

Canadian Association of Second Language Teachers (CASLT)

The Canadian Association of Second Language Teachers is a non-profit professional association of over 4 000 members.

Through its research, resources and publications, professional development and advocacy activities, the association plays a significant role in increasing awareness, appreciation and understanding of the importance of second and additional language learning and teaching throughout Canada. www.caslt.org

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The Official Languages and Bilingualism Institute of the University of Ottawa provides instruction in Canada's two official languages provides instruction in Canada's two official languages. Through its research centre, CCERBAL, it is committed to strengthening and promoting education and research in the fields of teaching, evaluation, and language policy and planning. www.olbi.uottawa.ca

Bilingualism in a Plurilingual Canada Podcast Series

Process Drama in the Core French Classroom: Using Global Simulation,
by Joseph Dicks

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Joseph Dicks works in the Second Language Research Institute of Canada within the Faculty of Education of the University of New Brunswick. His research interests include exemplary teaching practices, attitudes and motivation, and programme evaluation in FSL contexts.

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Summary

Joseph Dicks talks about process drama, an approach teachers can use in the classroom to engage their students in highly interactive, imaginative, language rich, and student-centered activities. In particular, Joseph gives a step-by-step guide for using a particular kind of process drama called global simulation.

Facts

- In French second language, students' lack of ability to communicate and their perception that tasks are difficult are factors that negatively affect attitudes and enrolment in French classes. Positive attitudes and high levels of motivation have been observed in FSL programs where students are actively engaged in interesting activities.
- Process drama is an approach teachers can use that has been demonstrated to have a positive effect on motivation in first language classrooms.
- The essence of process drama is that students are engaged in a cooperative activity wherein they create their own fictitious context, identities and scenarios. Students do not need essentially to perform for an external audience but they do need to perform among themselves - an internal audience. The underlying principles of process drama are play and make believe, learning in context, ownership of learning, and use of signs and metaphors to communicate and interpret meaning.
- A certain type of process drama you can use is global simulation. In global simulation, participants create a universe (e.g., a village, a hotel, an apartment building, a summer camp) where they make believe in order to create and bring to life various characters and events.



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Podcast Series

The Bilingualism in a Plurilingual Canada podcast series is an initiative brought to you by the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa in partnership with the Canadian Association of Second Language Teachers (CASLT).

These podcasts are based on research funded through the Official Languages Research and Dissemination Program jointly sponsored by the Social Sciences and Humanities Research Council of Canada and the Department of Canadian Heritage.

The goal of this initiative is to make current research in second language teaching and learning available to teachers and the general public.

All podcasts from this series can be downloaded from the CASLT and OLBI Web sites.

The steps involved in a global simulation are as follows:

- 1. Present the concept of a global simulation :** First, explain to your students that they will be creating a place. They will identify the place and describe people who live in that place, and they will create activities and events that happen there. They will role-play situations that occur there and film some of the role-plays.
- 2. Identify a theme/context for the simulation.** You must then guide your students in a brainstorming of various possibilities for the place, as well as relevant themes and topics.
- 3. Identify and describe activities.** Once the place is identified, help your students identify activities that could take place there (e.g., swimming, painting, video arcade, basketball, chess, and movies) and services that might be offered (e.g., restaurant, hair salon, library, health centre, driver education).
- 4. Design the physical space.** The entire simulation can take place in the classroom or other rooms in the school can be used (e.g., gymnasium, theatre, cafeteria, entrance ways). Your students will decide what the various rooms will be, where they will be located, and what services/activities will take place in those rooms.
- 5. Identify people and create identities.** Have each participant chooses a character and create a portrait that includes both physical characteristics and personal likes, dislikes and disposition.
- 6. Create scenarios and dialogues.** Have participants then create situations and dialogues that might occur between/among the characters.
- 7. Act out scenarios using signs and dramatic techniques.** Your students can use simple costumes, objects, sounds, gestures, images and dramatic techniques to act out their scenarios. Some of these techniques are: *Choral Speak, Masks, Mimed Activity, and Still Image.*
- 8. Film the role plays.** Your students can practice their role plays often but you should film them only once using a digital camera. A story-board that simply lays out each scene, the position of the camera, what is happening, who says what, and what sound or other effects are needed is very helpful in planning the film shoot. You can show the recorded performances in class, share it with other classes, or even do a screening for parents.

Further Reading

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The financial support of the Department of Canadian Heritage is gratefully acknowledged.