders. Stakeholders are people and/or organizations/communities that are directly connected to a global issue either as the people

			responsible for causing it/aggravating it or as people affected by it. 4. Teacher encourages the students to find out the stakeholder of their global issue.
13 min	Researching stakeholders	Student devices	1. Students research regarding the stakeholders of their global issue. They are free to work individually, in pairs, or in groups.
15 min	Stakeholder GD	Note taker's sheet, Stakeholders Worksheet	1. Students undertake the GD Roles and initiate a GD discussing the different stakeholders of their GI. 2. The purpose of this GD is to synthesis the previously recorded information along with the new information and details which they have discovered. 3. Additionally, the students are expected to collaborate their information into a Stakeholders Worksheet.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#4.

Assessment: Observe students during each task

Pay attention to student participation in warm-up and GD

GILL share time

Note if students have understood the roles of a GD and are performing accordingly

Support Worksheet

Stakeholders Worksheet

Reflection Sheet

Preview of Next Class: Opening (5 min)

GILL#4 Share (15 min)

Reinitiating stakeholder conversation (8 min)

Play the spend game (20 min)

Character brainstorming (5 min)

Role-on-the-Wall (10 min)

Hot-seating (15 min)

Reflection Writing (7 min)

Homework Assignment (5 min)

CAUSES OF POVERTY

1. Ruth can't attend school for many days because (select <u>all</u> the relevant answers):-
    a. She doesn't like school
    b. She needs to take care of a sick family member
    c. She frequently falls sick herself
    d. She needs to work so that her family can grow enough food
2. Ruth is one of the billion people across the world who don't have access to safe _____ _____.
3. Ruth's family has been torn apart due to _____.
4. Some of the physical factors that cause poverty are (select <u>all</u> the relevant answers):-
    a. poor soil
    b. living on an island
    c. remote and mountainous locations
    d. land-locked areas with no access to ports
    e. small houses
    f. heightened vulnerability to natural disasters
5. Some of the human factors that cause poverty are:-
    a. _____
    b. corrupt leaders
    c. unfair trade rules
    d. poor _____
6. Developed infrastructure improves access to education, clean _____, and _____.

Support Worksheet for Effects of Climate Change: Handout 2 (L6)

EFFECTS OF CLIMATE CHANGE

1. The warming of the oceans is caused by _____ gases that humans have been pumping into the atmosphere.

2. The warming of the oceans is causes species of _____ to either move or die in masse.

3. If fishes move their location, then (select <u>all</u> the relevant answers):-
   a. Poor fishermen will lose their jobs if the fish move
   b. There will be no goldfishes in the pet store
   c. No fish also means no food for places that rely on the sea for food security

4. Other effects of warming of the oceans include:
   a. movement of land animals to colder areas
   b. bleaching and death of _____ _____
   c. the ice in the _____ is thawing and plants are growing in areas where they couldn't grow before
   d. animals that rely on ice like _____ and _____ are being affected
   e. melting of the glaciers worldwide will raise the _____ levels

Stakeholder Worksheet: Handout 3 (L6)

Name: _____

STAKEHOLDER WORKSHEET

Name of Global Issue: _____

Who are the people that are most affected by the issue?

_____

_____

_____

_____

Describe some of the effects that the global issue has on these people.

_____

_____

_____

_____

Who are the people who might be responsible for causing the issue?

_____

_____

_____

_____

Describe how have these people caused the issue.

_____

_____

_____

_____

According to you, who can help those affected by the issue?

_____

_____

_____

_____

Lesson Plan 7

Title of the Course: Understanding Global Issues through Drama I

Title of the Lesson: Analyzing Global Issues Part 2: Stakeholders

Week/Class Number: 7

Goals and Objectives

Language Goals:

Students will be able to:-

1. Summarize what they read/watched from the GI Library by using the GILL for support
2. Construct the profile of a fictional character of their choice
3. Compose questions to ask for details of their peers' roles.
4. Write-down their self-assessment in the reflection sheet.

Content Goals:

Students will be able to:-

1. Summarize the information they gained about a GI from the GI Library
2. Construct a fictional character that represents one of the stakeholders of their GI
3. Analyze the dilemmas faced by the stakeholders of their GI.

Materials to bring:

A3 sheets (= total number of students), character/character profile, markers, post-its, GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: Reflection sheets (after class), GILL (after class)

Procedure

| Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
15 min	GILL#4 share	GILL#4 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 3. Students regroup and sit in their GI groups.

8 min	Reinitiating stakeholder conversation	Stakeholder Worksheet (with the students)	1. Teacher asks students to take out their stakeholder worksheets and asks each group to mention their stakeholders. *During this process the teacher should check if the groups have enough stakeholders for each group member to get a role. If not, the teacher should either suggest additional stakeholders or multiple individuals from the same stakeholder group.* 2. Teacher asks how they think the stakeholders feel when faced with the global issue. Asks the students to discuss this in pairs for 3 minutes. 3. Teacher explains that from that moment the students will gradually take on the identity of one of the stakeholders and try to feel how the stakeholders feel.
20 min	Play the Spend game	Student devices	1. Each group uses one device to open the Spend game website online (website in provided in the GI Library under the title- Poverty) 2. They play the game together (the game takes about 10-15 minutes) 3. The students share their reactions after playing the game in their groups for 2-3 minutes and the teacher asks for one reaction from each group and concludes by reminding the students that every individual has to make some difficult choices and has a reason behind making those choice.
5 min	Character brainstorming		1. Students are reminded that they will now choose a fictional role for themselves by posing as one of the stakeholders. 2. Students discuss in their groups, consult the stakeholder worksheet, and choose one role for themselves.
10 min	Role-on-the-Wall (D18 in the Roster of Drama Activities)	A3 sheets, markers, post-its	1. Each student should have at least an A3 size space. It can either be on the whiteboard(s) or on the A3 sheets that the students have been asked to bring. 2. Teacher describes and models the exercise for the students. 3. Students start creating their roles: name, age, location, profession, gender, connection to the global issue, opinion about the global issue, as well as any other detail that they might like to add.
15 min	Hot-seating (D8 in the Roster of Drama Activities)		1. Each group stands in a circle and places a chair in the center of the circle. 2. Students take turns sitting on the chair in-role for 2 minutes. *This timing is assuming that there are 4 members in each group. The teacher will have to increase/decrease this timing for each group based on the number of group members.* 3. The groups asks them questions about their role, the role's opinions, etc.

			4. They can be questioned about their daily dilemmas (similar to the ones in the spent game). 5. The students spend the last 2-3 minutes noting down the details that they created for their role during the hot-seat.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Watch any of the following (depending on the selected GI) from the GI Library: Stories of Climate Impacts on pacific islands, Arigato from Japan, Saving Grace, Ali's Story, or It's a Girl. Fill the GILL#5. 2. Fill-in the character profile (use the internet for any required background information) 3. Journal entry #1 : Write the first in-role journal entry 4. Students are reminded that from the next class, they will increasingly be in-role.

Assessment: Observe students during each task
   Pay attention to student participation in GILL share time, game play, drama tasks
   Role-on-the-wall
   Hot-seating
   Reflection Sheet

Preview of Next Class: Opening (5 min)
   Character profile Share (10 min)
   Role introduction (10 min)
   Role dynamics (20 min)
   Story generation (20 min)
   Sharing story ideas (13 min)
   Reflection Writing (7 min)
   Homework Assignment (5 min)

Sample for Role on the Wall: Handout 1 (L7)
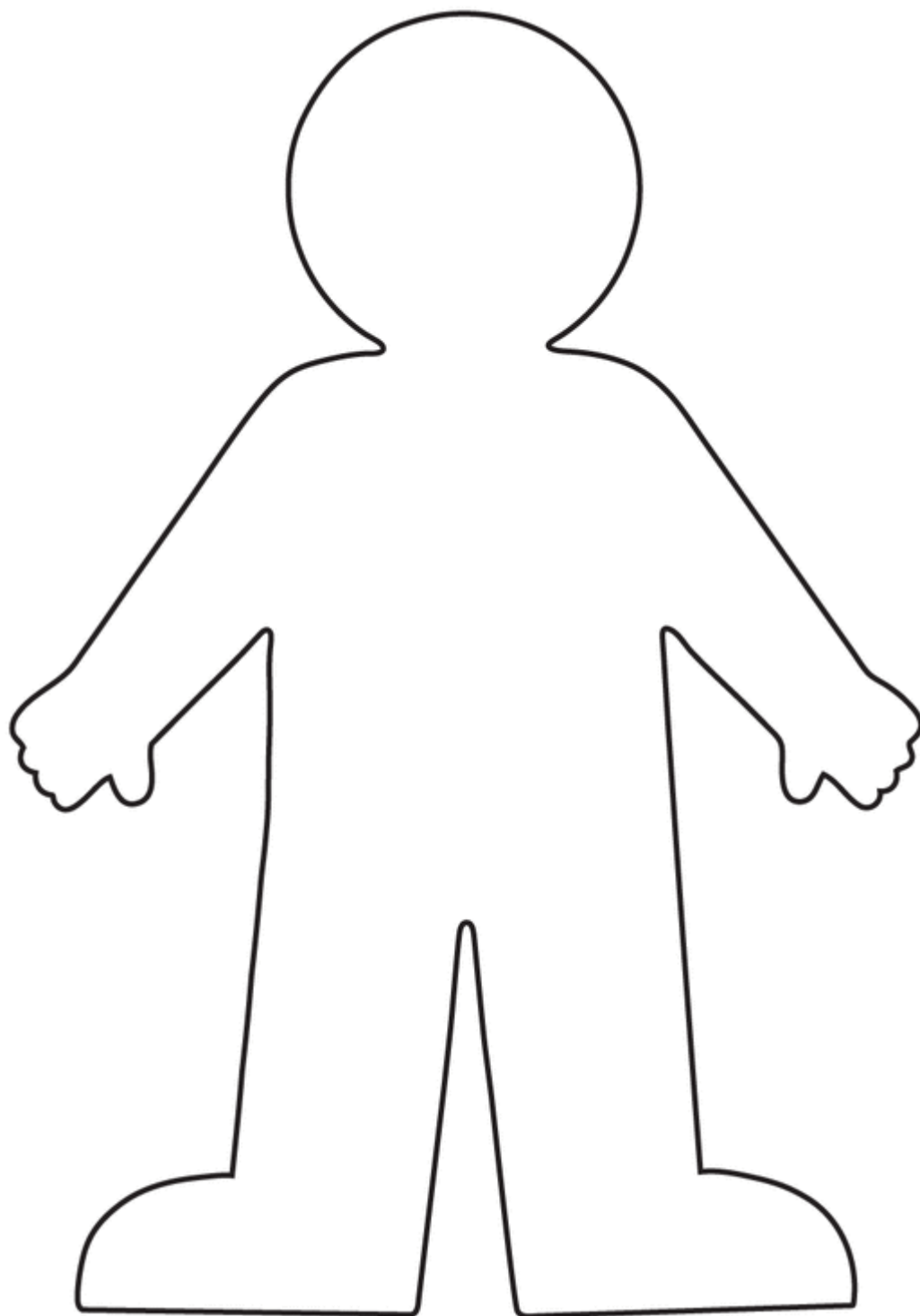
Character Profile: Handout 2 (L7)

CHARACTER PROFILE

Name: _____

Gender: _____ Age: _____

Physical Appearance: _____

_____

Occupation: _____

Place of Residence: _____

Details about family: _____

_____

_____

_____

Details about friends: _____

_____

_____

_____

Favorite things: _____

_____

_____

How does the Global Issue affect your character?

_____
_____
_____
_____
_____
_____
_____
_____

What solution/steps does your character want regarding the global issue?

_____
_____
_____
_____
_____
_____
_____
_____

Journal: Handout 3 (L7)

Journal Entry

Name of Character: _____ Date: _____

Imagine that you are not your real self but you are the character/ role. Write
an entry in your character's journal.

_____

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Lesson Plan 8

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Dramatizing Global Issues Part 1: Characters and Story
Week/Class Number: 8
Goals and Objectives
Language Goals:
Students will be able to:-

1. Summarize the details of their role
2. Role-play as their characters and engage in conversation
3. Compose questions to ask for details of their peers' roles.
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Appraise the relationship between different stakeholders of their GI
2. Create a storyline based on the GI

Materials to bring:
GD role cards, note taker's sheets, reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Character profile (after class), GILL#5 (before class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
10 min	Character profile Share	Character profile, Bell, Timer	1. Students share their character profile in pairs with the person sitting in front of them for 2 minutes. Teacher rings the bell at the end of 2 minutes. The speaker changes. Teacher rings the bell at the end of 2 minutes. 2. Students share their character profiles in pairs with the person sitting next to them for 2 minutes. Teacher rings the bell at the end of 2 minutes. The speaker changes. Teacher rings the bell at the end of 2 minutes.
10 min	Role introduction		1. Students walk around the class with the goal of interacting with at least 4 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. 3. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.

20 min	Role dynamics		1. Students clear the classroom to create space for free movement. Each group demarcates its rehearsal space.
			2. The groups will function in parallel within their demarcated spaces.
			3. The Role dynamics activity has three parts:-
			  a) Students engage in an 8 minute group discussion using the GD roles to confirm the roles of their group members. They then decide about the relationship between these roles through the following two questions:-
			    i. Do the two roles like each other?
			    ii. Why or why not?
			  b) Students start walking freely in the demarcated space and upon encountering another person, they use their face and body to express their emotion towards that person/role. The students keep on doing this activity for about 5 minutes. Teacher walks around encouraging, complementing, and assisting, as required. *Teachers are advised to model this activity before asking the students to participate in it.*
			  c) Students continue walking and expressing their emotions towards the other persons but they add a dialogue to it. They verbally express their emotions. One statement would suffice. The dialogue are aimed at establishing the dynamics between the roles. The teacher encourages the students to experiment with their body and speech. Their dialogues could be pleading for help, expressing support, expressing resentment, etc. This activity can be conducted for about 7 minutes.
			4. *An interesting twist can be when the teacher too takes up a role and engages with the student while being in-role. Such an intervention can be a stimulus for spontaneous reaction and language generation. The teacher should change their role depending on which group they are interacting with. The role should be relevant to that group's context.*

20 min	Story Generation	GD role cards, note-taker's sheet	1. Students reset the furniture/ sit on the ground and enter a GD with the GD Roles (each group makes its choice). 2. They decide a storyline. The focus areas are: the global issue, showing the opinions of the different characters/roles, having a central conflict, and a conclusive end (the conflict may or may not be resolved)

13 min	Sharing story ideas		1. The reporter(s) from each group shares their storyline. 2. After each storyline is shared, each group is to ask one clarification question to the reporter(s). The reporter is free to consult with their group and respond.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Journal entry #2: Write journal entry focusing on the character's interaction with and an opinion of the other characters. 2. Draw a storyboard of the storyline – this will pictorially depict the main events of the story. The students are free to draw, paint, and use pictures from the internet to do this. Each group should have a largely similar storyline across all the group-members.

