

USING DRAMA IN PRIMARY SCHOOL

ENGLISH TEACHING IN CHINA

Approved



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Abstract

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Yiqi Kang

Under the Supervision of Dr. Staci Strobl

The aim of this study is to find problems, summarize experiences and find solutions in the educational practice of primary schools in China in recent years. It is a literature review of the value of Drama in Education, describing the effects of using drama in English teaching in primary school in China to address the problems of English teachers in China. Finally, it explores useful strategies for teaching drama which hopes to give primary school English some effective support.

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Chapter I Introduction

With the acceleration of globalization, education is undergoing rapid changes, and primary school English education in China is keeping up with the trend. Primary school students are in the critical period of language learning. How to effectively promote the acquisition and development of students' English abilities is a crucial topic. As an educational tool, the use of drama fosters the social, intellectual and the linguistic development of the child (Dougill, 1987). O'Gara (2008) argues that drama motivates students to be involved in the language class emotionally and cognitively. It motivates the teacher to meet the needs of the student (Mordecai, 1985), the teacher can plan better strategies for more effective learning and teaching. A lot of research shows that it is valuable to do research on drama in English teaching in primary school. It not only stimulates the enthusiasm of students as learning initiators, but also help improve English teachers professional skills.

Drama in education originated in America and Britain. Drama techniques and role-plays have always existed in the history of language teaching. What's more, they are following the modern educational trend, which became even more popular in the learner-centered communicative language teaching.

However, the research on primary school English in mainland China is still in its infancy. So it is necessary to study the application of drama in primary school English education in China, its effects, challenges and problems, which can provide support for the English teachers in the primary school who teach drama.

Statement of the Problem

What are the effects for Chinese primary school English teachers to use drama? What problems do they encounter in the process of implementation? What strategies or suggestions can help them?

Definition of Terms

Drama in Education:

① Using drama process to teach to the school subjects is generally defined as Drama-in-Education (Heathcote & Bolton, 1995).

② Drama is as an effective teaching approach in response to the constructivist method of teaching language, because it enhanced the learner's communicative competence and because of its ability to enhance orals skills (Di Peitro, 1987).

③ Educational drama or drama in education is applying drama in teaching and learning subject knowledge via drama (Holden, 1981).

Role-play:

① Role-play is the basis of all dramatic activity. The ability to suspend disbelief by stepping into another character's shoes comes quite naturally to most children. Through the structure of the drama lesson this can be used to great effect, challenging children to develop a more sensitive understanding of a variety of viewpoints whilst sharpening their language and movement skills. By adopting a role, children can step into the past or future and travel to any location, dealing with issues on moral and intellectual levels. Thus role play can be easily utilized to illuminate themes across the curriculum. (Drama resource website)

② Role-play is clearly important as a simple type of interaction, particularly because it develops various skills, such as recognizing another person's perspective and acting on it,

negotiating meaning between two (or more) players, rephrasing in cases of incomprehension, and dealing with spoken information. It also has the advantage that it encourages questions as well as requiring answers, so the student is much more in control than in many other, more teacher-directed, activities.

Role-play can take many forms:

- Problem-solving : For example, a client wants something, and the employee solves the problem by proposing solutions; the client chooses the solution that most corresponds to her/his needs. This can be made more complicated and more like real life. If there is no easy solution and therefore compromise is necessary on the client's part or some additional information is given to one side or the other halfway through.

- Simple transactional tasks such as arranging to meet, ordering a meal in a restaurant, asking about train/flight times.

- Mediation tasks : One person is misunderstood by the other, who needs to rephrase. This is a strategy that is very often overlooked.

- Persuasion : Getting someone to do something she/he doesn't want to do is highly likely to provoke reformulation by the students on both sides of the role-play. Again, this is a very valuable strategy in encouraging learning (Drama and Role-Play, 2013).

③ Maley and Duff (1978) considered that the definition of role play in language teaching: The word "role play" reminds people of the fable that the blind try to describe the elephant; the word has different meanings for different people, of course, it seems to contain a variety of activities, from a highly controlled guide dialogue to another impromptu drama activity, from a simple rehearsal dialogue performance to a highly complex simulation scene.

Purpose of the Study

The purpose of this study is to describe the present situation of drama applied in primary school English classes and discover effective suggestions for some Chinese primary school English teachers.

