

## Teaching Young Children English Through Drama

- Credit numbers: 2
  - Instructor Yen-Yi Wu
  - Instructor's Office : L-715
  - Office Hour : (To be filled)
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- Course Objectives

This course aims to equip students with essential knowledge and practical skills for designing and implementing drama-based English lessons for young learners through the CLIL (Content and Language Integrated Learning) approach. Students will develop competencies in content selection, drama strategies, language instruction, and child-centered pedagogy. By the end of the course, students will be able to integrate English, drama, and interdisciplinary content into engaging, meaningful, and developmentally appropriate learning experiences for children aged 4–6.

### Syllabus :

Week	Contents	Homework
1	Syllabus and Introduction 1. Introduction of the course 2. Introduction to the instructor	
2	Introduction: What is CLIL and Why Drama for Young Learners?	Reflection on personal learning goals
3	Understanding Language Acquisition and Drama in Early Childhood	Read assigned article
4	CLIL Framework: 4Cs and its Application in Early Childhood Settings	Group poster: Explain the 4Cs
5	Language for Teaching: Giving Instructions & Classroom English	Practice classroom phrases (audio recording)
6	TPR and Movement-Based Activities in English Drama	Group Design a short TPR activity
7	Using Props, Puppets, and Visual Aids in English Teaching	Create a visual prop and demonstrate its use
8	Storytelling and Story Drama Techniques	Plan a simple story drama activity
9	Mid-term Microteaching I (Group	Peer feedback form

	Presentations)	
10	Designing a CLIL-based Drama English Lesson Plan	Draft lesson plan (template provided)
11	Topics for CLIL Integration: Animals, Emotions, Weather, Occupations	Thematic lesson outline
12	Assessing Young Learners in Drama English Lessons	Create a formative assessment tool
13	Classroom Management in Drama Activities	Case scenario response
14	Materials Development Workshop	Peer and instructor evaluation
15	Final Microteaching II (Group Presentations)	Final reflection
16	Feedback and Reflection on Teaching Practice	
17	Course Wrap-up: From Theory to Practice	Submit final lesson plan
18	Flexible learning week -Course Review	Reflection

- Reference

Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.

Winston, J. (2013). Drama and English at the Heart of the Curriculum: Primary and Middle Years. Bloomsbury.

Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

Pinter, A. (2017). Teaching Young Language Learners. Oxford University Press.

- Grading:
  - Class participation and discussion: 20%
  - Homework assignments: 20%
  - Microteaching I (mid-term): 30%
  - Microteaching II (final): 30%