Assessment: Pay attention to student participation during each task
Reflection Sheet
Character profile

Preview of Next Class: Opening (5 min)
Warm-up (8 min)
Storyboard share (8 min)
Tableaux (20 min)
Narrative slides (15 min)
Narrative slide show (22 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 9

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Dramatizing Global Issues Part 2: The Story
Week/Class Number: 9
Goals and Objectives
Language Goals:
Students will be able to:-

1. Explain the details of their storyboard.
2. Role-play as their characters and engage in conversation
3. Compose questions to ask for details of their peers' roles
4. Create a narration for their story
5. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-

1. Create a series of scenes depicting the GI
2. Develop a storyline based on the GI

Materials to bring:
GD role cards, note taker's sheets, reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
8 min	Warm-up	Bell, Timer	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. 3. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.
8 min	Storyboard share	Storyboards	1. Student find a new partner and either continue standing or sit down in pairs. 2. Students describe their storyboard to their partner for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
20 min	Tableaux (D21 in the Roster of Drama Activities)		1. Student regroup into their GI group and make space in their demarcated areas (henceforth referred to as working space).

			2. They recreate the imaging from the storyboard in real life by creating stationary scenes or frozen moments (called tableaux) through their bodies 3. Once they have created the tableaux, they add movement to the scenes.
15 min	Narrative Slides	GD role cards, note taker's sheets	1. Student undertake GD roles and come up with narration that describes each of these moving tableaux. 2. Students write down the narrative.
22 min	Narrative Slide Show (D13 in the Roster of DramaActivities)		1. Students perform their moving tableaux in sequence for their classmates. 2. One person from each group plays the role of the narrator and reads out the narration to each slide
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Journal entry #3: Write an in-role journal entry focusing on the character's opinion about the situation (global issue)

Assessment: Pay attention to student participation during each task
Reflection Sheet
Character profile

Preview of Next Class: Opening (5 min)
Warm-up (8 min)
Journal share (8 min)
Reading narrative (5 min)
Dramatizing the scenes (15 min)
Focus on conflict + teacher-in-role (15 min)
Brainstorming (5 min)
The Rant (10 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 10

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Dramatizing Global Issues Part 3: The Conflict
Week/Class Number: 10
Goals and Objectives
Language Goals:
Students will be able to:-

1. Role-play as their characters and engage in conversation
2. Compose questions to ask for details of their peers' roles
3. Summarize their journal entry and share with their peer
4. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-

1. Identify and develop the basic conflict in their GI story
2. Evaluate and present the best solution to the GI according to their role
3. Explain and defend their role's opinion on the GI

Materials to bring: Reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Journal entry#1
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
8 min	Warm-up	Bell, Timer	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. 3. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.
15 min	Journal share	Journals (with students)	1. Students regroup into their GI groups. 2. Students read out entry #2 of their journals in pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 3. Students read out entry #3 of their journals in pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.

5 min	Reading Narrative	Narrative	1. Students take turns and read aloud the narrative that they wrote in the last class within their GI groups.
15 min	Dramatizing the scenes		1. Student start dramatizing the scenes by substituting the narration with actions and dialogues. 2. Teacher should emphasize that the narration does not translate as their script of dialogues. In fact, the students should focus on the emotions and feeling of their roles and speak whatever comes naturally to them in that moment.
15 min	Focus on Conflict + Teacher-in-Role (D22 in the Roster of Drama Activities)		1. While the students are dramatizing their scenes, the teacher observes if their stories have dramatic tension – a conflict of interests between two characters that needs to be solved through negotiation or external intervention. 2. The teacher goes around highlighting the importance of that aspect of the stories and encourage the students to depict that negotiation or intervention. 3. For facilitating the identification or creation of the dramatic tension, the teacher takes on a role that is relevant to the particular group and guides the story while in-role (the purpose of this is not to conclude the story. In fact, it is quite the contrary. The purpose of teacher-in-role is to create and sustain opportunities for language generation in the students).
5 min	Brainstorming		1. The students take a break and individually brainstorm about what in the opinion of their character would be the best solution to the problem/ resolution of the conflict.

10 min	The Rant (D15 in the Roster of Drama Activities)		1. The students step forward in-role and give a monologue about their idea of the best solution.
			2. Other members of the group are free to interrupt the speaker and launch into their own monologues. *Depending on the size of the class, preparedness of the students, and the group dynamic of the class, this activity can happen in any of the following three ways:-*
			  a) If it is a small class with a good group dynamic, the students can perform one at a time while the rest of the class watches them perform.
			  b) If it's a large class with a good group dynamic, the class can be divided into two, each group can face in the opposite direction while one person from each group performs simultaneously.
			  c) If the students seem under confident or too nervous, then this activity can happen within

				the GI groups with one person from each group performing simultaneously. 3. The students then return and respond to the statements of the opposing stakeholders and defend their own proposed solution.
7 min	Reflection Writing	Reflection sheet		1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment			1. Journal entry #4: Write an in-role journal entry recounting the backstory of the character. What made them who they are? What experiences and people shaped them? This will be journal entry#2. Encourage the students to be as detailed as they can be. Remind them that they will share it in the next lesson.

Assessment: Pay attention to student participation during each task
Journal entry share
The Rant
Reflection Sheet
Character profile

Preview of Next Class: Opening (5 min)
Warm-up (8 min)
Journal share (15 min)
Defining the physical setting (10 min)
Performing the scenes (20 min)
Introducing Flashback (20 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 11

Title of the Course: Understanding Global Issues through Drama I

Title of the Lesson: Dramatizing Global Issues Part 4: Flashback

Week/Class Number: 11

Goals and Objectives

Language Goals:

Students will be able to:-

1. Role-play as their characters and engage in conversation
2. Compose questions to ask for details of their peers' roles
3. Summarize their journal entry and share with their peer
4. Write-down their self-assessment in the reflection sheet

Content Goals:

Students will be able to:-

1. Describe the real-life settings of the stakeholders of their GI
2. Perform the backstories of their roles
3. Justify the actions of their role when interjected

Materials to bring:

Reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: Reflection sheets (after class), Journal entry#2

Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
8 min	Warm-up	Bell, Timer	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. 3. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.
15 min	Journal share: backstories	Journals (with students)	1. Students regroup into their GI groups. 2. Students, while being in-role, read out their journal entries regarding their backstories in pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. *If the teacher discovers that the student have created longer backstories than can be shared in 3*

			minutes, then the teacher should give each speaker 5-6 minutes and skip step 3. 3. Students, while being in-role, read out their journals entries regarding their backstories in pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
10 min	Defining the physical setting	Student Devices, Note takers' sheets	1. Students enter GD roles and discuss the exact details of the physical setting for different scenes from their story. 2. They use their devices to search for pictures about the real-life setting for the stakeholders. 3. The reporters will report back to the class
20 min	Performing the scenes		1. Within their GI groups, the students perform their story using expressions, gestures, and dialogues. Teacher encourages these dialogues to be as spontaneous yet relevant to the issue as possible. The conversation between characters should lead to the development of the story.
20 min	Introducing flashback and freeze frame (D5 and D7 in the Roster of Drama Activities)		1. Teacher introduces the concept of flashback and gives the students the task of explaining the reasons for the opinion or actions of 1 character from their story through the use of flashback. 2. Students discuss and plan for 5 minutes. 3. Student begin improvising/performing/ dramatizing their plan. 4. Once the students are in action, the teacher goes around and says 'Freeze!' (Explaining that they scene needs to freeze when signaled so). The teacher then asked a What/Why/Who/Where/When question. *Doing this twice with every group should suffice. The purpose of this is to make the students familiar with the signal word 'Freeze!' as they will be using it in the next lesson.*
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Write an in-role journal entry recounting the physical environment of the character. This will be Journal entry #5. 2. Make a collage of pictures titled 'My World' in which the students will stick pictures of the physical settings of their role as discussed in the GD today.

Assessment: Pay attention to student participation during each task
Journal entry
Physical Setting GD
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up (15 min)
Recap motivations (15 min)
Final rehearsal and interjection (20 min)
Journal #6 writing (8 min)
Introduction to Reflective Report and Final Presentation (10 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 12

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Dramatizing Global Issues Part 5: Conflict resolution
Week/Class Number: 12
Goals and Objectives
Language Goals:
Students will be able to:-
1. Role-play as their characters and engage in conversation
2. Summarize their journal entry and share with their peer
3. Tell the procedure of the final presentation
4. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-
1. Describe the real-life settings of the stakeholders of their GI through the use of pictures
2. Create a climax for the GI story
3. Review the role-play from their role's perspective
4. Justify the actions of their role when interjected

Materials to bring:
Handout on Reflective Report and Presentation 2, Reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Journal entry#3, My World, Journal entry#4
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
15 min	Warm-up	Bell, Timer, My World Sheet	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. 3. Upon encountering another student they greet them and introduce their surrounding by showing and describing the My World sheet that they have prepared as homework for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 4. Students find another partner and the process is repeated. 5. Students return to their GI groups and arrange their working space.

15 min	Re-cap Character Motivations		1. Within their GI groups, students revisit what they said in 'the Rant' in Lesson 10. 2. Teacher explains that today will be the last day of improvisation so, students should attempt to lead their stories to their climax. 3. Students discuss a strategy to incorporate these character motivations in the story, and decide the manner in which they will present the conflict of interests.
25 min	Final Rehearsal and Freeze Frame (D7 in the Roster of Drama Activities		1. The class is divided into groups that contain 2 GI groups within them. 2. While one GI group performs and improvises, the other watches and uses the 'Freeze!' signal followed by the What, Why, Who, Where, and When questions to interject the performance. Teacher ensures that the interjecting group doesn't go overboard and cause excessive disruption. 3. The students perform their stories with special focus on the climax, the conflict of interests, and the resolution or failure to resolve the conflict.
8 min	Journal #6 writing (D24 in the Roster of Drama Activities		1. Students write an in-class, in-role journal about how they feel upon reaching/not reaching a resolution and if they are satisfied with it or not.
10 min	Introduction to Reflective Report and Presentation 2		1. Reflective Report – Written report due in Lesson 15. Teacher distributes handouts and describes the task. 2. Presentation 2 – individual speech due in Lesson 15. Teacher distributes handouts and describes the task.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Final performance next week. It will be video recorded. The teacher might join the performance. 2. Portfolio due in Lesson 14. 3. Reflective Report due in Lesson 15. 4. Final Presentation due in Lesson 15.

Assessment: Pay attention to student participation during each task
Journal entry
My World Sheet
Reflection Sheet

Preview of Next Class: Opening (5 min)

Last-minute preparation (5 min)
Warm-up (5 min)
Performances (60 min)
Reflection GD (7 min)
Reflection Writing (5 min)
Homework Assignment (5 min)

Guidelines for Reflective Report: Handout 1 (L12)

Guideline for Reflective Report

As part of the semester-end evaluation, students are required to write a **three page** Reflective Report. In this reflective report students will write their thoughts on the following themes:-

(1) How was your experience participating in the drama?

(2) What was your best memory of the drama?

(3) What were you able to learn about your Global Issue?

(4) Do you think you were able to improve English? Why or why not?

(5) What were the challenges you faced in the process?

(6) If given a chance, what would you do differently?

Submission due on Lesson 15

Guidelines for Presentation 2: Handout 2 (L12)

Guideline for Presentation 2

Objectives: Students will be able to:

- deliver a reflective speech
- analyze and evaluate their experience during the semester
- give an effective speech to the whole class

Content:

- Must include your responses to the following:

    (1) How was your experience participating in the drama?

    (2) What was your best memory of the drama?

    (3) Were you able to learn more about the GI through the drama activities?

    (4) What were the challenges you faced in the process?

    (5) If given a chance, what would you do differently?

- Use effective delivery style (physical message)

Format:

- Speak for 2 minutes per person

- Prepare cue cards

- Teacher evaluation and peer evaluation will be given

Schedule: Lesson 15: Presentation 2

Lesson Plan 13

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Dramatizing Global Issues Part 6: The Performance
Week/Class Number: 13
Goals and Objectives
Language Goals:
Students will be able to:-

1. Role-play as their characters
2. Create drama sequences while interacting with their peers in-role
3. Respond spontaneously to the teacher-in-role
4. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-

1. Demonstrate their understanding of the causes, effects, stakeholders, conflict, and possible resolution with regard to their GI

Materials to bring:

Video camera, tripod, Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards – Ace of hearts, 2 of hearts, 3 of hearts, 4 of hearts, 5 of hearts	1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day. 4. A representative from each group picks a playing card. The number on the playing card determines the order of the performance.
5 min	Last-minute preparation		1. Students are given 5 minutes to do any last minute preparation. Teacher assures them that memorizing dialogues is not important. They just need to live the characters.
5 min	Warm-up		1. The furniture is cleared and pushed aside. 2. Teacher conducts warm-up activity to make the students physically and mentally alert:- a) Students walk around the classroom in no-definite pattern. b) After about 15-20 seconds of walking, teacher gives the following instructions: "I will give you a speed ranging from slowest at 1 to fastest at 10. You are to walk at that speed." Teacher gives different speeds for next 1 minute. c) Teacher gives the second instruction, "When I clap once, you jump twice and

			continue walking at the same speed" Teacher gives instruction through speed number as well as claps for the next 1 minute. d) Teacher gives the third instruction, "When I clap twice, you turn around and continue walking". Teacher gives a variety of instructions about speed, one clap, and two claps over the next 2 minutes. *Try not to go in sequential order of speed.* e) Teacher gives the last instruction, "Now, without me telling you to stop, you all will gradually slow down and sensing the energy of the people around you, you all will come to a halt at the same time." f) Everyone waits until everyone has come to a standstill. g) Teacher wishes them luck
60 min	Performances + Teacher-in-Role (D22 in the Roster of Drama Activities)	Video camera, tripod	1. The GI groups introduce the name of their GI and begin their performance. The performances are recorded. 2. Having observed the performances over the past few lessons, the teacher has prepared some roles to add dramatic tension in the stories. Whenever the teacher finds it suitable, they enter the performance in-role to add dramatic tension and challenge the students to respond spontaneously.
7 min	Reflection GD	GD role cards, note taker's sheet	1. Students regroup into GI groups and undertake GD roles. 2. The discuss their performance and the following questions:- a) How do they feel about their performance? b) What they learn about the global issue? c) What was their biggest challenge? d) What was their best memory?
5 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Get 1 laptop per group. 2. Portfolio due in Lesson 14. 3. Reflective Report due in Lesson 15. 4. Final Presentation due in Lesson 15.

Assessment: Performances and response to intervention by teacher-in-role
Reflection Sheet
Preview of Next Class: Opening (5 min)
Preparation time and Portfolio Submission (10 min)

Reviewing and analyzing the performances (63 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 14

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Reflecting on Global Issues
Week/Class Number: 14
Goals and Objectives
Language Goals:
Students will be able to:-
1. Evaluate the performance of the performance of their group
2. Explain their evaluation by providing feedback
3. Write-down their self-assessment in the reflection sheet
Content Goals:
Students will be able to:-
1. State their understanding of the GI in retrospect

Materials to bring:
BIG PAD/Projector and screen, GD role cards, note taker's sheet, Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Portfolio, Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
10	Preparation time and Portfolio Submission		1. Students are given 5 minutes to make any end moment changes to their portfolios. 2. As and when the students are ready, they submit their portfolios.
63 min	Reviewing and analyzing the performances	GD role cards, note taker's sheet	1. Students sit in their GI groups. 2. Each group views the video of their own performance. 3. The viewing is followed a GD (with GD roles) on the following points:- a) What could you understand about the global issue? b) What did you think about the performance? c) How was the use of English? d) What was your favorite thing in the performance? e) How could your group have been better? *The students are free to view the video more than once, they can pause it and enter into a discussion and then resume viewing.* 4. The reporters report to the class.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet.