Significance of the Study

Although the educational drama in Taiwan and Hong Kong has been quite mature, the educational drama in mainland China has just started. The research on drama in English teaching in Chinese primary school is not abundant but limited. It is significant to summarize existing experience and find out the problems English teachers encounter in teaching drama timely. Because English primary school teachers are in urgent need of professional suggestions to help them. This research hopes to support these teachers in this respect.

Delimitation of the Study

This research has been conducted in and through the Karmann Library at the University of Wisconsin-Platteville and CNKI in China, EBSCO host with ERIC and CNKI in China used as the primary sources. Key search topics included “drama in education,” “drama in teaching English in China,” and “the impact of drama.”

Methodology

This study will use library research. A brief review of the literature on drama in education was conducted. A second review of the literature on the effects and problems when Chinese primary schools apply drama to their English teaching, strategies for teaching drama in primary school in China was conducted as well. The findings were summarized and suggestions were made.

Chapter II Review of Literature

First of all, the relationship of dramatic techniques with role-plays and the value of drama in education will be introduced. And then, the focus is on the effects and problems of using drama in English teaching in China from the past five years of research in China. Next, the useful strategies for primary school teachers to teach drama will be discussed and summarized.

Dramatic techniques and role-plays

Ballman (2006) concluded drama techniques as the following:

1. The hand-shake. Participants were asked to greet, without speaking, the following people: their son's new girlfriend, the Queen of England, their best friend, the president of Mexico. This activity illustrates that a great deal of information can be conveyed non-verbally. Participants were then asked to do this again, now using speech. Here the issues of formal and informal registers were discussed.

2. Mimicry. Participants were asked to act out a prompt given them, with the group identifying who the person is and what he or she is doing.

3. Role-play (See page 3 for some useful forms of role-play.)

4. Making a video. Students work individually or with partners to produce a short video. The script must tell a story and have a beginning, middle and end. Once the script is approved by the instructor, students begin filming. The higher the level, the longer the video must be.

According to Maley and Duff (1987), dramatic activities in a language learning classroom are as following: Drama can give students the chance to create material in language class with their own personality. These activities use everyone to imitate, imitate and express their natural abilities by gesture. They also learn from the imagination and memory of students, and the natural ability to put their original parts in their past experiences into practice. They are dramatic because they

stimulate our interest, and our interest comes from the unpredictable power of a person when he is with others. Each student has different backgrounds and lives. We hope that students can use this when working with others. Dramatic activities provide learners with opportunities to communicate with target language and enhance their language practice ability. English teachers can check students' grammatical pronunciation and vocabulary by drama. Students will also appreciate their cooperation in the process. All these skills will enhance students' professional development in the future (Yu-Dan, 2015).

Role-play is essential and crucial compared with these dramatic techniques and it is of great significance to English teaching. It not only opens the door to a new way of learning which based on personal experience and discovery in interactive environments created by problem solving situations and information gaps, but also opens the door to individual ideas, variations and initiatives, and develops creativity, offering direct experience of the unpredictable nature of the target language in use (Kovács & Gabriella, 2014). In "role-play", students can play a part, someone else or themselves, in a safe environment that ensures ideal conditions for children's playfulness and inventiveness (Porter, 2009). A safe environment is where the participants can speak and act free of constraints and inhibitions, discover their needs, skills and talents, learn to find and identify the objective truth, create their own ideas and images of the world, and develop their senses and reflectiveness. From the perspective of psychology, what's the most important is the safety. According to Maslow's hierarchy of needs by Abraham Maslow, people are motivated by five basic categories of needs: physiological, safety, love, esteem, and self-actualization. The sense of security is an important foundation for children's cognitive development and learning and growth. Children without a sense of security can have a variety of psychological problems. So role-play is really a good opportunity to release the child's nature and learn English at the same

time. This seems to require teachers to learn more professional knowledge. In addition to the knowledge of educational drama, psychological knowledge is also essential.

The value of drama in education (DIE)

“Drama” comes from ancient Greek (δραμα) and it means action and performance (Holden, 1981). Drama in education is a method based on the principles of pedagogy and psychology. Compared with other forms of Applied Drama and drama, it is probably the most process-centered method. DIE can improve the teaching efficiency of different subjects. Because of its process-centered, it is also known as process drama, mainly in the United States and Australia. It came from the practice of the “as if” game. It is a personality centered approach, usually associated with the reform of pedagogy, which aims to develop creativity, spontaneity and communicative ability, and to train students to face real life with less difficulties (Kovács & Gabriella , 2014).

