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### Utilizing Creative Dance Pedagogy and Concepts for Teaching and Learning English as a Foreign Language

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Utilizing Creative Dance Pedagogy and Concepts for Teaching and Learning English as a  
Foreign Language

Riley Lathrop

Submitted in Partial Completion of the  
Requirements for Departmental Honors in Dance

Bridgewater State University

May 6, 2020

Dr. Donna Dragon, Thesis Advisor

Dr. Jody Weber, Committee Member

Tina Mullone, Committee Member

## **Abstract**

Creative dance/movement pedagogy in an English language learning classroom can help nurture self-identity and build cognition. English language teaching through volunteer tourism is growing along with the expectation for English acquisition. Since English teachers abroad are most often not required to have teacher training, this can lead to teacher-centered classrooms, passive learning for students, and a lack of use of creative processes. Research indicates that creative dance/movement pedagogy and concepts as teaching methodology can aid English acquisition and build self-identity. This research is based in an action research case study (IRB approved) which analyzes and evaluates the use of movement/dance pedagogy and concepts as creative processes in a second grade English classroom in Bali, Indonesia over the course of five weeks (2019). The research examines: How does teaching and learning through dance concepts impact Balinese children's (ages 7-8) learning English as a foreign language in Ubud, Bali? Quantitative and qualitative data was collected from student assessments and rigorous reflective practices of pedagogic choices and the impact on student learning. This research project includes a review of literature and annotated bibliographies, lesson/unit planning, action research with critical self-reflection, and a data analysis. The results reveal that students demonstrated growth in their creative responses through generating divergent and unique answers in both movement and writing over the course of five weeks. Scant research exists connecting dance to foreign language teaching abroad. This research can provide a new place for application of educational dance. This research can be a catalyst for change in the volunteer teaching system by building teacher training programs that are student-centered and can be applied to all English language learning.

## **Acknowledgements**

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The Adrian Tinsley Program at Bridgewater State University has been developed to provide students with resources they may never had the opportunity to engage with otherwise. Dr. Shanahan, Dr. Thaya, Dr. Tan, Dr. Adrian Tinsley, and many others from the Adrian Tinsley Program have, through tireless engagements and effort, provided students the opportunity to enhance their educational experience as an undergraduate student. They have also provided the positive support and inspiration to motivate myself and many others to complete a challenging and rewarding project.

## WEEBLY PORTFOLIO

My departmental honors thesis project is organized on a website portfolio that covers the depth and breadth of my honors research over two semesters, an Adrian Tinsley Grant research project, and the development of the research in coursework in the Department of Dance that was the foundation of this honors project. The Weebly portfolio also includes videos and pictures of examples of teaching through creative dance/movement pedagogy, and students' writing and drawings which was part of the data collected. The portfolio link is a website that can be copied into your web browser.

### **PORTFOLIO LINK:**

<https://rileydanceeducation.weebly.com/>