			2. Students get 5 minutes to complete their reflection for the lesson.
			3. Students share their reflection comment in their groups.
			4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Reflective Report due in next lesson.
			2. Presentation 2 due in next lesson.
			3. Bring some snacks/drinks.

Assessment: GD
                 Reflection Sheet

Preview of Next Class: Opening (5 min)
                         Preparation time (5 min)
                         Presentation 2 (Speech) (50 min)
                         Class Assessment form (10 min)
                         Snacks and free conversation (10 min)

Lesson Plan 15

Title of the Course: Understanding Global Issues through Drama I
Title of the Lesson: Conclusion to the semester
Week/Class Number: 15
Goals and Objectives
Language Goals:
Students will be able to:-
    1. Assess the performance of their peers
    2. Explain their reflection on their learning over the semester
    3. Assess the course
Content Goals:
Students will be able to:-
    1. Restate their understanding of the GI
Materials to bring: Teacher-evaluation forms, course assessment form QR code on slide, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflective report, peer evaluation forms
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: no tables. Only chairs in an amphitheatre style. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day. 4. Students submit the Reflective Report.
5	Preparation time		1. Students are given 5 minutes do last minute preparation/make cue cards for the presentation.
50 min	Presentation 2 (Speech)	Peer-evaluation forms, teacher evaluation forms, Playing cards: Aces of hearts, diamonds, spades and clubs, and joker	1. Each student will have 2 min to give their speech. Each students will be evaluated by 4 students. 2. A representative from each group will choose one of the five concealed cards: ace of hearts, ace of diamonds, ace of spades, ace of clubs, and joker. The groups will present in the following order: Hearts, Diamonds, Spades, Clubs, and Joker. 3. Joker will evaluate each speaker from Hearts, Hearts will evaluate each speaker from Diamonds, Diamonds will evaluate each speaker from Spades, Spades will evaluate each speaker from Clubs, and clubs will evaluate each speaker from joker. *In case the class has more than four groups, the teacher should either use cards from 2 different decks or use multiple combinations which include cards other than ace and joker.* 4. Students will turn in the peer evaluation after everyone has finished presenting. *Only the teacher evaluation would be graded. The teacher is not required to record or tally the peer evaluation. The peer evaluation sheets are simply to be handed out to the students at the end of the*

			class.
10 min	Course Assessment form	Course Assessment Form	1. Teacher distributes QR code to the assessment questionnaire or puts it on the BIG PAD. 2. Students fill the questionnaire using their cell phones.
10 min	Snacks and free conversation	Snacks	1. Students take snacks and have free conversation. 2. Teacher compliments

Assessment: Teacher evaluation of Presentation 2, Reflective Report

Teacher Evaluation Sheets: Handout 1 (L15)

Presentation 2

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5	4	3	2	1
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Time Penalty (-2)	Yes			No	
Final Score					
Comments					

Teacher Evaluation | Presentation 2|Understanding Global Issues through Drama I

Peer Evaluation Sheet: Handout 2 (L15)

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 2|Understanding Global Issues through Drama I

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Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 2|Understanding Global Issues through Drama I

Rubric for Teacher Evaluation: Handout 3 (L15)

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME	Name of th student				
	5	4	3	2	1
Eye Contact	Holds attention of entire audience with use of direct eye contact, only glances at the cue cards	Consistent use of direct eye contact with the audience, only looks at the cue cards from time to time	Uses direct eye contact but reads frequently and entire sentences from the cue cards	Minimal eye contact with audience, excessive reading from cue card	No eye contact with the audience, reads completely from cue card
Poise, Body Language, and Gestures	Uses natural gestures and movements. Looks poised, confident, and relaxed.	Makes mistakes but quickly recovers from them, uses gesters and is confident	Uses few gestures and movements but they don't look natural. Shows slight tension or nervousness but is poised	Uses few gestures and movements but they don't look natural. Shows substantial tension or nervousness	Doesn not use gestures or movements. Does not display poise (is very nervous, fidgety, or distracted)
Voice	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyone to hear, changes tone and pace, uses pauses to maintain interest. Rarely uses filler words.	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyon to hear. Lacks in intonation, pacing, and pauses. Uses filler words.	Speaks clearly but lacks in volume. Lacks greatly in intonation, pacing, and pauses. Uses filler words frequently.	Lacks in clarity and volume. Speaks in a montone. Uses filler words frequently.	Mumbles or speaks too quickly or slowly. Speaks in a montone. Overuses filler words (umm, ah, so, and, like)
Introduction and Conclusion	Clear introduction and conclusion that catches the audience's attention. Uses transition phrases.	Clear introduction and conclusion. Use of transition phrases.	Introduction and conclusion. Lacks clarity and transition phases.	Student uses either introduction or conclusion, but not both.	Speech has no introduction and conclusion.
Content information	Clear organization and explanation of the information. Displays deep reflection and answers all 5 questions.	Average organization and explanation of information. Displays grasp of information. Displays deep reflection and answers 5-4 questions.	Lacks in orginzation or explanation. Displays grasp of information. Answers 4-3 questions.	Lacks in organization and explanation. Unsure about the information. Answers 3-2 questions.	Does not present information clearly and concisely. Does not display grasp of information. Answers only 1 question.
Total Score					
Time Penalty (-2)	Yes Did the speaker fall short of or exceed the time limit by 30 seconds?			No Did the speaker fall short of or exceed the time limit by 30 seconds?	
Final Score					
Comments					

Rubric for Reflective Report Evaluation: Handout 4 (L15)

REFLECTIVE REPORT GRADING RUBRIC

Criterion	Standard
Depth of Reflection Score /20	20 – Reflects in-depth and personalized understanding of the topics and processes. Viewpoints are insightful and supported by detailed examples 18 – Reflects general and personalized understanding of the topics and processes. Viewpoints are provided with appropriate examples. 16 – Reflects basic understanding and personalization. Viewpoints and examples are either appropriate but insufficient or are too brief and irrelevant. 14 – Reflects minimal understanding but lacks personalization. Viewpoints are vague and examples are either absent or irrelevant. 12 – Lack of reflection or personalization of topics and processes. Absence of viewpoints and examples.
Responsiveness to Topic Score /20	20 – clearly addresses the topic and responds effectively to all aspects of the assignment; 18 – clearly address the topic, but may respond to some aspects of the assignment more effectively than others 16 – addresses the topic, but may slight some aspects of the topic 14 – indicates confusion about the topic or neglects important aspects of the assignment 12 – suggests an inability to comprehend the assignment or to respond meaningfully to the topic
Communication of Ideas Score /20	20 – explores the issues showing thorough comprehension of the text; goes beyond the obvious or class discussion 18 – shows some depth and complexity of thought 16 – may treat the topic simplistically or repetitively; doesn't demonstrate sufficient comprehension of the text 14 – lacks focus, demonstrates confused or simplistic thinking, or fails to communicate ideas 12 – is unfocused, illogical, incoherent or disorganized
Organization Score /20	20 – is coherently organized, with ideas supported by apt reasons 18 – is well organized and developed with appropriate reasons and examples 16 – is adequately organized and developed, generally supporting ideas with reasons and examples 14 – is poorly organized and/or undeveloped; lacks support from the text 12 – is undeveloped; provides little or no relevant support
Control of Mechanics, Sentence Structure, Grammar, Spelling Score /20	20 – is generally free from errors in mechanics, usage, and sentence structure 18 – may have a few errors in mechanics, usage, and sentence structure 16 – may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure 14 – is marred by an accumulation of errors in mechanics, usage, and sentence structure 12 – has serious and persistent errors in word choice, mechanics, usage, and sentence structure

(Adapter from Bakersfield College)

Lesson Plan 16

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Introduction to the Course
Week/Class Number: 1
Goals and Objectives
Language Goals:
Students will be able to:-
1. Identify major tasks for the semester.
2. Use the provided questions to engage in conversation in pairs.
3. Write-down their self-assessment in the reflection sheet.
Content Goals:
Students will be able to:-
1. Recall the global issues depicted in the Semester I performances
2. Explain their personal understanding of the term 'Global Issues'
Materials to bring:
20 questions handout, Collection of clips of performances in Semester I, course description and syllabus, portfolio contents page, reflection sheet, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: None
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Greet the students. 2. Teacher introduction. 3. Teacher reads out the agenda for the day.
25 min	Warm-up	Bell, Timer, 20 questions handout	1. Students are provided the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.

15 min	Course Overview	Syllabus, Portfolio Contents Page	1. Teacher distributes the syllabus and the contents page of the portfolio. Provides a brief overview and describes the portfolio. 2. Students get 5 minutes to read it. 3. Teacher writes the following questions on whiteboard (WB) or puts them on a slide and uses the BIG PAD:- What are the major activities and assignments in this course? What is the attendance policy? What are the class rules? What is the grading criteria? 4. Students discuss answers to these questions in pairs for 5 minutes.
15 min	Semester I performance compilation video	Compilation of video clips	1. Play the 10-minute compilation video 2. Give the students 3 minutes to consult with the person sitting next to them and identify the GI depicted in each performance.
5 min	Pair Share		1. Teacher puts the question on the whiteboard or on a slide using the BIG PAD: "What do Global Issues mean?" 2. Students ask this question to the person sitting in front of them. 3. The students get a total of 2 minutes to ask and answer the question. The teacher rings the bell at 2 minutes. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell again signalling the end of the activity. 5. Teacher asks some volunteers to share their understanding of the term 'global issues'.
5 min	Q & A		1. Students engage in pair discussion about any doubts and questions they might have about the class. 2. The class discusses their doubts at a class level including addressing questions to their teacher.
15 min	Reflection Writing	Reflection Sheet	1. Teacher distributes the reflection sheets. 2. Students fill-in their details 3. Teacher describes that towards the end of each lesson, the students will fill-in their reflection sheet in which they will assess their performance in that lesson and write a comment about that lesson. The teacher will collect the reflection sheets at the end of each lesson. The only exception to this will be the first lesson. 4. Students get 5 minutes to complete their reflection for the lesson. 5. Students share their reflection comment in pairs

5 min	Homework Assignment		1. Make a cover page for your reflection sheet – it can be your picture or anything else that you may like/draw. Due in the next class. 2. Remember to get the folder for the portfolio. Insert the contents page.

Assessment: Observe students during each task
Pay attention to student responses during warm-up and pair share
Reflection sheet

Preview of Next Class: Opening (5 min)
Warm-up (15 min)
Reviewing Semester I (28)
Global Issues Pictures (10 min)
Introduction to Semester II (10 min)
GD 1 (10 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Course Description and Syllabus: Handout 1 (L16)

20 Questions

1.   What is your favorite place to visit on weekends?

2.   What is your most important possession?

3.   Where do you most like to go to eat out?

4.   What is your favorite book or movie?

5.   Where is a good place to have fun in your hometown?

6.   What was your favorite subject at school?

7.   What is an interesting tourist attraction you have been to?

8.   What is your favorite style of clothing?

9.   What place makes you feel relaxed and peaceful?

10. What is your most useful study aid?

11. Where is your favorite place to study?

12. What is your favorite kind of food?

13. Which place has fond memories for you?

14. What is a resource that has helped you to do something better than before?

15. Where would you like to go to spend a vacation?

16. What is your favorite recreational activity?

17. Where would you most like to live?

18. What custom from your home country are you most fond of?

19. Which place in your home country would you recommend others to visit?

20. What is your favorite way of getting around (mode of transportation)?

Course Description and Syllabus: Handout 2 (L16)

Course Description and Syllabus
Understanding Global Issues through Drama II

Course Description:

This course is designed for upper-intermediate level (students whose TOEIC score is between

490 and 620). Through this course, students will learn about global issues through the aspects of

process drama. One of the key features of this course is extensive group work and this course will

help students improve their communicative fluency in group interaction. This course is part two

of a two-part course. This course is open to students of any department.

Goals and Objectives:

By the end of this course, students will be able to:

Goal 1: By the end of the course, the students will have developed the skills for researching

for information, summarizing, presenting, and question generating.

Objectives – Students will be able to:

1.1 Find relevant articles on given global issue.

1.2 Read the articles and prepare a summary.

1.3 Present the summary to fellow classmates.

1.4 Ask questions based on their listening of a classmates summary/presentation.

1.5 Respond to clarifications and questions.

Goal 2: By the end of the course, the students will be able to identify and explain a global

issue in terms of context, stakeholders, and possible solutions.

Objectives – Students will be able to:

2.1 Explain the basic details and concerns regarding four global issues.

2.2 Describe the context and stakeholders for one global issue.

2.3 State their opinion about a possible solution to one global issue.

Goal 3: By the end of the course, the students will be able to explain and replicate the

process of the creating, rehearsing and staging of a process drama.

Objectives – Students will be able to:

3.1 Generate a storyline.

3.2 Discuss characterization in drama.

3.3 Perform in a short drama improvisation.

Goal 4: By the end of the course, the students will have developed the skills of group interaction and working together in a group.

Objectives – Students will be able to:

4.1 Initiate a turn in a group discussion

4.2 Summarize what others have said

4.3 Express appreciation, criticism and provide feedback.

4.4 Employ active-listening skills.

Major Activities and Assignments

- Group Discussions

- Drama Activities

- Global Issues Library Log (GILL)

- In-role Journal Entries

- Group Presentation

- Reflective Report

- Speech

- Submission of Portfolio

Syllabus:

Lesson No.	Title of Lesson
1	Introduction to the Course
2	Review of Semester I
3	Discussing Global Issues Part 1

4	Discussing Global Issues Part 2
5	Presentation 1
6	Analyzing Global Issues Part 1: Stakeholder Needs
7	Analyzing Global Issues Part 2: Stakeholder Needs
8	Analyzing Global Issues Part 3: Problem solvers
9	Dramatizing Global Issues Part 1: Group of Experts
10	Dramatizing Global Issues Part 2: Towards Resolution
11	Dramatizing Global Issues Part 3: The Storyline
12	Dramatizing Global Issues Part 5: The Drama
13	Dramatizing Global Issues Part 6: The Performance
14	Reflecting on Global Issues
15	Conclusion to the semester

Assessment

Type of assessment	Percentage of Grade
1 Group Presentation	10%
1 Speech	15%
1 Reflective Report	15%
5 Global Issues Library Log (GILL)	20%
5 In-role Journal Entries	20%
Portfolio	10%
Attendance and participation	10%

Attendance Rules: 10% of the grade is for attendance and participation. Higher attendance would increase students' grade. A student can be absent from class for a maximum of five times. If the student comes to the class more than ten minutes after the starting time or leaves by prior notice more than ten minutes before the class ends, the student will be consisted 'Late'. Two late will amount to one absence (2L = 1 A).