Gabnai (1999) believed that personality development is the main goal of drama education, which is achieved through different situational games or role plays. According to Debreceni (1992), in educational drama, participants can discover their inner world and social world through group activities and intensive communication. From this process, they obtain moral sensitivity, emotional balance and stability, and creative thinking. That is beneficial to form children’s sound personality and individual characters.

Drama is increasingly being recognized as a valuable pedagogy for language learning as it can harness children’s imaginations and stimulate their desire to communicate (Joe, 2011).

In DIE, the children have many chances to join in a group. As their personality is gradually formed, their social adaptability is also increasing. The socialized value of DIE can bridge the gap between school education and real life (Kovács et al., 2014). When a batch of students step out of

the campus and enter the society, they often miss the student life. Thus, it's the meaning and value of drama in education whenever in primary school or university. Society is a big "school" which is different from a well-protected school. Students should acquire knowledge and the necessary living skills. DIE can help with their social viability. Besides, in the long run, it also improve their performance in different occupation and their ability to perform certain roles. Jarrah (2019) concluded from his studies that "the results showed that drama in education has an impact on life skills as it develops students' reading and numeracy skills, enables them to identify the strengths and weaknesses of their personality, and to connect study and application in real life."

After coming into the society, everyone can hear kinds of voice from family, company media or social software and so on. What is right and what is wrong ? Who should I trust? At these questioning time, DIE can train us to solve these problems. The use of drama in education improves students' reflective thinking ability, strengthens the logical analysis of different concepts, and distinguishes the advantages and disadvantages of different themes (Jarrah, 2019). The practice of reflective thinking makes the individual be good at listening to others' voice and being unable to stand, reducing hasty impulse and recklessness, allowing flexibility in thinking, supervision and control, understanding others' behavioral emotions and emotional responses, and trying to act effectively in unexpected situations (Duatepe-Paksu, & Ubuz, 2009). It can also be said that this helps students to cultivate logical thinking ability and improve their Emotional Quotient (EQ) and creativity. Xujuand (2008) mainly uses experimental research methods to prove the positive significance of dramatic games for Thanksgiving education, the value for students' physical and mental development, the value for cultural understanding, and the value for students' social learning.

To conclude, drama motivates students, and encourages their critical thinking (Abdul & Saifurahman, 2019). And it is helpful and useful way to cultivate the wholesome personality, strong social adaptability, and cultural awareness. Teachers can try drama education, seize the golden age of cultivating children's habits in primary school, and provide opportunities for children's various abilities needed in future life.

The effects of using drama in English teaching in primary school in China

In recent years, there are some studies on drama in English teaching in the Chinese mainland, though not very much in the case of primary school. But the trend of drama research is more popular than the past. Using drama in English teaching in Chinese primary school is an increasing practice. Some researchers and teachers are working hard to use drama in their classes. It has some good effects on primary students and teachers. From the perspective of holistic educational development, this is a very practical attempt in today's Chinese education reform.

On the basis of combing the theory and practice of drama teaching at home and abroad, taking Beijing Fang Cao Di International School with English characteristics of drama teaching as an example, this study discussed the feasibility of introducing drama teaching into English classroom teaching in primary schools. It showed the practical mode of English drama teaching in this school and the achievements achieved in the past three years, and provides enlightenment and demonstration of introducing drama teaching into English classroom. After three years of exploration and practice, Fang Cao Di primary school has achieved good results. In terms of students, their language use ability and self-expression ability made significant progress; students' oral and performance ability increased after participating in drama projects; and drama class makes the introverted students dare to speak and express their own opinions, which greatly improves their confidence and enthusiasm in English learning. In terms of teachers, pedagogy has also changed,

and their teaching organization and implementation ability have been significantly improved. Both theory and practice have proven that English drama class plays a positive role in promoting students' English language ability. (Wang Qiang, Qian Xiao Fang; Gui Zhou & Zhang Li Qing, 2016).

