

THEATER IN THE CLASSROOM; CLASSROOM IN THE THEATER

CREATIVE PRINCIPLES AND PRACTICES

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

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ALTERNATIVE ESL LEARNING SYSTEM

SUPPLEMENTARY PROGRAM FOR ENGLISH INSTRUCTION

WHY CREATE?

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

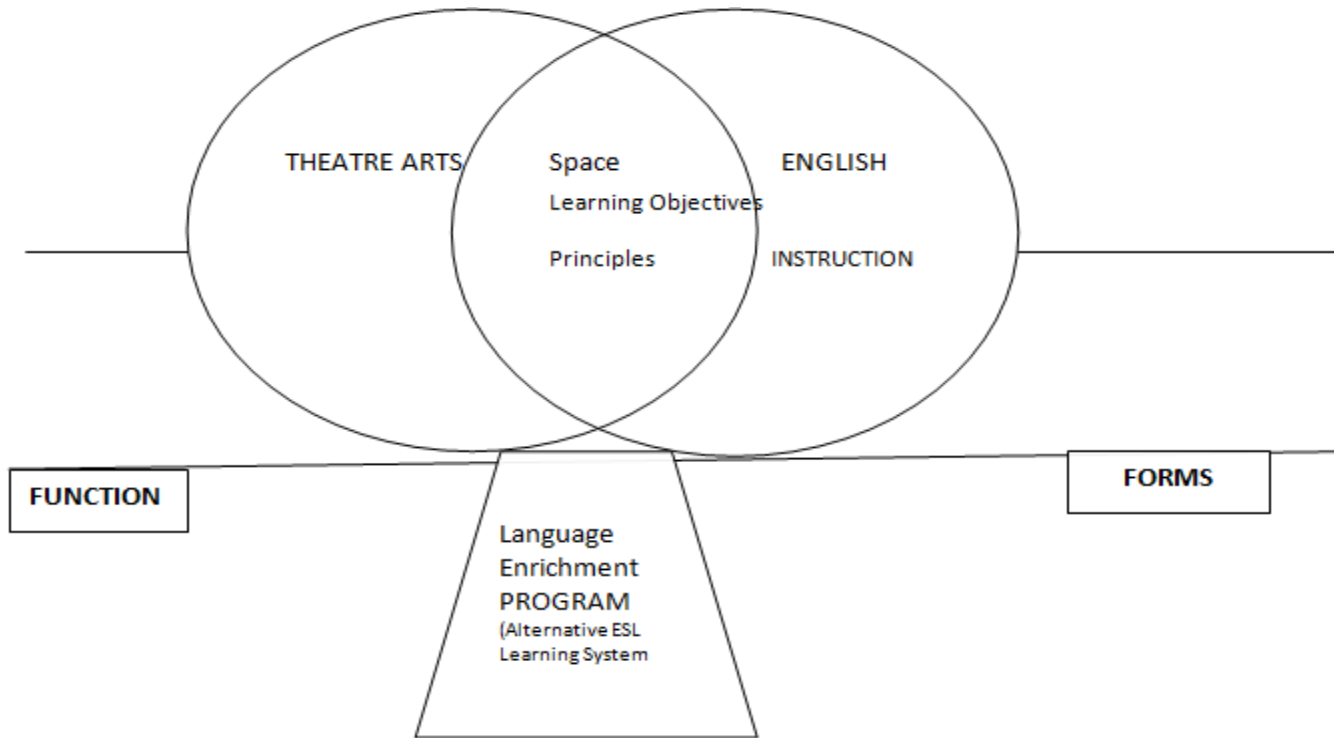


CREATIVE MECHANISM

- **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



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

STAGES OF LANGUAGE INSTRUCTION	ENGLISH INSTRUCTION (Strategies/Approaches)	THEATRE ARTS
Set induction Motivation	<ul style="list-style-type: none"> • Humanistic Approach • SUGGESTOPAEDIA the use of music and visuals • Total Physical Response 	<ul style="list-style-type: none"> • Theater Games • Sensory Awareness theatre exercise • Improvisations • Action Theater/Pantomime • Voice and Speech Mechanism • Theater ensemble-building activities
Instructional Developmental Process	<ul style="list-style-type: none"> • Direct Method • Elicitation • Discovery teaching • Audio-lingual Method • Graphic Organizers • Literary-based transactions • Language Practice 	<ul style="list-style-type: none"> • Theater performance-Tasks • Ensemble Sound Production • Poetry Theatre • Movement and Drama
Reinforcement/Application	<ul style="list-style-type: none"> • Work Text • Pronunciation in rounds 	
Terminal Output and Assessment	<ul style="list-style-type: none"> • Communicative Sketches • Collective Assessment 	<ul style="list-style-type: none"> • Theater performances -roleplaying -simulations Mini Sketches