Advice for taking this course: In this course, students are expected to complete the assignments/homework before the class, to engage actively with their classmates, and be respectful and supportive to their classmates. Many decisions during the course would be made by the students together with their classmates. Students are requested to come prepared for collaborative work. Lastly, students are expected to bring their own electronic devices such as laptops and smartphones. These devices would be used for in-class researching and making the slideshow presentation.

Requirements for taking this course:

Maximum number of students: 20

TOEIC scores recommended for this course: 490 to 620

Table of Contents for Portfolio: Handout 3 (L16)

Name: _____   ID#: _____

Understanding Global Issues through Drama II

Table of Contents

Reflection Sheet: Handout 4 (L16)

UNDERSTANDING GLOBAL ISSUES THROUGH DRAMA II

NAME: _____

| TIME: (Day)-(Period)-(Time) (Room Number) | LECTURER: (Name) |
| OFFICE HOURS: (Day-Period-Hour) in (Office) | EMAIL: (email address) |

Assessment

Type of assessment	Percentage of Grade
1 Group Presentation	10%
1 Speech	15%
1 Reflective Report	15%
5 Global Issues Library Log (GILL)	20%
6 In-role Journal Entries	20%
Portfolio	10%
Attendance and participation	10%

Advice for taking this course:

In this course, students are expected to complete the assignments/homework before the class, to engage actively with their classmates, and be respectful and supportive to their classmates. Many decisions during the course would be made by the students together with their classmates. Students are requested to come prepared for collaborative work.

(Adapted from Sowter, 2017)

DRAMA-BASED CLIL ENGLISH COURSE

Date (DD/MM/YY) (Day)	Attendance (O or A or L)	English only (0 - 4)	Active in class (0 -4)	Group or pair work (0 - 4)	Total points this lesson (/12)	Homework (0, 1 or 2)
__/__/__						
Please write a comment every week! First Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						
__/__/__						
Comment:						

Note: O = Attended, A = Absent, L = Late   (Adapted from Sowter, 2017)

Date	Attendance (O or A or L)	English only (0 - 4)	Active in class (0 -4)	Group or pair work (0 - 4)	Total points this lesson (/12)	Homework (0, 1 or 2)
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Comment:						
___/___/___						
Final Comment: Final lesson						

Attendance:
☑ or O = Present and on time   A = Absent (-5%) L = Late or early departure (-2%)
Use the 0 - 4 point scale for a total of 12 points per lesson

4 = 91-100%   **3** = 71-90%   **2** = 41-70%   **1** = 11-40%   **0** = 0-10%

Lesson Plan 17

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Reviewing Semester I
Week/Class Number: 2
Goals and Objectives
Language Goals:
Students will be able to:-
1. Use the provided questions to engage in conversation in pairs.
2. Recall and explain the main activities of Semester I
3. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-
1. Identify the global issues depicted in the pictures
2. Describe any one global issue based on the 4W questions
3. Summarize their discussion by classifying the shared information about the Global Issues into the various categories given in the summary sheet.

Materials to bring:
Pictures of global issues (1-8), names of global issues (1-8), summary sheet, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
15 min	Warm-up	Bell, Timer, 20 questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings

			the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.

28	Reviewing the last semester		1. Teacher confirms which students are continuing from the first semester and which students, if any, are new.
			2. The students form pairs with the person sitting next to them. If there are any new students, the teacher pairs them with students who had attended the course in Semester 1.
			3. Students are then organized in two rows of tables in chairs in a horseshoe formation whereby there are two semicircle rows of chairs facing each other with one rows of tables in between. The partners sit facing each other.
			4. The teacher puts the following questions on a slide and displays it on the BIG PAD. The students are given 2 minutes to discuss each of the questions. The teacher rings the bell at 2 minutes. The inner row stands up and moves one seat to their right and attempt the next question. This process repeats itself until all the following questions are answered:-
			  a) Why did you choose to take this course/continue into the second semester?
			  b) What was your best memory of the last semester?
			  c) What is the GI Library?
			  d) What is GILL? How do you use it?
			  e) What are the roles in a GD? Explain in detail.
			  f) What does the portfolio contain?
			  g) What does stakeholder mean?
			  h) What does depicting a role mean?
			  i) What is in-role journal writing?
			  j) What is Freeze Frame?

10 min	Global Issues Pictures	Pictures of Global Issues, Names of global issues, 1 set each per group	6. The teacher puts A4 size color pictures representing the following global issues on the left side of the whiteboard: poverty, pollution, refugee crisis, nuclear disarmament, discrimination against women, global warming, natural disasters, and homophobia. 7. Students are given smaller versions of these pictures. 1 set per pair.

		of smaller versions of the pictures and names	8. Teacher tells students that each picture represents a global issue which they may or may not have seen in the last lesson's video. The students get 3 minutes to discuss in pairs which global issues might be connected to which pictures. Teacher rings bell at the end of 3 minutes. 9. Teacher then puts the names of the global issues on the right side of the whiteboard. 10. Students are given smaller versions of these names. 1 set per pair. 11. The students are given 2 minutes to discuss in the same pairs which pictures are connected to which global issues. Teacher rings bell at the end of 2 minutes. 12. Volunteers come to place the name of 1 global issue next to the picture.

10 min	Introducing Semester II		1. Students are informed that:-
			  a. Semester II will follow the same structure as Semester.
			  b. There would be new and different drama techniques.
			  c. Instead of focusing in the stakeholders only, the focus of Semester Ii will be possible solutions to the GI.
			  d. The students are required to select another GI than the one they were associated with in Semester I. They are largely free to choose whatever they like and are not required to work in the same groups as Semester I.
			2. The students are given 5 minutes to reorganize the class into islands/clusters of four.
			3. They are given 2 minutes to select 1 global issue that they are interested in.

10 min	Group Discussion (GD) 1		1. The students choose any 1 of the global issue which they are interested in. Their task is to describe what they think about the global issue. They can use the 4 W questions – What, Where, Who, and Why to help them come up with ideas. However, they are not required to answer to each of these 4W questions. They get 3 minutes to brainstorm individually. Teacher rings the bell when 3 minutes are over. 2. Each person talks about their global issue. They have 6 minutes to share their ideas. Teacher rings bell at 6 minutes. 3. Students summarize their points in the summary sheet.
7 min	Reflection Writing	Reflection Sheet	1. Students are asked to take out their reflection sheet.

			2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the GI Library Log sheets (GILL). They are required to select any 1 reading material or video about their GI from the source library and summarize it in the GILL #1. 2. Get student devices.

Assessment: Observe students during each task
Pay attention to student participation in warm-up and GD
Pair work (Picture activity)
Summary Worksheet
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up (5 min)
GILL Share (15 min)
Introduction to GD Roles (5 min)
GD 1 (10 min)
Compiling information from Semester I (23 min)
Introduction to Presentation 1 (15 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Global Issues Pictures: Handout 1 (L17)

Source: www.emaze.com

Source: www.nationalgeographic.com

Source: www.lens.blog.nytimes.com

Source: www.ibtimes.com

Source: socialistparty.ie
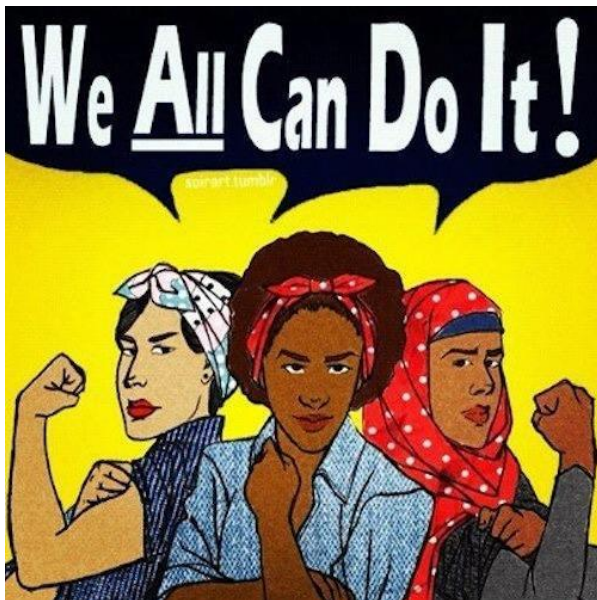
Source: www.hamptoninstitution.org

Source: www.news.com.au

Source: www.theodysseyonline.com

Global Issues Names: Handout 2 (L17)

POVERTY

POLLUTION

REFUGEE CRISIS

HOMOPHOBIA

NUCLEAR DISARMAMENT

GLOBAL WARMING

DISCRIMINATION AGAINST WOMEN

NATURAL DISASTERS

Summary Sheet: Handout 3 (L17)

SUMMARY SHEET

My Idea of a Global Issue

Name of Global Issue: _____

WHAT (Issue, Effect)	**WHERE** (Affected Areas)
WHO (People)	**WHY** (Cause)

GILL: Handout 4 (L17)

Global Issues Library Log (GILL)

Name: _____   ID#: _____

GILL Number: #_____   Week: _____   Date: _____

Source: Article   /   Video

Title: _____

Notes:

Brief description of contents:

Your reaction/comments

New words/phrases that you learned:

Lesson Plan 18

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Discussing Global Issues Part 1
Week/Class Number: 3
Goals and Objectives
Language Goals:
Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Verbally summarize the GILL
3. List the roles and functions of the participants of a group description
4. Conduct a group discussion
5. Identify the main components of Presentation 1
6. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Report the information regarding one GI which they accessed from the GI Library
2. Express their existing knowledge about any one GI
3. Synthesize information from last semester's posters, GI master sheets, and the internet

Materials to bring:

GD roles handout, GD role cards, note taker's sheets, summary worksheet, reflection sheet, pictures of Semester 1 Presentation 1 Posters, photocopies of the GI Master Sheets from Semester 1, Master Sheet, example presentation, Presentation 1 handout, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: GILL #1, Reflection sheets (after class)

Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	5. Class set-up: 5 islands/clusters of 4 chairs and tables 1. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to

			ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL #1 share	GILL#1 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
5 min	Introduction to GD Roles	GD Roles handout	1. Teacher distributes the handout and preferably displays that information through a slide on the BIG PAD. There can be more than 1 note taker or reporter. 2. Teacher explains that the class will be using these roles for most group discussions in the course.
10 min	GD 1	GD role cards, Note taker's sheet	1. The class is now reorganized into smaller or bigger groups of students who had selected the same topic in the last class (they are interested in the same GI). In case there are topics that were chosen by only one students, all such students form one group or join the smallest group. 2. Teacher puts the GD Role slide on the BIG PAD. 3. Students are asked to mutually decide on the following roles within their groups: 1 facilitator, 2 or more note takers, and 1 or 2 reporters, varying according to the size of the group. 4. Teacher distributes the Note taker's sheets to the note takers. 5. The students are given 7 minutes to describe what they think about the global issue. They can use the 4 W questions – What, Where, Who, and Why to help them come up with ideas. This is the same information that they had shared in the previous class. *In case of groups of unequal size, the teacher must balance the timing by ensuring that larger groups are changing speakers frequently on one*

			hand and smaller groups that finish their discussion earlier are given some extra 4W questions or follow-up questions by the teacher to extend their discussion. Teacher rings bell at the end of 7 minutes. 6. The reporters from each group summarize their discussion for the entire class. (3 minutes)
23 min	Compiling information from Semester I	Pictures of the posters from Semester 1 Presentation 1, photocopies of the GI Master Sheets from Semester 1, Master Sheet, Student Devices	1. Teacher distributes the Summary Worksheet and explains its contents. The first page of the worksheet has 10 useful vocabulary that would frequently feature in the Global Issue GD: issue, cause, effect, impact, stakeholders, resolution, and affected areas. The second page is a table for writing the details regarding the selected global issue. 2. The teacher then puts the pictures of the posters from Semester 1 Presentation 1 on the BIG PAD and provides photocopies of the GI Master Sheets from Semester 1. 3. Using the information about the GI from the provided material as well as by finding new information through their devices (especially in case of a GI that was not chosen in Semester I), the students fill-in the new GI Master Sheet. 4. Students get another 5 minutes to fill the worksheets, collaborating within their topic groups. Teacher rings bell at the end of 5 minutes.
15 min	Introduction to Presentation 1	Example presentation, Presentation 1 handout	1. Teacher distributes the handouts. 2. Teacher explains the components of the presentation. 3. Teacher gives an example presentation using BIG PAD 4. Teacher explains the procedure of the presentation – use of GI master sheet, PPT slides, cue cards, peer-evaluation, and teacher evaluation. 5. Opportunity for students to ask for clarifications.
7 min	Reflection Writing	Reflection Sheet	1. Students are asked to take out their reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the GI Library Log sheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL #2. 2. Get student devices

Assessment: Observe students during each task
Pay attention to student participation in warm-up and GD
GILL Share
Note if students have understood the roles of a GD and are performing accordingly
GI Master Sheet
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up (5 min)
GILL#2 Share (15 min)
PPT layout and planning (15 min)
PPT making (25 min)
Presentation Practice (13 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Group Discussion Handout: Handout 1 (L18)

GROUP DISCUSSION ROLES

In a group discussion, every member participates through speaking and contributing their ideas. But to ensure that it's an efficient discussion, every member needs to take the additional responsibility of 1 of the following roles:

Facilitator

- Manages the discussion.
- Ensures that everybody gets a chance to speak.
- Keeps track of time

Note-taker

- Writes notes
- Records the main points
- Records who said what

Reporter

- Presents a summary to the class
- Can use the note-taker's notes

Group Discussion Role Cards: Handout 2 (L18)

FACILITATOR   FACILITATOR

FACILITATOR   FACILITATOR

NOTE TAKER   NOTE TAKER

NOTE TAKER   NOTE TAKER

REPORTER   REPORTER

REPORTER   REPORTER

Note taker's sheet: Handout 3 (L18)

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

GI Summary Sheet: Handout 4 (L18)

GLOBAL ISSUE SUMMARY SHEET

Important Vocabulary about Global Issues

1. **Issue:** an important subject or problem that people are discussing

   Example: *The issue of global warming.*

   Environmental issues.

2. **Cause:** someone or something that makes something happen

   Example: *The police are trying to find the cause of the fire.*

   The hike in tuition fees caused the students to protest.

3. **Effect:** a change, reaction, or result that is caused by something

   Example: *The medicine had an immediate effect.*

   The accident had a big effect on his life.

4. **Impact:** same as **Effect**

5. **Stakeholders:** a person who has an interest or concern in something

   Example: *The citizens of Amano city are stakeholders in the redevelopment plans as they*

   will lose their land and houses if the roads are broadened.