Xu Hongli (2019), a primary school English teacher from Jiangsu, considered that the teaching ideas and methods of educational drama provided new ideas for the current English Teaching in primary schools. She applied drama games to textbook story times, made full use of dramatic performance and led the Grade 6 students in drama creation. These drama activities proved that DIE, in line with the characteristics of students' physical and mental development, not only had rich forms, lively and interesting performances, being deeply loved by students, but also created a positive atmosphere for English learning, and promoted the improvement of students' English learning ability.

Liu Zheyun (2012) conducted a one semester English teaching experiment on two classes of Cambridge children's English Level Two, and found that the teaching method of educational drama has a positive effect on stimulating and cultivating students' interest in learning, arousing students' enthusiasm and improving the effect of English teaching. Yang Bingqing (2019) explored the application strategies of DIE in primary school English classroom teaching by combing the cases, forming the classroom teaching mode of educational drama, and found that the reasonable use of DIE can promote the development of students' English subject accomplishments and comprehensive accomplishments, which is worth teachers' in-depth study and exploration. Zeng Weina (2017) believes that educational drama plays an important role in opening up students' English learning channels, improving teachers' professional development and building the school's brand activities. The research results of Zhou Minjie (2017) showed that DIE makes the

relationship between teaching and learning more harmonious; builds students' confidence in self-expression; and the connotation of knowledge learning is more clear and complete.

Based on certain educational teaching practice, Ren Xia (2018) has tried to integrate the concept of educational drama into English teaching through a series of teaching experiments. Through the one semester English teaching experiment of two classes of Grade 5 in our school, she has obtained the relevant practical research results. The results showed that DIE can be used in the classroom in combination with the characteristics of English learning in primary school, and has a certain positive effect on stimulating and cultivating students' interest in learning, improving the effect of English teaching and students' English achievement.

Haiyefei (2019) conducted a questionnaire survey and interviews with students and teachers and local teachers and researchers in the famous English teacher studio of Li Xiaolei primary school in C City, and interviewed teaching and research staff. Through the research, it was found that the application of the educational drama paradigm in the regular English classroom of primary school can greatly enhance students' interest in learning, and greatly improve the English learning skills of junior students in listening, speaking and reading.

Ji Congli (2019) summed up the advantages of DIE:

- Creating context, using context to promote English learning;
- Improving confidence, reducing anxiety and enhancing emotional experience with role play;
- Building a new type of learning relationship and cultivating the ability of team cooperation;
- Following children's cognitive law and cultivating comprehensive pragmatic ability;
- Arousing pupils' interest in learning English;

- Speeding up the primary school students' leap from language knowledge to pragmatic ability.

Wang Yi (2019)'s research attempted to take M primary school as an example, through the field investigation of the practice of educational drama in M primary school, to present the practical transformation of British and American education in Chinese schools. In his opinion, the ceremony of drama itself highlighted the unique educational value of educational drama in classroom teaching. Among them, with the help of "role play", "collective ceremony" and "dialogue and communication," DIE promoted the social development of children through the process and subject interaction of ceremony. In the process of educating people, DIE emphasized learning through the body, mainly through "action performance", "action imitation" and "situation weaving" to realize the individual growth and development of children. What's more, children got development in the practice of DIE. Children constructed themselves and others with a new interactive relationship between subjects in drama performance, aroused empathy from role performance, let the body liberate the brain, let the space release imagination.

Han Xue (2019) used questionnaires and test questions as the main research tools, supplemented by observation method, to carry out an experimental study on the improvement of primary school students' English comprehensive language use ability through educational drama. The final conclusion is that the use of educational drama teaching in primary school English classroom can improve students' comprehensive language ability.

All in all, DIE plays an important role in teaching and learning which beneficial for both students and teachers. For students, it's really a great learning method to be interested in English. Interest is the best teacher and the premise of learning on one's own, especially for the lower grade pupils. Learning interest, from the perspective of educational psychology, is a psychological

feature. It refers to a person's tendency to want to know and study certain knowledge, and it is also an internal force to promote people to seek knowledge. One aspect of the improvement of students' learning effect is determined by their interest in learning. When students are interested in English learning, they will continue to devote themselves to it (海飞液, 2019). Their comprehensive ability, English learning ability will be improved through DIE. In most of these drama practice, students loved drama and they felt confident and joyful. This also opened a window for the students who were under a lot of pressure in the extracurricular tutoring class. For English teachers, they changed their educational concepts from teacher-centered to student-centered and their professional teaching ability got developed. As a teacher, their educational value can be realized. For schools, they could innovate the model of school education, develop its characteristics and establish its brand. Using drama in English teaching in primary school in China is at an early stage of development, more educators are still waiting to explore and study its effects.

