

Abstract

The dissertation focuses on the possibilities of drama in English language teaching in the second stage of basic education. The objective was to contribute to the development of ELT methodology in the Czech environment and to try to critically define the possibilities of drama education as an approach to instruction in this field. The starting points of this dissertation are based on social constructivism, accent the principle of holistic learning, and stem from the demands for changes in education in connection with the curricular reform of the education system that is currently underway. Apart from a terminological analysis, the theoretical part of the dissertation also contains a detailed introduction to the teaching strategies of drama education and their application in English language teaching. The goal of the empirical part was to find the beliefs of a cohort of teachers from primary schools and of English Studies students at the Faculty of Education regarding the possibility of using drama in English language teaching. The research design was mixed and the research investigation was conducted at two levels, through a questionnaire-based survey and through experimental instruction. The methods of data collection and analysis included a questionnaire-based survey, a pre-test and a post-test, and feedback through detailed reflections on instruction. The results have shown that teachers' and students' beliefs have many characteristics in common. According to them, the possibilities of using drama in English language teaching are limited and their beliefs are often based on their low level of knowledge and experience in this field. These results also affected the final focus of experimental instruction on the area of grammar and structured drama based on a story. Experimental instruction has shown that there were changes in students' beliefs in the majority of categories, which supports our statement that teacher beliefs are one of the key factors with regard to implementing concrete instruction.