



Case Artistic Teaching: English Language Learning as Drama

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Abstract

Today teaching moreover a scientific work is recognized as an aesthetical or artistic work. Teachers and artists have more similarities. They are innovating and present new imaginations. In this study a teacher and 10 students participate in a teaching and learning course as drama. The drama is a design for dialogue and addressing and transpiring emotions like resentments, jublations and frays. Daily, these emotions attend in language in real and experienced world, but in formal curriculum we ignore them. Ignoring emotional senses cause experience of teaching and learning language reduce to an unnatural and subnormal impression. Participates during 5 week by observation and self report check lists are studied. At first an English language curriculum is designed by drama frame work; afterwards teacher as a director lead students for better presentation and dialogue. In end of role-playing students via self assessment and negotiation revise their works. Results of observations and self-report check lists show that both learning and teaching have improved and students prefer drama than ordinary methods.