CLASSROOM AS TRANSFORMATIVE SPACE

Performance space



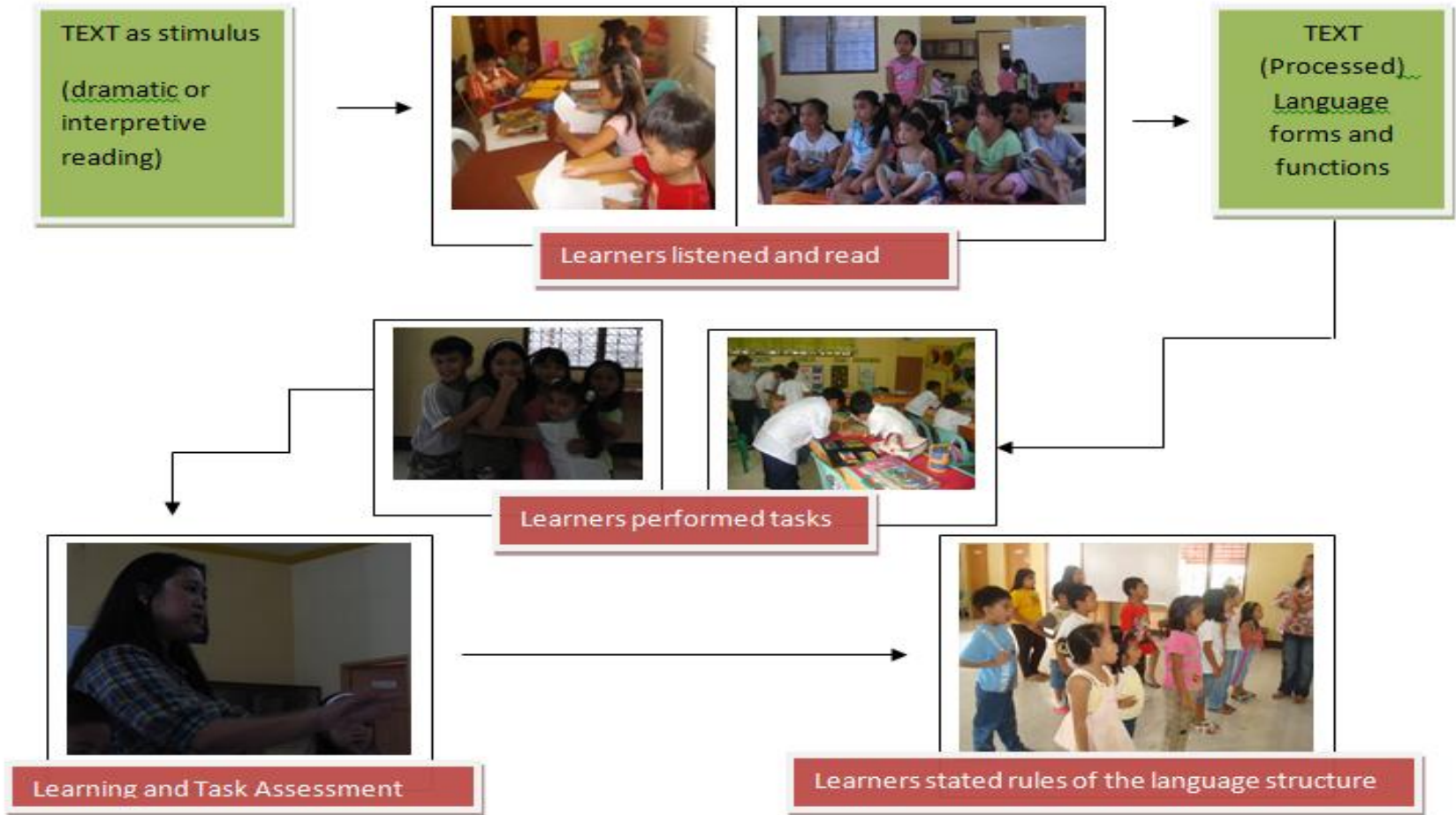
Instructional Space

The background consists of several overlapping geometric shapes. A large orange triangle points from the top right towards the bottom left. A blue triangle points from the top left towards the bottom right. A smaller, darker