THEATER IN THE CLASSROOM; CLASSROOM IN THE THEATER

- Defining creative spaces and mechanisms of Theatre Arts in the English classroom
- Merging principles
- Instructional Model
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WHY CREATE?

ALTERNATIVE ESL LEARNING SYSTEM
SUPPLEMENTARY PROGRAM FOR ENGLISH INSTRUCTION
MERGING PRINCIPLES AND PRACTICES

THEATER IN THE CLASSROOM
- Theatre-integration in English language classroom: Instructional Tools and Process
  - Creative mechanism
  - Creative spaces

CLASSROOM IN THE THEATER
- Combining classroom setup with theatre production:
  - Addressing ESL (English as a Second Language) issues via Theater Process
CHILDREN RAISED IN A MULTILINGUAL COMMUNITY TAKE ENGLISH CLASSROOM AS EXPLORATIVE SPACE.
THEATER ACTIVITIES ENCOURAGED THE CHILDREN TO RESPOND VERBALLY WITHIN THE LIMITS OF THEIR COMPREHENSION OF THE LANGUAGE.
CHILDREN EXPLORED THE UNKNOWN AND TRANSLATED THIS TO FAMILIAR CONTEXT WHICH ELICITED THEIR ABILITY TO FIND MEANINGS OF THE WORDS.
THEATRE IN THE CLASSROOM
MERGING PRINCIPLES, THE STRIKING OF BALANCE
CREATIVE SPACES

- **EXPLORATIVE**
  - Setting no boundaries for exploring possibilities just to arrive at the meanings, ideas, and concepts to be reinterpreted in the context of a performance.
  - Involving the learners’ creativity on the interpretive process.

- **AESTHETICS**
  - Spatial and humanistic dimension
  - Allowing learners experienced pleasures of their own creation
  - Discovering sense of truth and beauty

- **THINKING**
  - Tapping the cognitive dimensions of learning
  - Delving concepts and ideas of the given text

- **SOCIAL SPACE**
  - Contextualizing pragmatic dimension of language learning
  - Concerning on social relations, awareness of social context in communication
CREATIVE MECHANISM

- **Performative context**
  - Involves the living and active processes of recreating, imagining, interpreting, exploring and re-enacting real human and nonhuman events

- **Designing context**
  - Dealing with the learners ability to construct or improvise concrete properties to create spaces for the performative context
MERGING PRINCIPLES

THEATRE ARTS

Space
Learning Objectives
Principles

ENGLISH

INSTRUCTION

FUNCTION

Language
Enrichment
PROGRAM
(Alternative ESL
Learning System)

FORMS
SHARED SPACE, SHARED LEARNING OBJECTIVES

- Translating creativity into a language output
- Providing the children the spaces to express themselves
- Taking the “conscious” monitoring of the language inputs/outputs = English instruction
SHARED PRINCIPLES

- Theatre and Philippine Basic Curriculum
  - Accessibility of context
  - Effective communication
  - Purposive function of English learning
SHARED PRINCIPLES

- Theatre and English Instruction
  - Performance of human events
  - Language in isolation
  - Physical representations of the world
SHARED PRINCIPLES

- Theater Arts in Experiential and Negotiated Language Learning
  - Democratic classroom
  - Fostering creativity
  - Fulfilling fun and thrills
  - Providing spaces for communication
  - Promoting autonomy
## MERGING PRINCIPLES

<table>
<thead>
<tr>
<th>STAGES OF LANGUAGE INSTRUCTION</th>
<th>ENGLISH INSTRUCTION (Strategies/Approaches)</th>
<th>THEATRE ARTS</th>
</tr>
</thead>
</table>
| Set induction Motivation      | • Humanistic Approach  
• SUGGESTOPAEDIA the use of music and visuals  
• Total Physical Response | • Theater Games  
• Sensory Awareness theatre exercise  
• Improvisations  
• Action  
• Theater/Pantomime  
• Voice and Speech Mechanism  
• Theater ensemble-building activities |
| Instructional Developmental Process | • Direct Method  
• Elicitation  
• Discovery teaching  
• Audio-lingual Method  
• Graphic Organizers  
• Literary-based transactions  
• Language Practice | • Theater performance-Tasks  
• Ensemble Sound Production  
• Poetry Theatre  
• Movement and Drama |
| Reinforcement/Application      | • Work Text  
• Pronunciation in rounds |              |
| Terminal Output and Assessment | • Communicative Sketches  
• Collective Assessment | • Theater performances -roleplaying -simulations  
• Mini Sketches |
CLASSROOM AS TRANSFORMATIVE SPACE

Performance space

Instructional Space
INSTRUCTIONAL MODELS
THEATER ART INTEGRATION IN THE LANGUAGE INSTRUCTION
INPUT-TRANSFER DISCOVERY METHOD

- TEXT as stimulus
  - (dramatic or interpretive reading)

- TEXT (Processed)
  - Language forms and functions

Learners listened and read

Learners performed tasks

Learning and Task Assessment

Learners stated rules of the language structure
DEVELOPMENTAL INSTRUCTION FOR VOCABULARY

Vocabulary – Building Skills → Text Reading and Exploration → PERFORMATIVES

Vocabulary – Building Skills ↔ Text Reading and Exploration

Vocabulary – Building Skills ↔ PERFORMATIVES
If I were a pig
I would be oinking as happily
As a fresh-looking pig
Oink,oink,oinkity oink
I would oink... forever.

- Georgia 8 and Japhet 10,
  Language Enrichment Program (LEP) Summer 2005
CREATIVE ENSEMBLE METHOD

1. MUSIC as a STIMULUS for Creative Thinking
2. NONVERBAL TASKS (Sketching, drawing, & painting)
3. Tasks on ORAL ARTICULATION

CREATIVE THINKING (Narrative Writing)

THEATER PERFORMATIVE (Drama, Movement, Dance, & the like)

TERMINAL OUTPUT
CLASSROOM IN THE THEATRE

A SEGUE TO THEATRE PRODUCTION
<table>
<thead>
<tr>
<th>Stages</th>
<th>Theater Process</th>
<th>Encountering ESL Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-blocking</td>
<td>Read Through</td>
<td>• Understanding elements and organizations of a drama</td>
</tr>
<tr>
<td></td>
<td>Text Analysis</td>
<td>• Deepening comprehensions of the scene in terms of subtext underpinnings of the language</td>
</tr>
<tr>
<td></td>
<td>Improvisation Exercises</td>
<td>• Socio-affective context of the language</td>
</tr>
<tr>
<td>Blocking</td>
<td>Scene Analysis</td>
<td>• Pronunciation – distinctive features of the language</td>
</tr>
<tr>
<td></td>
<td>Acting-out Roles</td>
<td>• Establishing relationship among characters</td>
</tr>
<tr>
<td></td>
<td>Speech Corrective Process</td>
<td>• Communication</td>
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<tr>
<td></td>
<td></td>
<td>• Importance of listening skills in communication/throwing of lines</td>
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<td></td>
<td></td>
<td>• Appropriateness of delivery of responses – verbal and paralinguistic</td>
</tr>
<tr>
<td>Post-blocking</td>
<td>Evaluation</td>
<td>• Comprehension on the texts in terms of structures and organization</td>
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