6. **Resolution (of problem):** the solution to a problem

   Example: *a resolution to the situation*

7. **Affected Areas:** a region or place that is facing the effects of an issue

   Example: *After the earthquake, the government sent doctors to the affected areas.*

Source: Cambridge Learner's Dictionary, Business dictionary

Global Issue Summary Sheet

WHAT (ISSUE, IMPACT)	WHERE (AFFECTED AREAS)	WHO (STAKEHOLDERS)	WHY (CAUSE)	HOW (RESOLUTION)

Parts of a Presentation: Handout 5 (L18) **PARTS OF THE PRESENTATION**

Story Message
- Introduction
- Body
- Conclusion

Visual Message (Poster)
- Title & Name
- Colorful Pictures
- Font
- Border
- 5WH
- Cause, Effect, Areas, Stakeholders

Physical Message
- Eye Contact
- Posture
- Gestures
- Voice Inflection (Stress, Stretch, Pause)
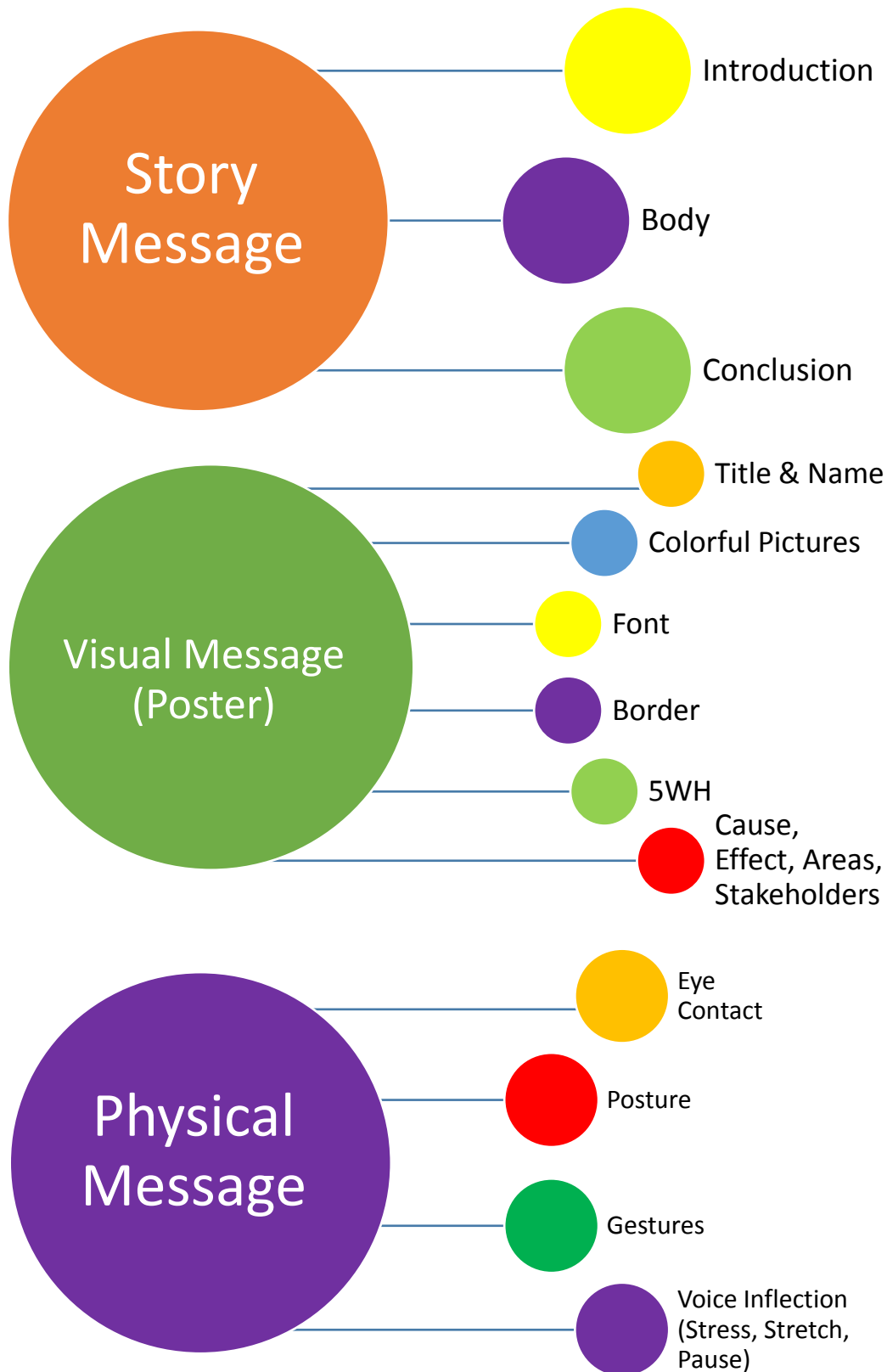
Presentation handout: Handout 6 (L18)

Guideline for Presentation 1

Objectives: Students will be able to:

- work together as a group
- share information about one global issue
- give effective presentations to the whole class

Content:

- Must include information on the:

  (1) causes, (2) effects, (3) affected areas, and (4) stakeholders of the GI

- Use effective delivery style (physical message)

Format:

- One slideshow presentation per group

- Speak for 2 minutes per person

- Prepare cue cards

- Peer evaluation and teacher evaluation will be given

Schedule:

- Lesson 4: PPT planning and making, presentation practice

- Lesson 5: Presentation

Lesson Plan 19
Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Discussing Global Issues Part 2
Week/Class Number: 4
Goals and Objectives
Language Goals:
Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Develop the contents of the presentation through collaborative group work
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Summarize the information they gained about a GI from the GI Library
2. Design the layout of the PPT sideshow for Presentation 1
3. Choose the relevant information regarding their GI which they would like to share in Presentation 1

Materials to bring:
Reflection sheet, pictures of Semester 1 Presentation 1 Posters, photocopies of the GI Master Sheets from Semester 1, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: GILL, Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 Questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners.

			3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions.
			4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL #2 share	GILL#2(with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
			2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
15 min	PPT layout and planning	Student devices	1. The teacher asks students to prepare their devices.
			2. Students use this time to:- - Plan the design and layout of PPT slides - Select which information from the master sheet they want to put in the slideshow. - Identify which information are they lacking and find it out through their devices.
25 min	PPT making	Student devices	1. Each GI Group makes their own PPT in the class.
			2. *Teacher can put their example PPT on the BIG PAD.*
13 min	Presentation Practice	Student devices	1. Students divide portions and decide who will be presenting which section.
			2. They take start making an outline/ writing their speaking content.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheets.
			2. Students get 5 minutes to complete their reflection for the lesson.
			3. Students share their reflection comment in their groups.
			4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#3.
			2. Prepare for Presentation 1

Assessment: Observe students during each task

Pay attention to student participation in warm-up and presentation making

GILL share time

Reflection Sheet

Preview of Next Class: Opening (5 min)
Preparation Time (10 min)
Presentation 1 (50 min)
GD: Moving towards a solution (8 minutes)
Class share of GD (5 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Lesson Plan 20

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Presentation 1
Week/Class Number: 5
Goals and Objectives
Language Goals:
Students will be able to:-
1. Execute a group presentation in front of the class.
2. Evaluate their peers.
3. Write-down their self-assessment in the reflection sheet.
Content Goals:
Students will be able to:-
1. Demonstrate their understanding of the GI by giving an oral presentation of the GI
Materials to bring:
Peer evaluation forms, teacher evaluation forms, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Peer evaluation sheets
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables. 2. Teacher greets the students and initiates opening conversation. 3. Teacher reads out the agenda for the day.
10 min	Presentation Preparation	Bell, Timer	1. Students use this time to complete cue cards and PPT if incomplete and go to their positions and practice presenting
50 min	Presentation 1	Peer-evaluation forms, teacher evaluation forms, Playing cards: Aces of hearts, diamonds, spades and clubs, and joker	1. Each group will have 8 min to present their poster. The other groups will be evaluating each group. Additional time will be given after the presentation for the evaluating students to finish writing their comments on the evaluation form and for the next group to get settled. 2. A representative from each group will choose one of the five concealed cards: ace of hearts, ace of diamonds, ace of spades, ace of clubs, and joker. The groups will present in the following order: Hearts, Diamonds, Spades, Clubs, and Joker. 3. Joker will evaluate each speaker from Hearts, Hearts will evaluate each speaker from Diamonds, Diamonds will evaluate each speaker from Spades, Spades will evaluate each speaker from Clubs, and clubs will evaluate each speaker from joker. *In case the class has more than four groups, the teacher should either use cards from 2 different decks or use multiple combinations which include cards other than ace and joker.* 4. Students will turn in the peer evaluation after

			everyone has finished presenting. *Only the teacher evaluation would be graded. The teacher is not required to record or tally the peer evaluation. The peer evaluation sheets are simply to be handed out to the students in the next class.*
8 min	GD: Moving towards a solution		1. Students get in their GD groups and discuss possible solutions to their GI
5 min	Class share		1. Reporters share GD summary with class
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheets. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#4.

Assessment: Teacher-evaluation
Peer-evaluation

Preview of Next Class: Opening (5 min)
Warm-up (5 min)
GILL#4 Share (15 min)
Stakeholder Video (15 min)
Stakeholder worksheet (8 minutes)
GD: Needs and demands of stakeholders (20 min)
Needs and demands on the stakeholder worksheet (5 min)
GD Share (5)
Reflection Writing (7 min)
Homework Assignment (5 min)

Teacher Evaluation Sheets: Handout 1 (L20)

Slideshow Presentation

SLIDESHOW PRESENTATION EVALUATION					
GROUP MEMBERS					
	5	4	3	2	1
Colorful Pictures and Graphics					
Content					
Organization					
Mechanics					
Overall Appeal					
Total Score					

Teacher Evaluation | Presentation 1|Understanding Global Issues through Drama II

———————————————— ✂ ————————————————

Individual Presentation

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5	4	3	2	1
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Time Penalty (-2)	Yes			No	
Final Score					
Comments					

Teacher Evaluation | Presentation 1|Understanding Global Issues through Drama II

Peer Evaluation Sheet: Handout 2 (L20)

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 1|Understanding Global Issues through Drama II

— — — — — — — — — — — — — — ✂ — — — — — — — — — — — — — —

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 1|Understanding Global Issues through Drama II

Rubrics for Teacher Evaluation: Handout 3 (L20)

Rubrics for Teacher Evaluation

POSTER EVALUATION

GROUP MEMBERS Names of the students in the presenting group

	5	4	3	2	1
Colorful Pictures and Graphics	Colorful, appropriate, and relevant pictures and graphics. Pleasing to the eye.	Images are appropriate and relevant. Layout is cluttered.	Pictures appropriately sized and relevant but are used too sparsely.	Images are inappropriate and irrelevant.	No pictures
Content	Slides display information on all 4 aspects: Cause, Effects, Affected Areas, and Stakeholders	Slides display information on only 3 aspects	Slides display information on only 2 aspects	Slides display information on only 1 aspects	No content-related information
Organization	Presentation flows smoothly and logically. Sufficient slides. Has a opening and concluding slide.	Presentation flows smoothly. Sufficient slides. Has opening and concluding slide.	Presentation flows well. Sufficient or too many slides. Has either opening or concluding slide.	Presentation is disorganized and lacks logic. Lacking in number of slides. Lacks both: opening and closing slides	Presentation has no flow at all. Insufficient number of slides.
Mechanics	No spelling errors. No grammar errors.	Few spelling errors. Few grammar errors.	Some spelling errors. Some grammar errors	Some spelling errors. Some grammar errors. A lot of the text seems copied.	Many spelling errors and/or text is copied.
Overall Appeal	Layout, design, use of color and space is attractive and creative	Layout, design, use of color and space is attractrive	Layout, design, use of color and space is not remarkable	Layout, design, use of color and space is not attractive	Layout, design, use of color and space is distracting
Total Score					

INDIVIDUAL PRESENTATION EVALUATION

PRESENTER NAME — Name of th student

	5	4	3	2	1
Eye Contact	Holds attention of entire audience with use of direct eye contact, only glances at the cue cards	Consistent use of direct eye contact with the audience, only looks at the cue cards from time to time	Uses direct eye contact but reads frequently and entire sentences from the cue cards or poster	Minimal eye contact with audience, excessive reading from cue card/poster	No eye contact with the audience, reads completely from cue card or poster
Poise, Body Language, and Gestures	Uses natural gestures and movements. Looks poised, confident, and relaxed.	Makes mistakes but quickly recovers from them, uses gesters and is confident	Uses few gestures and movements but they don't look natural. Shows slight tension or nervousness but is poised	Uses few gestures and movements but they don't look natural. Shows substantial tension or nervousness	Doesn not use gestures or movements. Does not display poise (is very nervous, fidgety, or distracted)
Voice	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyone to hear, changes tone and pace, uses pauses to maintain interest. Rarely uses filler words.	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyon to hear. Lacks in intonation, pacing, and pauses. Uses filler words.	Speaks clearly but lacks in volume. Lacks greatly in intonation, pacing, and pauses. Uses filler words frequently.	Lacks in clarity and volume. Speaks in a montone. Uses filler words frequently.	Mumbles or speaks too quickly or slowly. Speaks in a montone. Overuses filler words (umm, ah, so, and, like)
Introduction and Conclusion	Clear introduction and conclusion that catches the audience's attention. Uses transition phrases.	Clear introduction and conclusion. Use of transition phrases.	Introduction and conclusion. Lacks clarity and transition phases.	Student uses either introduction or conclusion, but not both.	Speech has no introduction and conclusion.
Content information	Clear organization and explanation of the information. Displays clear grasp of information. Connected to the slides and the group presentation	Average organization and explanation of information. Displays grasp of information. Connected to the slides and the group presentation	Lacks in orginzation or explanation. Displays grasp of information. Information is slightly disconnected and lacks relevance.	Lacks in organization and explanation. Unsure about the information. Information is slightly disconnected and lacks relevance.	Does not present information clearly and concisely. Does not display grasp of information Not relevant to the slides or the group presentation
Total Score					
Time Penalty (-2)	Yes	Did the speaker fall short of or exceed the time limit by 30 seconds?		No	Did the speaker fall short of or exceed the time limit by 30 seconds?
	Did the speaker fall short of or exceed the time limit by 30 seconds?				
Final Score					
Comments					

Lesson Plan 21

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Analyzing Global Issues Part 1: Stakeholder Needs
Week/Class Number: 6
Goals and Objectives
Language Goals:
Students will be able to:-
1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Conduct a group discussion
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-
1. Summarize the information they gained about a GI from the GI Library
2. Select the causes of poverty as provided in the video
3. Select the effects of climate change as provided in the video
4. List some of the stakeholders of their GI through online research
5. Discuss the causes, effects, and stakeholders of their GI

Materials to bring:
1 video, video support worksheet, stakeholders worksheet, GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Video: Kids for COP21: https://www.youtube.com/watch?v=5jBGrP9R48A
Things to collect: Reflection sheets (after class), GILL (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 Questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged

			to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners.
			3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions.
			4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL#4 share	GILL#4 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
			2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
15 min	Stakeholder Video	Video, support worksheet	1. The video is played. Start at 2:16
			2. Students fill-in the support worksheet while watching the video.
			3. Students compare notes in pairs.
			4. The video is played once again.
			5. They are given an additional 1-2 minutes to finish filling the worksheet.
8 min	Stakeholder worksheet	Stakeholder worksheet, student devices	1. Students fill the stakeholder worksheet in pairs.
			2. They use information from the previous video, their presentations, and find new information through their devices to identify the main victims of their GI.
			3. Teacher rings the bell at the end of 8 minutes.
20 min	GD: Needs and demands of the stakeholders	GD role cards, note taker's sheet	1. Students undertake the GD roles and engage in a GD to brainstorm and discuss the needs and demands that the stakeholders/victims might have regarding the resolution of the GI.
5 min	Needs and demands	Stakeholders worksheet	1. Students fill add to the stakeholders worksheet by writing the needs and demands of the stakeholders/victims as discussed in the GD.
5 min	GD Share		1. Reporters share the summary of the GD with the class.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet.
			2. Students get 5 minutes to complete their reflection for the lesson.