Problems of English teachers in China

According to the study of Zeng Weina (2017), although both teachers and students agree on the positive role of educational drama in primary school English teaching psychologically, there are still many problems in the process of implementation, which leads to the fact that it has not been further and more widely used. There are mainly four problems as follows:

(1) The content of drama performance for students is simple and mechanical.

At present, some primary school English classes still lack authenticity and vividness. At best, the content of primary school exercises is some dialogue or story fragments in English texts. Many students can only memorize or simply reproduce them. If they are not interested in or familiar with the situation they are playing, and cannot contact the scene of dialogue and the inner

activities of the role, the language used by the students is also divorced from the real and overall situation, and some students will even fall silent.

(2) It's hard to make time for drama performance.

Because primary school English class hours are very limited (in lower grade, students have 2 or 3 classes a week; in higher grade, students have 3 or 4 classes a week), the lack of time to let students rehearse in class. In order to ensure the completion of a class, story teaching sometimes directly follows the lines and outlines of key words and sentences. When the class time is not enough, it is impossible to provide additional class time for other students to participate in the performance.

(3) The process monitoring and evaluating the mechanisms of drama performance is not perfect.

In the process of organizing performances, students will often be too excited and this may affect class order. If the teacher not have enough the effective teaching management methods and corresponding sound evaluation mechanisms, the classroom rhythm is difficult for teachers to control. Classroom control and holding students accountable for staying on task with the drama assignment should be incorporated.

(4) The educational purpose of DIE cannot be achieved for all students.

The process of drama rehearsal is both an opportunity and a test for introverted students. If the teacher does not guide the group participation mechanism, the students with learning difficulties and introverts are likely to be in a state of passive participation or even non-participation, so that the educational purpose for all students cannot be achieved.

Zhou Minjie (2017) also found some problems to be solved in the practice of DIE. Firstly, English teachers lack systematic and suitable teaching materials for drama education in primary

schools. Secondly, the most obvious difficulties encountered in the implementation of DIE course are too large a class size and a limited amount of space for the activity. And, as state above, there may not be enough time for the implementation of educational drama courses. Thirdly, the reality is, there is a serious shortage of drama teachers in the basic education system of primary and secondary schools.

Hai Feiye (2019) learned from the questionnaire and interviews with teachers that although they all agree with the educational drama paradigm psychologically, they still encounter difficulties in the process of application. In regard to students, when there is a large number of students in the classroom, classroom discipline is difficult to control. In regard to teachers, there are also certain difficulties, such as for how to operate excellent drama teaching paradigms, what is the purpose of using these paradigms; how to evaluate after class, how to evaluate teachers, and how to set standards. According to the current research situation, some more urgent problems need to be solved as follows: First of all, at present, the research on drama education and the educational drama paradigm is still in the primary stage of exploration. In the process of practical application, there is no unified core concept, and there is no systematic exposition with high popularity. Secondly, in the participating research room, the author found that there is no relevant policy support for the competent department of education, leading to difficulties in the application stage. Then, at the beginning of the research, some teachers have understood the advantages of educational drama and began to try. However, they lacked professional guidance and innate talents.

Through research and analysis, Ji Congli (2019) thinks that there are some problems in the application of English drama teaching method in primary schools. On the one hand, class time is limited, and students' interaction is unbalanced, which is mainly manifested in: role imbalance caused by different roles; imbalance caused by learning ability; imbalance caused by students'

personality. On the other hand, pragmatic difficulties and teachers' lack of relevant literacy are a big problem. There is also an outstanding problem under the examination-oriented education in China, which has limited contribution to the examination-oriented education which is an awkward, artificial teaching method.

