

Application of Drama Education Method in College English Teaching

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Abstracts: Drama teaching in the process of college English teaching can not only enable students to improve their language expression ability and performance skills in English class, but also stimulate students' enthusiasm and interest in English learning. At the same time, it can also help students improve their team cooperation ability in the latent. Drama education can enable students to learn English by means of expression and body language in English classroom. English learning in this way can meet the requirements of psychological linguistics for English teaching.

Keywords: Drama Education; College English; English Curriculum; Teaching Application

1. Introduction

In the process of college English teaching, although teachers should teach according to the curriculum and teaching arrangement, in order to ensure that the teaching effect and teaching objectives can be realized more smoothly, teachers should actively change teaching methods and teaching strategies, such as using drama education to better achieve some teaching objectives in the teaching process. Drama education is a teaching method different from the traditional education system. Drama teaching can not only cultivate students' language application ability and oral expression ability, but also help students build good learning habits of words and grammar.

2. The theoretical basis of drama education in English classroom teaching

2.1 Basis of educational psychology: constructivism theory

Constructivism theory is not only a part of seriousness theory, but also an extension of cognitive theory. When the construction theory was first put forward, the main content was knowledge, which was not only obtained by teachers' teaching, but students made full use of teaching resources to obtain information and knowledge through knowledge construction according to their own learning ability and learning environment and with the guidance and help of others; In the process of learning, students are not only the processing body of information, but also the builder of learning significance. They should not be forced to accept knowledge and learn; In the process of learning, teachers should be students' guides and supervisors, rather than forcing students to learn. Constructivism emphasizes the dominant position and value of students in the whole learning process, and attaches importance to students' active exploration and autonomous learning in the whole learning process.

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2.2 Basis of linguistics and language education: communicative competence and communicative teaching method

English is not only a language subject, but also a communication tool. Therefore, in the process of English teaching, teachers should not only cultivate students' grammar ability and word teaching, but also pay more attention to the cultivation and exercise of students' language ability, so as to ensure that students can obtain better English learning effect. Many educators believe that learning a language discipline well requires not only the ability to use the language for normal oral communication, but also the ability to choose appropriate ways of conversation. Most of Shakespeare's plays are related to social problems and express humanistic ideas. Therefore, carrying out English teaching with the help of plays can help students better understand the social background, politics and economy of English languages, and then help students improve their comprehensive cultural literacy. At the same time, it can also meet the needs of students for international exchanges. The process of drama performance is a process of communication. In the process of drama performance, the dialogue between actors and the interaction between actors and audience are a kind of communication. Therefore, it can be said that drama education fully meets the teaching principle of focus teaching method.

3. Practice of drama performance in English classroom teaching

In the process of English teaching with drama performance, students are the main body of learning. Teachers should fully play the role of guide and let students become the main body in the learning process through continuous guidance and help. Since drama performance education has been applied to college education courses for a short time, there is no complete education system for teachers to refer to. Therefore, how to effectively organize students to complete English learning with drama performance has become a key concern of many teaching staff. In the process of using drama education in college English teaching, teachers should pay special attention to the following stages, so as to ensure the efficient development of teaching.

3.1 Preparation stage

Preparation stage, as an important part of drama education, needs to do a lot of preparatory work in this stage, including teachers' arrangement of teaching tasks, guiding students to choose appropriate scripts, and stage design. When teaching articles with strong storyline, teachers can let students consult and understand this article before class, and also let students communicate and explore in groups, so as to help students strengthen their understanding and grasp of the content and theme of the article, which can promote the smooth development of group interpretation. In the process of deducting and expressing articles with strong storyline, teachers should reasonably group students according to their personality characteristics, let students with strong ability play wonderful clips, and make students with relatively weak ability interpret relatively simple parts. In this way, the smooth progress of cooperation can be ensured.

3.2 Classroom performance

In order to ensure that the classroom performance can be carried out more efficiently, before the performance officially begins, a student can briefly introduce the upcoming plays and contents, and briefly introduce the role of the performer to students. This way can help students quickly adjust to the state of watching the performance. At the same time, it can also let students have a simple understanding of some new words and difficult words in the early stage of watching the performance. During the performance, the performance team can also invite the watching students to perform impromptu or guest show, so as to enhance the interaction of the whole performance process, arouse the resonance of students, and push the emotion of the whole drama performance to a climax.

3.3 Discussion and comment

In the process of our drama performance, teachers should play the role of viewers and should not interrupt the students' performance, but should make timely comments after the whole performance. In the process of commenting on students' performances, teachers should pay attention to language organization and comment direction, so as to ensure that students can improve their performances through comments. Teachers' explanation is based on students' sufficient preview and discussion of English knowledge. Teachers should explain in detail according to students' understanding and application of all aspects of English knowledge, so as to help students have a deeper understanding of the article. In order to ensure that students can perform better in the drama classroom, teachers should enhance the communication between students and teachers and make the script content interactive. At the same time, teachers should consciously cultivate students' problem-solving ability in the actual teaching process.

4. Teaching effect and the function of drama performance in English classroom teaching

Drama performance can provide students with performance opportunities and a stage for self-expression. Therefore, drama performance is a teaching method in line with the growth law of college students. In the process of adopting drama education, it can ensure that college students can obtain the traditional teaching through active exploration and full participation in the whole process, which cannot bring the teaching value, break the single learning method of receiving knowledge, and stimulate students' enthusiasm and interest in English learning. Psychologists once said that the correct way of education should be based on understanding and trust. The traditional teaching method is difficult to ensure the equality between teachers and students, while interest teaching can establish a more effective communication bridge between students and teachers. In the classroom of drama performance, students can learn English in a humorous classroom atmosphere, make the English classroom full of vitality, and make students more immersed in a relaxed and pleasant English classroom atmosphere, which plays a positive role in promoting students' sense of belonging and trust in teachers. Secondly, in the process of studying the script, students will solve the problems they face through the Internet and reading materials, which can not only give students more room to play, but also help to improve their comprehensive English ability. Finally, when selecting scripts and stages, teachers should encourage students to integrate textbooks, so that scripts and teaching can achieve unity and ensure the smooth completion of teaching objectives. In drama performance, we should highlight oral English expression, so that students can fully exercise their oral expression vocabulary in the process of performance, so that students can also apply this English knowledge in life, and effectively improve students' comprehensive English ability.

5. Conclusion

In the process of college English classroom teaching, the use of drama education can not only improve students' enthusiasm and interest in English learning, but also continuously optimize the teaching atmosphere of English courses. In order to ensure that the western district education can give better play to its teaching significance, teachers should constantly absorb and learn from excellent teaching experience and teaching ideas, constantly innovate teaching ideas, and make different teaching arrangements according to different courses, so as to establish a bridge between drama education and English courses.

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