			3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Students are given the extensive reading/listening worksheets (GILL). They are required to select any 1 reading material or video from the source library and summarize it in the GILL#5.

Assessment: Observe students during each task

                  Pay attention to student participation in warm-up and GD

                  GILL #4 share time

                  Note if students have understood the roles of a GD and are performing accordingly

                  Support Worksheet

                  Stakeholders Worksheet

                  Reflection Sheet

Preview of Next Class: Opening (5 min)

                          Warm-up (5 min)

                          GILL Share (15 min)

                          Becoming a stakeholder Brainstorming (5 min)

                          Role on the Wall (10 min)

                          Solution brainstorming (8 min)

                          Hot-seating (15 min)

                          Summary GD (10)

                          GD Share (5)

                          Reflection Writing (7 min)

                          Homework Assignment (5 min)

Video Support Worksheet: Handout 1 (L21)

Name: _____

KIDS FOR COP21

Kids Talk to World Leaders and Demand Action on Climate Change

What are some of the actions that the kids have demanded in the video?

1) Stop cutting the _____.

2) Stop using _____ fuels.

3) Worry less about the industry and more about the _____.

4) Promote _____ industries.

5) I would like to see more _____ and people should

   eat less _____.

6) Get more people to travel by buses and _____.

7) Make the population more aware about _____ problems.

Name: _____

KIDS FOR COP21

Kids Talk to World Leaders and Demand Action on Climate Change

What are some of the actions that the kids have demanded in the video?

1) Stop cutting the <u>trees</u>.

2) Stop using <u>fossil</u> fuels.

3) Worry less about the industry and more about the <u>environment</u>.

4) Promote <u>clean</u> industries.

5) I would like to see more <u>windfarms</u> and people should eat less <u>beef</u>.

6) Get more people to travel by buses and <u>trains</u>.

7) Make the population more aware about <u>pollution</u> problems.

Stakeholder Worksheet: Handout 3 (L21)

Name: _____

STAKEHOLDER WORKSHEET

Name of Global Issue: _____

Who are the people that are most affected by the issue?

_____

_____

_____

_____

Describe some of the effects that the global issue has on these people.

_____

_____

_____

_____

What do the victims/stakeholders need to deal with the global issues?

_____

_____

_____

_____

Have the victims/stakeholders made any demands from the governments or the international community? If yes, what are they?

_____

_____

_____

_____

According to you, who can help these stakeholders? Who can respond to their demands?

_____

_____

_____

_____

Lesson Plan 22

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Analyzing Global Issues Part 2: Stakeholder Needs
Week/Class Number: 7
Goals and Objectives
Language Goals:
Students will be able to:-
1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they read/watched from the GI Library by using the GILL for support
3. Conduct a group discussion
4. Write-down their self-assessment in the reflection sheet.
Content Goals:
Students will be able to:-
1. Summarize the information they gained about a GI from the GI Library
2. List the demands made by children about climate change
3. Discuss the needs and demands of the stakeholders of their GI
Materials to bring:
A3 sheets (= total number of students), markers, post-its, GD role cards, note taker's sheets, reflection sheet, journal sheets, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), GILL (after class)
Procedure

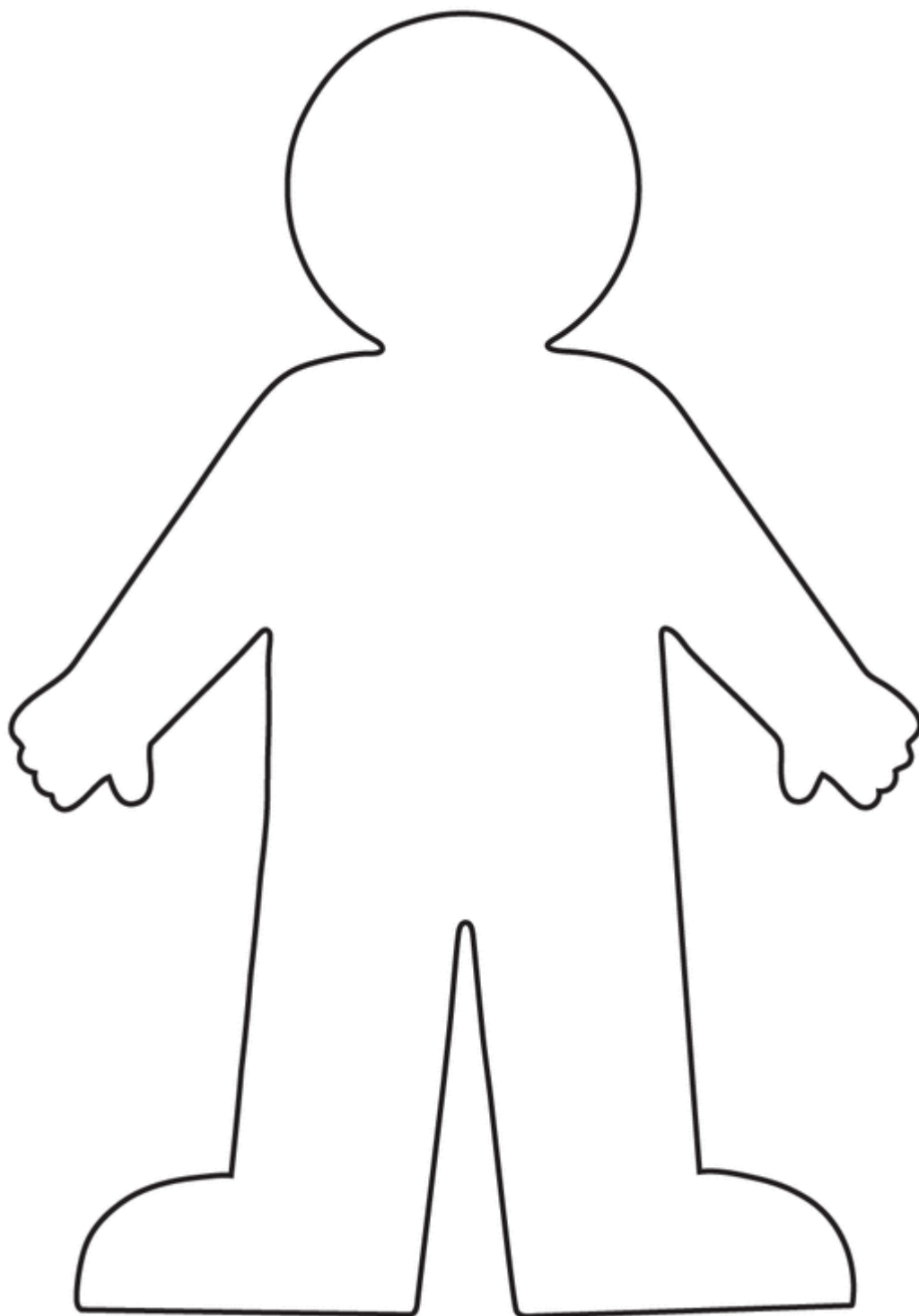| Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 Questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings

			the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. 4. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	GILL#5 share	GILL#5 (with students)	1. Students share their GILL is pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their GILL is pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
5 min	Brainstorming: Role		1. Students are told that they will now take on the role of a victim of the GI. 2. They are given 5 minutes to think about their role.
10 min	Role-on-the-Wall (D18 in the Roster of Drama Activities)	A3 sheets, markers, post-its	1. Each student should have at least an A3 size space. It can either be on the whiteboard(s) or on the A3 sheets that the students have been asked to bring. 2. Teacher describes and models the exercise for the students. 3. Students start creating their roles: name, age, location, profession, gender, connection to the global issue, opinion about the global issue, as well as any other detail that they might like to add.
8 min	Brainstorming: Needs and demands and Solutions		1. Students brainstorm about what are the needs and demands of their role with respect to resolving the GI. 2. What solutions for the GI are demanded by the role/character?
15 min	Hot-seating (D8 in the Roster of Drama Activities)		1. Each group stands in a circle and places a chair in the centre of the circle. 2. Students take turns sitting on the chair in-role for 2 minutes. *This timing is assuming that there are 4 members in each group. The teacher will have to increase/decrease this timing for each group based on the number of group members.* 3. The groups asks them questions about their role, the role's opinions, etc. 4. They can be questioned about their needs and demands for resolving the GI.

			5. The students spend the last 2-3 minutes noting down the details that they created for their role during the hot-seat.
10 min	GD: Summary	GD role cards, note taker's sheet	1. Students get together in their GI groups, undertake the GD roles, and share the characters and needs and demands that they have come-up with 2. They compare the needs and demands of their characters and try to find out any common or frequently stated needs and demands in the group.
5 min	GD Share		1. Reporters share the summary of the GD with the class.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Journal entry #1: Write an in-role journal entry (the role that was created in Role-on-the-wall) and write about the character's needs and demands in first person perspective.

Assessment: Observe students during each task
Pay attention to student participation in GILL share time
Role-on-the-wall
Hot-seating
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up (5 min)
Journal Share (15 min)
GD 1 (10 min)
GD Share (5 min)
Video: Solution (10 min)
Device time: Searching for organizations (15 min)
Class discussion and mind-map (10 min)
Filling worksheet (3 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Sample for Role on the Wall: Handout 1 (L22)

Journal: Handout 2 (L22)

Journal Entry

Name of Character: _____ Date: _____

Imagine that you are not your real self but you are the character/ role. Write an entry in your character's journal.

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Lesson Plan 23

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Analyzing Global Issues Part 3: Problem solvers
Week/Class Number: 8
Goals and Objectives
Language Goals:
Students will be able to:-

1. Use the provided questions to engage in conversation in pairs.
2. Summarize what they wrote in the journal to their partners
3. Conduct a group discussion
4. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-

1. Select basic facts about a hunger and poverty resolution programme and write the responses in a worksheet
2. List organizations that work for providing solutions to GIs or responding to the needs and demands of the stakeholders.

Materials to bring:
Solution video, GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Solution Video: Saving Grace: http://film-english.com/2014/03/03/saving-grace/
Things to collect: Reflection sheets (after class), Journal #1 (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards: Ace to 8 of Spades and Hearts. Ace to 4 of Diamonds.	1. Class set-up: 5 islands/clusters of 4 chairs and tables 2. Randomized seating through picking cards:- Island 1: Ace to 4 of Spades Island 2: Ace to 4 of Hearts Island 3: Ace to 4 of Diamonds Island 4: 5 to 8 of Spades Island 5: 5 to 8 of Hearts 3. Teacher greets the students and initiates opening conversation 4. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 Questions handout (with students)	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged

				to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners.
			3.	The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions. The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
15 min	Journal share	Journal #1 (with students)	1.	Students regroup into their GI groups.
			2.	Students read out their journals in pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
			3.	Students read out their journals in pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
10 min	GD: Who can respond to the needs and demands?	GD role cards, note taker's sheet	1.	Students undertake GD roles and engage in a discuss regarding which individual or organization can respond to the needs and demands or needs of the victims of the GI.
5 min	GD Share		1.	Reporters share the summary of the GD with the class.
10 min	Solution Video	Video: Support worksheet	1.	The solutions video is played.
			2.	Students fill-in the support worksheet simultaneously.
			3.	Students compare notes in pairs.
			4.	The video is played again.
15 min	Device time: Searching for organizations	Student devices	1.	Students use their devices to find out about organizations that respond to the needs and demands of GI victims or work towards resolving GIs.
10 min	Class discussion and mind-map		1.	Teacher initiates a class-level discussion in which the students share the names of organisations that they have come up with.
			2.	Teacher writes these responses on the board in the form of a mind-map.
3 min	Filling worksheet		1.	Students fill-in the mind-map on the worksheet by writing down the names of the different organizations that were discussed in the preceding class discussion.

7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Find out about three organizations that work in resolving your GI or responding to the needs of the GI victims (worksheet).

Assessment: Observe students during each task

Pay attention to student participation in GD, device time, class-level discussion

Journal #1 share

Reflection Sheet

Preview of Next Class: Opening (5 min)

Warm-up (5 min)

H.W. Share (10 min)

Introduction to Drama Presentation (10)

Mantle of the Expert-style GD 1 (15 min)

Mantle of the Expert-style GD 2(20 min)

Class share and discussion (13 min)

Reflection Writing (7 min)

Homework Assignment (5 min)

Video Support Sheet: Handout 1 (L23)   Name: _____

SAVING GRACE WORKSHEET

1. There are 300 million chronically _____ children in the world.
2. Grace lives in _____.
3. Grace has lots of _____ and _____ to look after.
4. To survive, Grace works, _____, and forages and so, she can't go to _____.
5. Mary's Meals is a simple _____ to world hunger.
6. Mary's Meals provides 1 _____ _____ in a place of learning.
7. The _____ attractions children to _____ for the first time.
8. _____ gives children the best hope for a future free from poverty.

FUN FACT! Education helps the entire community because education encourages good government, raises crop yields, promotes gender equality, fosters peace, tackles corruption, boosts economic growth, reduces poverty, and improves health.

Video Support Sheet (Answers): Handout 2 (L23)   Name: _____

1. There are 300 million chronically <u>hungry</u> children in the world.
2. Grace lives in <u>Malawi</u>.
3. Grace has lots of <u>brothers</u> and <u>sisters</u> to look after.
4. To survive, Grace works, <u>begs</u>, and forages and so, she can't go to <u>school</u>.
5. Mary's Meals is a simple <u>solution</u> to world hunger.
6. Mary's Meals provides 1 <u>daily meal</u> in a place of learning.
7. The <u>meal</u> attracts children to <u>school</u> for the first time.
8. <u>Education</u> gives children the best hope for a future free from poverty.

FUN FACT! Education helps the entire community because education encourages good government, raises crop yields, promotes gender equality, fosters peace, tackles corruption, boosts economic growth, reduces poverty, and improves health.

