



## The Glottodrama Method. Be Yourself in Every Language!

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The family of European projects *Glottodrama* (LLP Multilateral 2007, Dissemination 2010 and Transfer of Innovation 2012) was conceived after a survey to identify the most common problems related to the acquisition of oral skills in foreign language learning. The main inspiring idea is to contrast and overcome some long lasting and deeply rooted prejudices in the educational world: the confusion between “language competence” and “communicative competence”, the separation in language learning between verbal codes and no-verbal codes, the overestimation of written work and grammar study, the underestimation of an active role of the students in the learning process, the lack of creativity and the scarce employment of imagination in many class activities, the inadequate self-motivation of many students who fail to reach the expected objectives.

The *Glottodrama* method challenges these problems through a holistic approach to the language learning process in which “mind” and “body” are both fully involved as it happens in any real situation of communication. The project started in 2007 and was aimed at the creation, scientific verification and validation of **a totally drama-based methodology to teach foreign languages** by exploiting techniques and resources from Drama&Theatre. The pedagogical assumptions of the method can be summarized in the formula of a *communicative approach with a humanistic-affective orientation*.

The method relies heavily on the concept of motivational learning, focusing on strong personal and emotional involvement, typical of any theatrical performance. Therefore it employs an emotional approach to acting training (Strasberg Method of the Actors Studio) and the final scope is to free the entire personality of the student reducing the influence of affective filters that can hinder or prevent language learning. The core of the method is the structure of the “teaching unit” in which the sequence “performance-reflection-performance” replace the more common pattern “reflection-performance-reflection”. In other words the foreign language is dealt with mostly as “language-in-action”, a tool to pursue practical scopes in meaningful situations.

Moreover the method envisages an acting final performance, that represents the best self-rewarding event in this pedagogical experience. In addition students sit also for standard language examinations in order to validate the acquired competence according with the descriptors and the scale of the CEFR. In fact *Glottodrama* is not just a complementary activity but a self-standing method competing with other methodologies and able to prepare students to succeed, if required, in formal exams.

Following the impressive results in terms of improvement of oral skills, at the present stage of the project development the method is being applied in 8 countries to 9 idioms as FL: English, French, Italian, Spanish, Portuguese, Romanian, Bulgarian, Greek and Turkish.

Due to its innovative character, the project in 2010 has been awarded with the European Label for Languages.

A programme of training seminars for teachers is permanently organized by Novacultur, the Project’s Coordinator, in the framework of Comenius-Grundtvig in-service training for school and adult educators.

For more information: [www.glottodrama.eu](http://www.glottodrama.eu). [info@glottodrama.eu](mailto:info@glottodrama.eu) .

[Guide to Glottodrama Method, Carlo Nofri, Edizioni Novacultur 2010]