In summary, compared with students, teachers encountered the most difficult and challenging problems. These problems can be divided into three categories. First, in the context of China's education background and education policy, exam-oriented education has existed for a long time. China has formed a trend of only looking at test scores, and the advantages of educational drama are not easy to quantify. In addition, in terms of policies, the educational policies related to DIE are relatively limited. In the second category, in terms of DIE, there is a lack of relevant excellent drama teaching materials, unified drama teaching materials in primary schools, and standardized evaluation mechanisms. It can be said that there is no systematic paradigm for educational drama in mainland China. In the third category, from the point of view of teachers and students, teachers of DIE are very scarce, and teachers who have contact with educational drama sometimes lack professional guidance and training. Moreover, there are many students in a class in China's primary schools. In a class, the quantity of students can be over 40, so classroom management and discipline has become a very realistic challenge for teachers at the front line. If the teachers adopt the drama teaching method in the classroom, they cannot guarantee that every student will benefit from DIE. These are the problems that educators are facing now and need to be solved.

Strategies for teaching drama in China

Practice is the sole criterion of truth. What practical strategies are applicable to these problems?

First, for the examination-oriented education, in order to remove the malpractice and defect of examination-oriented education, Chinese education is comprehensively promoting the reformation of quality-oriented education. The core quality of English includes language ability, thinking ability, learning ability and cultural awareness. Role-play in the class is effective in improving the core quality of students' English subject (English curriculum standard of senior high school, 2018). Wang Lin (2019) thinks that DIE plays a vital role in the deepening of quality-oriented education. Strengthening the policy support of the Education Department to DIE is fundamental. From the perspective of the development process of drama education in European and American countries as well as in Hong Kong(China) and Taiwan(China), the government's education policy has a great role in promoting the renewal of education concept from a macro perspective, introducing educational drama and applying the paradigm of educational drama in the regular classroom (海飞液, 2019).

In the second category, for DIE, British and American studies have certain reference value for the research results of DIE. Domestic experts and scholars can learn from their DIE paradigm, and constantly innovate Chinese educational drama paradigm in practical experience. To make any progress on DIE, we need to overcome our own weak points by learning from their strong points. How to make DIE suitable for the current and future development of Chinese education? How to make Chinese primary school students benefit from DIE? These issues are worth thinking and exploring.

In the third category, for teachers and students, the teaching profession is endowed with many missions. The definition of teacher is easy: one whose occupation is to instruct. But the real connotation is that "teachers use their life to influence life," which is not easy. Tao Xingzhi, a famous educator in China, once stated that "True education is an activity of mutual affection; Only

when it comes out from the heart can it move the heart.” So, if a teacher wants to use drama in English teaching in her/his class, the first and most important thing is to believe in the effects and values of DIE. The primary task of teachers is to educate people, and the ultimate goal of educational drama is to educate people, which coincide with each other. The fact is, whether consciously or unconsciously, teachers are influencing children when they get along with them in school. If teachers believes in the power of drama, then, the students will want to join in it.

To fix the problems that teachers have met in their drama practice, schools can carry out “courses of interest,” elective courses, or drama club in schools. It may help with the limited time and large-class-drama-teaching. It also provides an opportunity for teachers to do research on DIE. In other words, encouraging teachers to carry out research will promote the scientific research ability of the primary school. Of course, research needs school funds. Therefore, schools can set up special research funds to support teachers’ research in DIE, or outside funding can be sought. If the conditions provided by the school are particularly good and there has been a stable connection with foreign schools, teachers can apply to foreign schools to observe and experience learning opportunities.

Besides, in the use of DIE, professional development will improve the quality of English teaching. Teachers could participate in drama training, drama workshops and educational theaters with the support of the education department (海飞液, 2019). If teachers want to acquire more professional knowledge and skills about educational drama, it is also a good choice to study for an in-service Masters or Doctorate degree related to this.

What’s more, in the process of using drama, lines of a play may cause some pragmatic difficulties for students. The code-switch of language, that is, the conversion between English and native language, can be used or choose other ways, such as using body language. In Careless

(2002)'s opinion, teachers should promote the use of the target language by giving more language support to children, trying to use gestures when words do not come, and requiring mutual supervision.