Mind Map: Handout 3 (L23)

Name: _____

MIND MAP

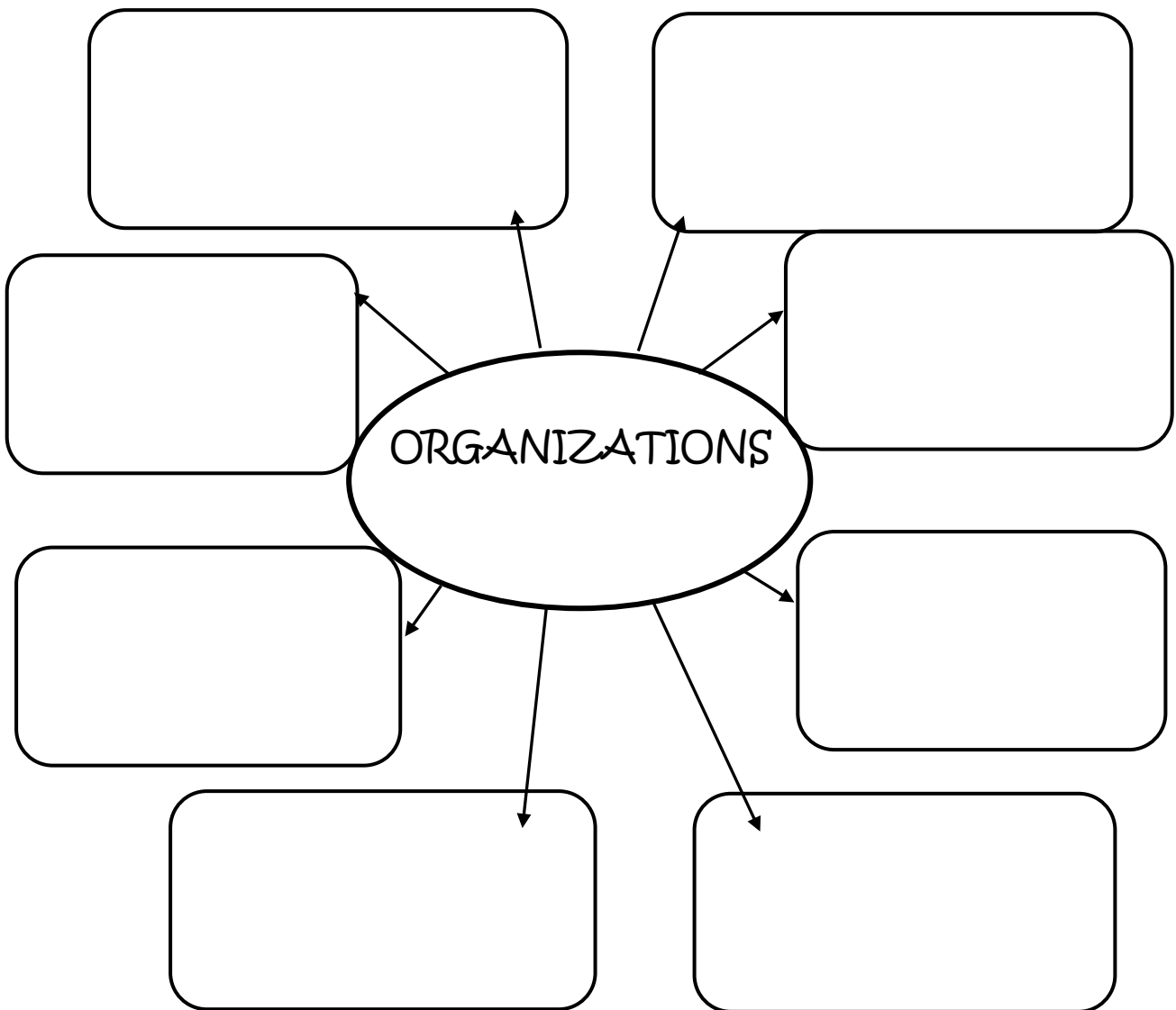ORGANIZATIONS

Lesson Plan 24

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Dramatizing Global Issues Part 1: Group of Experts
Week/Class Number: 9
Goals and Objectives
Language Goals:
Students will be able to:-
1. Conduct a group discussion
2. Role-play as their characters and engage in conversation
3. Create a simulation of an expert committee discussion
4. Ask and respond to clarification questions
5. Write-down their self-assessment in the reflection sheet.

Content Goals:
Students will be able to:-
1. List organizations that work towards resolving or responding to the selected GI
2. Appraise the possible ways of meeting the needs and demands of the stakeholders
3. Design a fictional plan of action for responding to a GI

Materials to bring:
GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Character profile (after class), GILL#5 (before class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
5 min	Warm-up	Bell, Timer, 20 Questions handout	1. Student take out the 20 Questions handout or the teacher writes the ten questions on the whiteboard (WB) or puts them on a slide and uses the BIG PAD. 2. Students stand in horseshoe formation whereby there are two semicircle lines of students that are facing each other. *Have the students stand with sufficient space between them so that they are not distracted by their neighbors' conversations.* The inner line will ask the questions and the outer line will respond. The students should be encouraged to ask 5WH (What, When, Where, Who, Why, How) follow-up questions to their partners. 3. The students get a total of 90 seconds to ask and answer any of the 20 questions. The teacher rings the bell at 90 seconds. At the bell, the roles are reversed and the student who was answering the questions starts asking the questions.

			The teacher rings the bell when the 90 seconds are over. This time the inner semi-circle steps to their right so as to pair up with a new partner. The process is repeated for as many times as time permits. The students are free to ask any of the 20 questions. At the end of it, students return to their seats.
10 min	Homework Share	Homework	1. Students share the names and description of the organizations (working towards resolving their GI or responding to the needs of the GI victims) in pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. 2. Students share their character profiles in pairs with the person sitting next to them for 2 minutes. Teacher rings the bell at the end of 2 minutes. The speaker changes. Teacher rings the bell at the end of 2 minutes.
10	Introduction to Drama	Drama Handout	1. Teacher distributes handout and gives the goal of the drama presentation. 2. Teacher describes the available options for the setting of the drama. 3. Teacher explains the nature of roles and the difference from the roles of Semester I. 4. Students discuss the handout in GI groups. 5. Students choose one of the provided settings for their drama.
15 min	Mantle of the Expert (D11 in the Roster of Drama Activities) GD 1		1. Teacher explains that students will now undertake roles of representative of these organizations. The entire group can be representative team of the same organization or each student can be a representative of a different organization related to their GI. 2. Once the group has decided their roles, they will get into character and then look at the needs and needs and demands given by the victims and discuss the possible solutions.
20 min	Mantle of the Expert (D11 in the Roster of Drama Activities) GD 2	GD role cards, note taker's sheet	1. In continuation to the previous GD, the students while being in-role will additionally adopt the GD roles and discuss the possible solutions. 2. The group is required to come-up with a plan of action or a set of recommendations to respond to the needs and demands of the victims. 3. Teacher provides them with support worksheet to note down the plan of action or recommendations.
13 min	Class share and discussion		1. The reporter(s) from each group shares their proposed strategy.

			2. After each plan of action or set of recommendations is shared, each group is to ask one clarification question to the reporter(s). The reporter is free to consult with their group and respond.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Fill the character profile based on your role. 2. Journal entry #2: Write journal entry focusing on the character's participation in the GD and opinions about solutions to the GI.

Assessment: Pay attention to student participation during each task
Homework share
GD
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up: character profile share (10 min)
Role introduction (10)
Story building (25 min)
Share ideas (13 min)
Start storyboard (15 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Introduction to Drama Presentation: Handout 1 (L24)

Introduction to Drama Presentation

Aim: The aim of this drama presentation is to discuss and analyze possible solutions and responses to the challenges posed by some Global Issues.

Options for Setting:
   a) TV Talk Show (Characters: Host + Expert Guests)
   b) Press Conference (Characters: Panel of Experts + Reporters)
   c) TV Interview (Characters: Interviewer + Panel of Experts)
   d) Panel Discussion (Characters: Panellists + Facilitator)
   e) Board Room Meeting (Characters: Members of an organization)

More about Roles: In Semester I, most of your roles were victims of the Global Issue (GI) – people who were facing the effects of the GI. But this semester, your roles will be about the problem solvers – people who are working at resolving the problem and helping the victims.

Concluding performance day: Lesson 13

GD 2 Support Worksheet: Handout 2 (L24)

Committee Recommendation

STAKEHOLDER	NEED/ DEMAND	RECOMMENDED SOLUTION/ ACTION	HOW DOES THE ACTION ANSWER THE DEMAND/NEED?

Character Profile: Handout 3 (L24)

CHARACTER PROFILE

Name: _____

Gender: _____ Age: _____

Physical Appearance: _____

_____

Occupation: _____

Place of Residence: _____

Details about family: _____

_____

_____

_____

Details about friends: _____

_____

_____

_____

Favorite things: _____

_____

_____

Does the Global Issue affect your character? How?

_____
_____
_____
_____
_____
_____
_____

What solution/steps does your character suggest regarding the global issue?

_____
_____
_____
_____
_____
_____
_____

Lesson Plan 25

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Dramatizing Global Issues Part 2: Towards Resolution
Week/Class Number: 10
Goals and Objectives
Language Goals:
Students will be able to:-
1. Summarize the details of their role.
2. Role-play as their characters and engage in conversation
3. Compose questions to ask for details of their peers' roles
4. Create a narrative story
5. Write-down their self-assessment in the reflection sheet
Content Goals:
Students will be able to:-
1. Develop a storyline based on responding to the GI

Materials to bring:
Storyboard template, GD role cards, note taker's sheets, reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Journal #2 (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day.
10 min	Character profile Share	Character profile, Bell, Timer	1. Students share their character profile in pairs with the person sitting in front of them for 2 minutes. Teacher rings the bell at the end of 2 minutes. The speaker changes. Teacher rings the bell at the end of 2 minutes. Students share their character profiles in pairs with the person sitting next to them for 2 minutes. Teacher rings the bell at the end of 2 minutes. The speaker changes. Teacher rings the bell at the end of 2 minutes.
10 min	Role introduction		1. Students walk around the class with the goal of interacting with at least 4 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.

25 min	Story Generation	GD role cards, note-taker's sheet	1. Students enter a GD with the GD Roles (each group makes its choice). They decide a storyline. The focus areas are: the global issue, showing the opinions of the different characters/roles, having a central conflict, and a conclusive end
13 min	Sharing story ideas		1. The reporter(s) from each group shares their storyline. After each storyline is shared, each group is to ask one clarification question to the reporter(s). The reporter is free to consult with their group and respond.
15 min	Start storyboard	Storyboard template	1. Students draw a storyboard of the storyline – this will pictorially depict the main events of the story. The students are free to draw, paint, and use pictures from the internet to do this. Each group should have a largely similar storyline across all the group-members.
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Journal entry #3: Write an in-role journal entry focusing on the character's opinion and feelings about the situation (setting as selected by the group) 2. Complete the storyboard

Assessment: Pay attention to student participation during each task
Character profile
GD
Sharing story ideas
Storyboard
Reflection Sheet

Preview of Next Class: Opening (5 min)
Warm-up (10 min)
Storyboard share (10 min)
Tableaux (23 min)
Narrative Slides (15 min)
Narrative Slideshow (15 min)
Reflection Writing (7 min)
Homework Assignment (5 min)

Storyboard template: Handout 1 (L25)

STORYBOARD TEMPLATE

Lesson Plan 26

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Dramatizing Global Issues Part 3: The Story
Week/Class Number: 11
Goals and Objectives
Language Goals:
Students will be able to:-

1. Explain the details of their storyboard.
2. Role-play as their characters and engage in conversation
3. Compose questions to ask for details of their peers' roles
4. Create a narration for their story
5. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-

1. Create a series of scenes depicting the GI
2. Develop a storyline based on the GI

Materials to bring:
Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Journal entry#3
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation Teacher reads out the agenda for the day.
10 min	Warm-up	Bell, Timer	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.
10 min	Storyboard share	Storyboards	1. Student find a new partner and either continue standing or sit down in pairs. Students describe their storyboard to their partner for 4 minutes. Teacher rings the bell at the end of 4 minutes. The speaker changes. Teacher rings the bell at the end of 4 minutes.
23 min	Tableaux (D21 in the Roster of Drama Activities)		1. Student regroup into their GI group and make space in their demarcated areas (henceforth referred to as working space).

			2. They recreate the imaging from the storyboard in real life by creating stationary scenes or frozen moments (called tableaux) through their bodies Once they have created the tableaux, they add movement to the scenes.
15 min	Narrative Slides	GD role cards, note taker's sheets	1. Student undertake GD roles and come up with narration that describes each of these moving tableaux. Students write down the narrative.
15 min	Narrative Slide Show (D13 in the Roster of Drama Activities)		1. Students perform their moving tableaux in sequence for their classmates. One person from each group plays the role of the narrator and reads out the narration to each slide
7 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. Teacher collects the reflection sheets.
5 min	Homework Assignment		Journal entry #4: Write an in-role journal entry focusing on the character's opinion about the situation (global issue)

Assessment: Pay attention to student participation during each task
            Reflection Sheet
            Character profile

Preview of Next Class: Opening (5 min)
            Warm-up (8 min)
            Journal share (15 min)
            Dramatizing the scenes (10 min)
            Dramatizing the scenes + Freeze Frames (25)
            Introduction to the report and presentation (15 min)
            Reflection Writing (7 min)
            Homework Assignment (5 min)

Lesson Plan 27

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Dramatizing Global Issues Part 5: The Drama
Week/Class Number: 12
Goals and Objectives

Language Goals:

Students will be able to:-

1. Role-play as their characters and engage in conversation
2. Summarize their journal entry and share with their peer
3. Tell the procedure of the final presentation
4. Write-down their self-assessment in the reflection sheet

Content Goals:

Students will be able to:-

1. Describe the real-life settings of the stakeholders of their GI through the use of pictures
2. Create a climax for the GI story
3. Review the role-play from their role's perspective
4. Justify the actions of their role when interjected

Materials to bring:

Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class), Journal entry #4
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation Teacher reads out the agenda for the day.
8 min	Warm-up	Bell, Timer	1. Students walk around the class with the goal of interacting with 2 students who are not in their GI groups. 2. Teacher reminds the students that they are in-role. Upon encountering another student they greet them and introduce themselves and ask basic questions regarding name, place, profession, age, hobbies, etc.
15 min	Journal share	Journals (with students)	1. Students regroup into their GI groups. 2. Students read out entry #4 of their journals in pairs with the person sitting in front of them for 3 minutes. Teacher rings the bell at the end of 3 minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes. Students read out entry #4 of their journals in pairs with the person sitting next to them for 3 minutes. Teacher rings the bell at the end of 3

				minutes. The speaker changes. Teacher rings the bell at the end of 3 minutes.
10 min	Dramatizing the scenes		1.	Student start dramatizing the scenes by substituting the narration with actions and dialogues. Teacher should emphasize that the narration does not translate as their script of dialogues. In fact, the students should focus on the emotions and feeling of their roles and speak whatever comes naturally to them in that moment.
			2.	The students perform their story using expressions, gestures, and dialogues. Teacher encourages these dialogues to be as spontaneous yet relevant to the issue as possible. The conversation between characters should lead to the development of the story.
25 min	Dramatizing the scenes + Freeze Frames (D7 in the Roster of Drama Activities)		1.	Once the students are in action, the teacher goes around and says 'Freeze!' (Explaining that they scene needs to freeze when signaled so). The teacher then asked a What/Why/Who/Where/When question. *Doing this twice with every group should suffice. The purpose of this is to make the students familiar with the signal word 'Freeze!' as they will be using it in the next lesson.*
			2.	Once the teacher has modelled Freeze Frames. Students take turn doing this within their groups. While the GI group performs and improvises, one person steps out, watches, and uses the 'Freeze!' signal followed by the What, Why, Who, Where, and When questions to interject the performance. Teacher ensures that the interjecting people don't go overboard and cause excessive disruption.
15 min	Introduction to Reflective Report and Presentation 2	Handouts	1.	Reflective Report – Written report due in Lesson 15. Teacher distributes handouts and describes the task.
			2.	Presentation 2 – individual speech due in Lesson 15. Teacher distributes handouts and describes the task.
7 min	Reflection Writing	Reflection sheet	1.	Teacher distributes the reflection sheet.
			2.	Students get 5 minutes to complete their reflection for the lesson.
			3.	Students share their reflection comment in their groups. Teacher collects the reflection sheets.
5 min	Homework Assignment			Journal entry #5: Write an in-role journal entry recounting the backstory of the character. What made them who they are? What experiences and people shaped them? Encourage the students to be as detailed as they can be.

