

GOOD PRACTICES

Partner Organisation
Medical University Gr t Popa
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1 – Organization / Individuals	
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2 – Action / Project / Activity	
Title	Glottodrama Transfer of Innovation project (project number 2012-1-IT1-LEO05-02861, CUP code: G82F12000190006)
Duration	2012-2014
Category	Development of new Informative Resources in several languages Production and Use of Innovative online Materials Develop and test an innovative methodology for teaching foreign languages that will integrate conventional communicative learning processes with the dynamics of the applied techniques of Theatre Arts
Description	

3 – Products / Results	
Description	<p>Objectives: The project combines acting and language teaching techniques in a communicative approach with humanistic-affective orientation. The main objective of the Glottodrama method is to stimulate students to learn a foreign language by turning the common classroom into a theatre company united by a common goal (project-work). Communication as social interaction and negotiation relies on verbal and non-verbal solutions.</p> <p>Target group: <input type="checkbox"/> Health Professionals <input checked="" type="checkbox"/> Immigrants <input type="checkbox"/> General Public</p> <p>Methodology: The Glottodrama Method is aimed at a progressive and integrated development of linguistic and acting skills, by a sequence of key activities involving increasing grades of communicative autonomy: dramatization, role-taking, role-play, creative writing and story-telling, monologues and improvisations. Each course provides 90 hours of tuition and is divided into two parts. During the first part, the group works mostly with short texts to allow students to become familiar with acting activities. In the second one the class works with a more complex text (a complete theatre play or</p>

	<p>a script), already available or produced by the class with the support of the teachers.</p> <p>The essential ingredients are: two teachers, one for language and one for drama, a classroom-lab, a video camera, an equipped grammar corner, a "stage" space. The relationship between the language and the drama teacher represents the bringing together of drama techniques and resources and language teaching professionalism, two different sectors of pedagogical knowledge and experience. One of the most important added values of this project is the perspective to build a third knowledge, a synthesis in progress between two different professional backgrounds. If it is possible, a real theatre is used.</p> <p>What type of products/ resources?</p> <ul style="list-style-type: none"> - Guide to Glottodrama Method - Learn foreign languages through Drama - Training the teachers (language and drama) - Selection of end users (students) to test the Glottodrama method. - Processing of new syllabuses and teaching programmes based on previous experiences. Production of language tests. - Evaluation and comparison (intermediate and final) of results through quantitative tools (video-recorded acting performances, language testing) and qualitative tools (final acting performance, questionnaires, interviews). - The GlottoDrama course - Common evaluation of the teaching experiments. Selection of best practices and activities, processing and editing of the Resource Books born from the experience (1 for each target language). - Glottodrama Resource Book – Digital publication e-book - Dissemination and exploitation actions. Publication and distribution of the resource Books and of the integrated programme "Multilanguage Glottodrama Teaching Kit" (CD), organisation of the European Conference, setting up of the European Association (EATALL), upload of information on the official project's website and on partners' websites. Information campaign aimed at VET centres, stakeholders and the educational world.
<p>Links</p>	<p>Project website: www.glottodrama.eu Facebook Page: https://www.facebook.com/pages/Glottodrama/111164745582661?fref=ts</p>
<p>Impact on target groups</p>	<p>Moreover the impact of the GLO-TOI project is expected to produce the following results in pedagogical terms:</p> <ol style="list-style-type: none"> a) a stimulation of a methodological update of existing teaching programmes; b) a linkage of minor languages to the most recent results of the research for the teaching of major European languages; c) a refreshment of both students' and teachers' motivations; d) a boost of new CLIL and interdisciplinary approaches to language learning; e) a progressive switch from a formal and grammar based concept of language competence, to a more updated concept of communicative competence as the goal of any effective language training. A broader idea encompassing socio-pragmatic, non-verbal, emotional and

intercultural aspects of the language interaction.

IASI EXPERIENCE SO FAR:

We have implemented the method with foreign students from several countries studying Romanian as foreign language. They were first administered a test to assess their knowledge of Romanian and also to highlight their motivation and need to learn the language. According to the test findings, spending up to six months in a Romanian university environment seems to raise interest in learning our language and even makes it possible but support is considered necessary. Moreover, the European Union policy encourages multilingualism, which has often proved to be a personal advantage under the circumstances of the economic crisis, which is why some are even interested in getting a certificate of linguistic competence.

The findings also showed a low level of the Romanian language as students did not benefit from any exposure to our language before coming to Romania. We selected those students who were interested in our Glottodrama project course and expressed their agreement to the experiment.

The materials and texts to be used during the course were selected taking into consideration the students' field of interest (medicine), linguistic difficulty and attractiveness of the story. The mini-texts of the first units focus on funny sketches carefully chosen to engage the group and to be appropriate in terms of linguistic and cultural aspects. We have involved our students in a wide range of activities with a view to working on and improving both their acting and language skills. Throughout the whole course we have often filmed lesson sequences in order to allow the students and teachers to watch, reflect, and comment upon the performances.

We have noticed a higher degree of participation and involvement in the activities on behalf of the students; they also contribute more to the lessons and their fluency has improved; they are more spontaneous and are no longer inhibited by their mistakes as long as their message is understood. They have also learned to use the films as useful tools of reflection and error correction. They have started to work on writing and extending the mini-texts with a view to preparing the final event. We are planning to put on their final performance in May in front of an audience.