

# Tang Shiu Kin Victoria Government Secondary School

Name of Awarded Teacher : Lau Siu Pei

## **Learning English Pleasurably and Effectively through Drama in Education (DIE)**

### **Introduction**

(The following points are extracted from a PowerPoint presentation, the full version of which is at Appendix XIV.)

### **Definitions (By Dr. Laurie Brooks - New York University)**

- Drama in Education (DIE) - Also called Process Drama, DIE uses techniques such as games and improvisation for learning and making meaning through experiencing without culminating in a performance
- Theatre-in-Education - A theatrical presentation integrated with drama activities, before, after or during the performance; designed as a catalyst for learning and discovery

### **The effectiveness of using Drama as a learning medium**

- Create a pleasurable and safe learning environment and encourage actively "no penalty", risk taking
- Motivate students to learn
- Get the students so involved in the action
- Encourage students to speak and give them chances to communicate verbally and non-verbally
- Allow different possibilities
- Provide different ways of seeing the situation
- Produce atmosphere of confidence and encouragement

### **DIE process**

- Exposition
- Rising action
- Climax
- Denouement

### **Methods to implement Process Drama / DIE**

- Dramatic conventions
- Theatre conventions
- Drama techniques
- Theatre techniques

### **What demands do students face in the DIE process?**

- Take responsibility
- Use imagination
- Offer alternatives
- Come up with solutions
- Do some research e.g. consulting dictionaries, books, interviewing others
- Given a need for speaking

### **What will my students need to do in the language in order to carry out the activity successfully?**

- Talking about facts
  - describing facts (reporting e.g. Collective Drawing in Happy Prince)
  - stating facts (comparison e.g. Tableaux in comparative adjectives)
- Eliciting information



- Direct questioning
  - for yes/no response (Animal game)
  - for identification (Animal game)
- Expressing agreement and disagreement

### **The role of a teacher**

- Create a learning situation for students
- Give students opportunities for struggling with problems
- Facilitate, encourage, guide through sensitive intervention and not to correct language errors
- Prepare the language we wish the students to practise
- Surreptitiously steer the way the language is used
- Encourage student creation and participation in order to generate meaning

### **Points to remember**

- Drama in the language classroom is about questioning and reflecting, not performance
- There are no right answers
- Everything contributed by the participants will be considered
- Language abilities are not on show, the aim is communication not grammatical accuracy in the early learning stages

### **Way of Access to Further Information of the above Teaching Practice**

Please e-mail to the ATE Secretariat ([ate@emb.gov.hk](mailto:ate@emb.gov.hk)) stating the specific information you would like to obtain.

### **Preferred Way of dissemination / collaboration**

Please refer to the latest news of sharing activities organized by the ATE Teachers Association.

Website: [www.ate.gov.hk](http://www.ate.gov.hk)

### **Contact**

ATE Secretariat: [ate@emb.gov.hk](mailto:ate@emb.gov.hk)

### **Remarks of the Assessment Panel**

Vivacious Ms Lau has been integrating Drama into a S1-S3 school-based curriculum of English with her colleagues, merging it with the core English curriculum and synthesizing the drama activities with the language items of the course books. In so doing, English drama lessons are not only pleasurable but also solid and substantial to students. The success of Drama in Education has been rooted in the balanced language-oriented curriculum and the daily effort of Ms Lau and her students.

The Assessment Panel observed that holistic education was fully actualized. Having Ms Lau as their class teacher and drama training in both English and Chinese for three years, her students have diversified, holistic and dynamic development. Their imagination, creativity, artistic talents and language proficiency were mingled at the group level and displayed in their 100-word scripts, paper props design and performance. Students' autonomy, ownership and individuality were also addressed in each activity in the light of individual personality, thinking skills, learning styles and language ability.