Assessment: Pay attention to student participation during each task
                    Journal entry #4
                    Drama activities
                    Reflection Sheet
Preview of Next Class: Opening (5 min)
                    Last-minute preparation (5 min)
                    Warm-up (5 min)
                    Performances (60 min)
                    Reflection GD (7 min)
                    Reflection Writing (5 min)
                    Homework Assignment (5 min)

Guidelines for Reflective Report: Handout 1 (L27)

Guideline for Reflective Report

As part of the semester-end evaluation, students are required to write a **three page** Reflective Report. In this reflective report students will write their thoughts on the following themes:-

(1) How was your experience participating in the drama?

(2) What was your best memory of the drama?

(3) What were you able to learn about your Global Issue?

(4) Do you think you were able to improve English? Why or why not?

(5) What were the challenges you faced in the process?

(6) If given a chance, what would you do differently?

Submission due on Lesson 15

Guidelines for Presentation 2: Handout 2 (L17)

Guideline for Presentation 2

Objectives: Students will be able to:
- deliver a reflective speech
- analyze and evaluate their experience during the semester
- give an effective speech to the whole class

Content:
- Must include your responses to the following:

   (1) How was your experience participating in the drama?

   (2) What was your best memory of the drama?

   (3) Were you able to learn more about the GI through the drama activities?

   (4) What were the challenges you faced in the process?

   (5) If given a chance, what would you do differently?

- Use effective delivery style (physical message)

Format:

- Speak for 2 minutes per person

- Prepare cue cards

- Teacher evaluation and peer evaluation will be given

Schedule: Lesson 15: Presentation 2

Lesson Plan 28

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Dramatizing Global Issues Part 6: The Performance
Week/Class Number: 13
Goals and Objectives
Language Goals:
Students will be able to:-

1. Role-play as their characters
2. Create drama sequences while interacting with their peers in-role
3. Respond spontaneously to the teacher-in-role
4. Write-down their self-assessment in the reflection sheet

Content Goals:
Students will be able to:-

1. Demonstrate their understanding of the GI
2. Discuss possible solutions or responses to the GI

Materials to bring:

Video camera, tripod, Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening	Playing cards – Ace of hearts, 2 of hearts, 3 of hearts, 4 of hearts, 5 of hearts	1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day. 4. A representative from each group picks a playing card. The number on the playing card determines the order of the performance.
5 min	Last-minute preparation		1. Students are given 5 minutes to do any last minute preparation. Teacher assures them that memorizing dialogues is not important. They just need to live the characters.
5 min	Warm-up		1. The furniture is cleared and pushed aside. 2. Teacher conducts warm-up activity to make the students physically and mentally alert:- a) Students walk around the classroom in no-definite pattern. b) After about 15-20 seconds of walking, teacher gives the following instructions: "I will give you a speed ranging from slowest at 1 to fastest at 10. You are to walk at that speed." Teacher gives different speeds for next 1 minute. c) Teacher gives the second instruction, "When I clap once, you jump twice and

			continue walking at the same speed" Teacher gives instruction through speed number as well as claps for the next 1 minute. d) Teacher gives the third instruction, "When I clap twice, you turn around and continue walking". Teacher gives a variety of instructions about speed, one clap, and two claps over the next 2 minutes. *Try not to go in sequential order of speed.* e) Teacher gives the last instruction, "Now, without me telling you to stop, you all will gradually slow down and sensing the energy of the people around you, you all will come to a halt at the same time." f) Everyone waits until everyone has come to a standstill. g) Teacher wishes them luck
60 min	Performances + Teacher-in-Role (D22 in the Roster of Drama Activities)	Video camera, tripod	1. The GI groups introduce the name of their GI and begin their performance. The performances are recorded. 2. Having observed the performances over the past few lessons, the teacher has prepared some roles to add dramatic tension in the stories. Whenever the teacher finds it suitable, they enter the performance in-role to add dramatic tension and challenge the students to respond spontaneously.
7 min	Reflection GD	GD role cards, note taker's sheet	1. Students regroup into GI groups and undertake GD roles. 2. The discuss their performance and the following questions:- a) How do they feel about their performance? b) What they learn about the global issue? c) What was their biggest challenge? d) What was their best memory?
5 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Portfolio due in Lesson 14. 2. Reflective Report due in Lesson 15. 3. Final Presentation due in Lesson 15.

Assessment: performances and response to intervention by teacher-in-role
Reflection Sheet

Preview of Next Class: Opening (5 min)
Reviewing and analyzing the performances (40 min)

Forum Theatre (35 min)
Reflection Writing (5 min)
Homework Assignment (5 min)

Lesson Plan 29

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Reflecting on Global Issues
Week/Class Number: 14
Goals and Objectives
Language Goals:
Students will be able to:-
1. Assess the performance of their groups
2. Explain their assessment by providing feedback
3. Write-down their self-assessment in the reflection sheet
Content Goals:
Students will be able to:-
2. State their understanding of the GI in retrospect

Materials to bring:
BIG PAD/Projector and screen, GD role cards, note taker's sheet, Reflection sheet, playing cards, bell, timer, whiteboard markers, magnets, and laptop.
Things to collect: Portfolio, Reflection sheets (after class)
Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: 5 islands/clusters of 4 chairs and tables Students sit in their GI groups. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day. 4. Students submit the portfolio.

40 min	Reviewing and analyzing the performances	GD role cards, note taker's sheet	1. Students sit in their GI groups.
			2. Each group views the video of their own performance.
			3. The viewing is followed a GD (with GD roles) on the following points:-
			  a) What could you understand about the global issue?
			  b) What did you think about the performance?
			  c) How was the use of English?
			  d) What was your favorite thing in the performance?
			  e) How could your group have been better?
			The students are free to view the video more than once, they can pause it and enter into a discussion and then resume viewing.
			1. The reporters report to the class.

35 min	Forum Theatre (D6 in the Roster of Drama Activities)		1. The class unanimously chooses any 2 of the videos and replays them. 2. Any student can at any point of time shout "Stop!", and step in front to present and alternative course of events.

			3. The teacher models it first.
5 min	Reflection Writing	Reflection sheet	1. Teacher distributes the reflection sheet. 2. Students get 5 minutes to complete their reflection for the lesson. 3. Students share their reflection comment in their groups. 4. Teacher collects the reflection sheets.
5 min	Homework Assignment		1. Reflective Report due in next lesson. 2. Final Presentation due in next lesson. 3. Bring some snacks/drinks.

Assessment: GD
                      Forum Theatre
                      Reflection Sheet

Preview of Next Class: Opening (5 min)
                                    Preparation time (5 min)
                                    Presentation 2 (Speech) (50 min)
                                    Class Assessment form (10 min)
                                    Snacks and free conversation (10 min)

Lesson Plan 30

Title of the Course: Understanding Global Issues through Drama II
Title of the Lesson: Conclusion to the semester
Week/Class Number: 15
Goals and Objectives
Language Goals:
Students will be able to:-
1. Assess the performance of their peers
2. Explain their reflection on their learning over the semester
3. Assess the course

Content Goals:
Students will be able to:-
1. Restate their understanding of the GI

Materials to bring:
Teacher-evaluation forms, course assessment form QR code on slide, playing cards, bell, timer, whiteboard markers, magnets, and laptop.

Things to collect: Reflective report, peer evaluation forms

Procedure

Time	Activity	Materials Needed	Procedure
5 min	Opening		1. Class set-up: no tables. Only chairs in an amphitheatre style. 2. Teacher greets the students and initiates opening conversation 3. Teacher reads out the agenda for the day. 4. Students submit the Reflective Report.
5	Preparation time		1. Students are given 5 minutes do last minute preparation/make cue cards for the presentation.
50 min	Presentation 2 (Speech)	Peer-evaluation forms, teacher evaluation forms, Playing cards: Aces of hearts, diamonds, spades and clubs, and joker	1. Each student will have 2 min to give their speech. Each students will be evaluated by 4 students. 2. A representative from each group will choose one of the five concealed cards: ace of hearts, ace of diamonds, ace of spades, ace of clubs, and joker. The groups will present in the following order: Hearts, Diamonds, Spades, Clubs, and Joker. 3. Joker will evaluate each speaker from Hearts, Hearts will evaluate each speaker from Diamonds, Diamonds will evaluate each speaker from Spades, Spades will evaluate each speaker from Clubs, and clubs will evaluate each speaker from joker. *In case the class has more than four groups, the teacher should either use cards from 2 different decks or use multiple combinations which include cards other than ace and joker.* 4. Students will turn in the peer evaluation after everyone has finished presenting. *Only the teacher evaluation would be graded. The teacher is not required to record or tally the peer evaluation. The peer evaluation sheets are simply to be*

			handed out to the students at the end of the class.
10 min	Course Assessment form	Course Assessment Form	1. Teacher distributes QR code to the assessment questionnaire or puts it on the BIG PAD. 2. Students fill the questionnaire using their cell phones.
10 min	Snacks and free conversation	Snacks	1. Students take snacks and have free conversation. 2. Teacher compliments

Assessment: Teacher evaluation of Presentation 2, Reflective Report

Teacher Evaluation Sheets: Handout 1 (L30)

Presentation 2

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5	4	3	2	1
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Time Penalty (-2)	Yes			No	
Final Score					
Comments					

Teacher Evaluation | Presentation 2|Understanding Global Issues through Drama II

Peer Evaluation Sheet: Handout 2 (L30)

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 2 | Understanding Global Issues through Drama II

— — — — — — — — — — — — — — — — — ✂ — — — — — — — — — — — — — — — — —

Peer Evaluation Sheet

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME					
	5 Great	4	3 OK	2	1 Not Good
Eye Contact					
Poise, Body Language, and Gestures					
Voice					
Introduction and Conclusion					
Content information					
Total Score					
Comments					

Peer Evaluation | Presentation 2 | Understanding Global Issues through Drama II

Rubric for Teacher Evaluation: Handout 3 (L30)

INDIVIDUAL PRESENTATION EVALUATION					
PRESENTER NAME	Name of th student				
	5	4	3	2	1
Eye Contact	Holds attention of entire audience with use of direct eye contact, only glances at the cue cards	Consistent use of direct eye contact with the audience, only looks at the cue cards from time to time	Uses direct eye contact but reads frequently and entire sentences from the cue cards	Minimal eye contact with audience, excessive reading from cue card	No eye contact with the audience, reads completely from cue card
Poise, Body Language, and Gestures	Uses natural gestures and movements. Looks poised, confident, and relaxed.	Makes mistakes but quickly recovers from them, uses gesters and is confident	Uses few gestures and movements but they don't look natural. Shows slight tension or nervousness but is poised	Uses few gestures and movements but they don't look natural. Shows substantial tension or nervousness	Doesn not use gestures or movements. Does not display poise (is very nervous, fidgety, or distracted)
Voice	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyone to hear, changes tone and pace, uses pauses to maintain interest. Rarely uses filler words.	Speaks clearly – not too quickly, not too slowly. Speaks loudly for everyon to hear. Lacks in intonation, pacing, and pauses. Uses filler words.	Speaks clearly but lacks in volume. Lacks greatly in intonation, pacing, and pauses. Uses filler words frequently.	Lacks in clarity and volume. Speaks in a montone. Uses filler words frequently.	Mumbles or speaks too quickly or slowly. Speaks in a montone. Overuses filler words (umm, ah, so, and, like)
Introduction and Conclusion	Clear introduction and conclusion that catches the audience's attention. Uses transition phrases.	Clear introduction and conclusion. Use of transition phrases.	Introduction and conclusion. Lacks clarity and transition phases.	Student uses either introduction or conclusion, but not both.	Speech has no introduction and conclusion.
Content information	Clear organization and explanation of the information. Displays deep reflection and answers all 5 questions.	Average organization and explanation of information. Displays grasp of information. Displays deep reflection and answers 5-4 questions.	Lacks in orginzation or explanation. Displays grasp of information. Answers 4-3 questions.	Lacks in organization and explanation. Unsure about the information. Answers 3-2 questions.	Does not present information clearly and concisely. Does not display grasp of information. Answers only 1 question.
Total Score					
Time Penalty (-2)	Yes Did the speaker fall short of or exceed the time limit by 30 seconds?	Did the speaker fall short of or exceed the time limit by 30 seconds?	Did the speaker fall short of or exceed the time limit by 30 seconds?	No Did the speaker fall short of or exceed the time limit by 30 seconds?	
Final Score					
Comments					

Rubric for Reflective Report Evaluation: Handout 4 (L30)

REFLECTIVE REPORT GRADING RUBRIC

Criterion	Standard
Depth of Reflection Score /20	20 – Reflects in-depth and personalized understanding of the topics and processes. Viewpoints are insightful and supported by detailed examples 18 – Reflects general and personalized understanding of the topics and processes. Viewpoints are provided with appropriate examples. 16 – Reflects basic understanding and personalization. Viewpoints and examples are either appropriate but insufficient or are too brief and irrelevant. 14 – Reflects minimal understanding but lacks personalization. Viewpoints are vague and examples are either absent or irrelevant. 12 – Lack of reflection or personalization of topics and processes. Absence of viewpoints and examples.
Responsiveness to Topic Score / 20	20 – clearly addresses the topic and responds effectively to all aspects of the assignment; 18 – clearly address the topic, but may respond to some aspects of the assignment more effectively than others 16 – addresses the topic, but may slight some aspects of the topic 14 – indicates confusion about the topic or neglects important aspects of the assignment 12 – suggests an inability to comprehend the assignment or to respond meaningfully to the topic
Communication of Ideas Score / 20	20 – explores the issues showing thorough comprehension of the text; goes beyond the obvious or class discussion 18 – shows some depth and complexity of thought 16 – may treat the topic simplistically or repetitively; doesn't demonstrate sufficient comprehension of the text 14 – lacks focus, demonstrates confused or simplistic thinking, or fails to communicate ideas 12 – is unfocused, illogical, incoherent or disorganized
Organization Score / 20	20 – is coherently organized, with ideas supported by apt reasons 18 – is well organized and developed with appropriate reasons and examples 16 – is adequately organized and developed, generally supporting ideas with reasons and examples 14 – is poorly organized and/or undeveloped; lacks support from the text 12 – is undeveloped; provides little or no relevant support
Control of Mechanics, Sentence Structure, Grammar, Spelling Score / 20	20 – is generally free from errors in mechanics, usage, and sentence structure 18 – may have a few errors in mechanics, usage, and sentence structure 16 – may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure 14 – is marred by an accumulation of errors in mechanics, usage, and sentence structure 12 – has serious and persistent errors in word choice, mechanics, usage, and sentence structure

(Adapter from Bakersfield College)