Next, it seems an ideal dream to let every student in the class to have an excellent educational experience through drama activities. However, teachers can have a try. Parents are children's first teachers that can influence their children a lot. What the teachers need to do is using various ways to share the advantages of drama with students' parents. For example, in my working school, every year, a drama festival is held on a big stage. With the strong support of school leaders, English teachers, music teachers and Chinese teachers worked together. After asking for their parents' consent, they often made full use of their after school and weekend time to rehearse. During the performance, the school would send out carefully made invitations to parents in advance to witness their children's growth. In addition, the school organizes all teachers and students to visit the performance on site. Students and parents who do not come to the scene can watch the live broadcast on the Internet simultaneously. After the success of the performance, each participant thanked the audience, and the scene was filled with joyful and moving emotion. All the efforts were worth it. So, if the conditions provided by the school are particularly good and there has been a stable connection with foreign schools, teachers can apply to foreign schools to observe and experience learning opportunities. The drama festival always won the praise of parents and students. This is a way of publicizing and showing the accomplishments of DIE. In Zhou Minjie (2017)'s study, it is suggested that teachers should help students' parents to understand the content and form of educational drama, understand the educational goal of "all-around education" in educational drama, strive for the understanding and support of students' parents, form educational

joint forces with parents, and make the drama concept of all-around education benefit more children.

The best strategy to deal with the problems in the implementation of DIE should be the most suitable for the local situation at that time. For drama in education, practice goes deeper than theoretic knowledge to some extent.

Summary

The ultimate goal of DIE is to educate people, give full play to their subjectivity with the help of physical experience, so as to attract, impress, delight , cultivate, and finally achieve the authentic personality of a person while using a non-native language. It embodies the educational concept of being student-centered and people-oriented. And, it also cultivates children's interests and brings lots of joyfulness to students through different dramatic activities. Though DIE brings some challenges to teachers, there are many practical strategies of teaching English in primary school in China.

Chapter III Conclusions and Recommendations

According to this exploration, DIE has a certain positive effect of stimulating and cultivating students' interest. However, professional requirements and challenges have been identified in the attempt to put forward DIE to English primary school teaching in China. The paper found that strengthening the policy support of the Education Department for DIE is a better way to promote the development of DIE in China. And then, learning from British and American studies, and constantly innovating Chinese educational drama paradigm in practical experience, are both significant. Next, if teachers want to use drama well in class, they need not only to believe the value of DIE, but also they need to seize the chance that school would give, or create opportunity by themselves, for professional development along these lines. There are always more ways than difficulties.

DIE respects the uniqueness of every children and makes them interested in English at the same time. The great educator Suhomlinsky believes that students are engaged in learning and thinking with a kind of high and excited emotion. Because they are surprised or shocked by the truth displayed in front of them. They could be very proud to realize and feel the greatness of their wisdom and will in learning, which is the interest of students in learning. Truthfully, students have their own power, waiting to be found. For teachers, DIE protects the interests of children, tries to stimulate their interests, and regards the interests of primary school students as the most cherished thing. I think this is the value of a teacher in addition to educating people. Hai Feiye (2019) considered that DIE gives students the opportunity to fully express themselves and the teacher retreats behind the scenes to let students stand in the center of the classroom, expand their body and mind, and enjoy the pleasure brought by language learning. In the classroom, teachers should insist on "teaching in learning," let students give full play to their subjective initiative, and take

the initiative to try, so as to ensure that students are the main focus of classroom teaching and return to the essence of classroom teaching.

Our students are well protected in school. They don't have much chance to feel the people and the world outside. Actually, children will encounter all kinds of moments in their future life, excitement, sadness, depression, anger, pain, and desperation. They need stable emotions, calm and reflective thinking, a strong heart and solutions to problems, and friends to help. DIE creates such a platform with a sense of security for them, so that they can be themselves, but also play the role of others, to experience, feel, release, think, so that many things will quietly change in this process. These can be their social adaptability, compassion, gratitude, team-work spirit, curiosity to the world, perseverance and endurance, pursuance of truth, goodness and beauty, and love of life. Life is a kind of education, so too the drama. The schools usually do a lot of things to enhance student's grades or rewards. They pay rare attention to life education. It's time to reflect what's education is more important than the grades. Grades will not be with a child along with her/his life. Students will forget the grades eventually. But something students learned in or from drama can be kept forever. In drama activities, students are expected to present an event or story together with others under the assumption that this process shapes a character.

There will be more and more research on using drama in English teaching in the future in China. Connecting DIE with life education is a good research direction. It can combine with the moral education in primary school. Case studies on drama in teaching in Chinese primary school are still lacking. The practical research, as well as regular theoretical reflection and summary of front-line educators, will be of great significance.

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