blue triangle is located in the bottom left corner. The text is positioned in the white space between the orange and blue triangles.

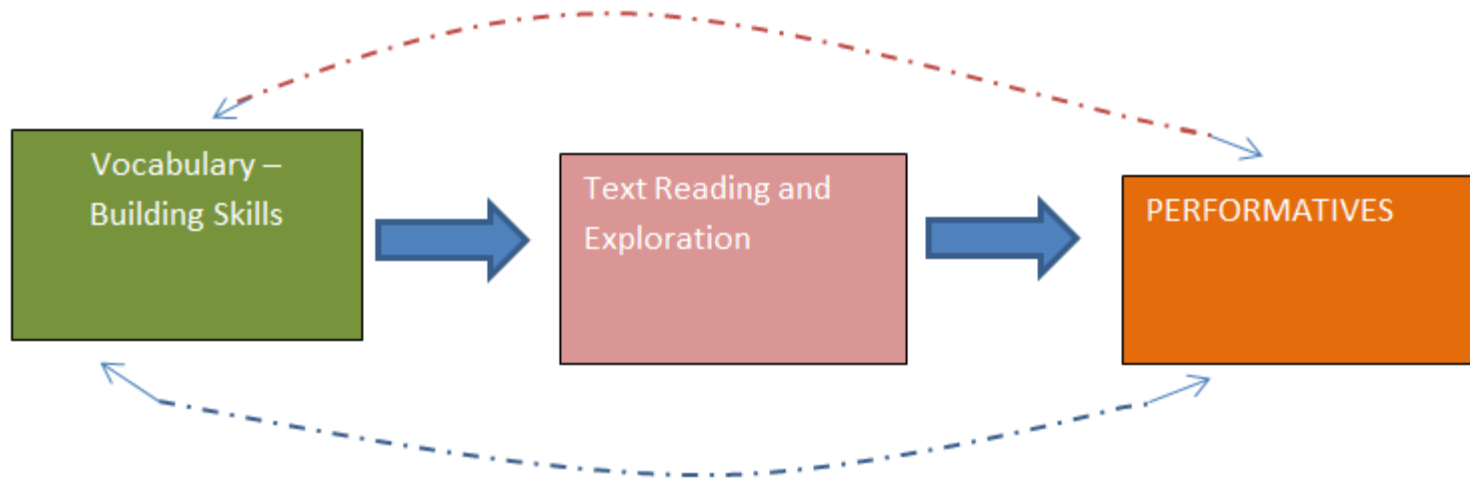
INSTRUCTIONAL MODELS

THEATER ART INTEGRATION IN THE LANGUAGE INSTRUCTION

INPUT-TRANSFER DISCOVERY METHOD



DEVELOPMENTAL INSTRUCTION FOR VOCABULARY



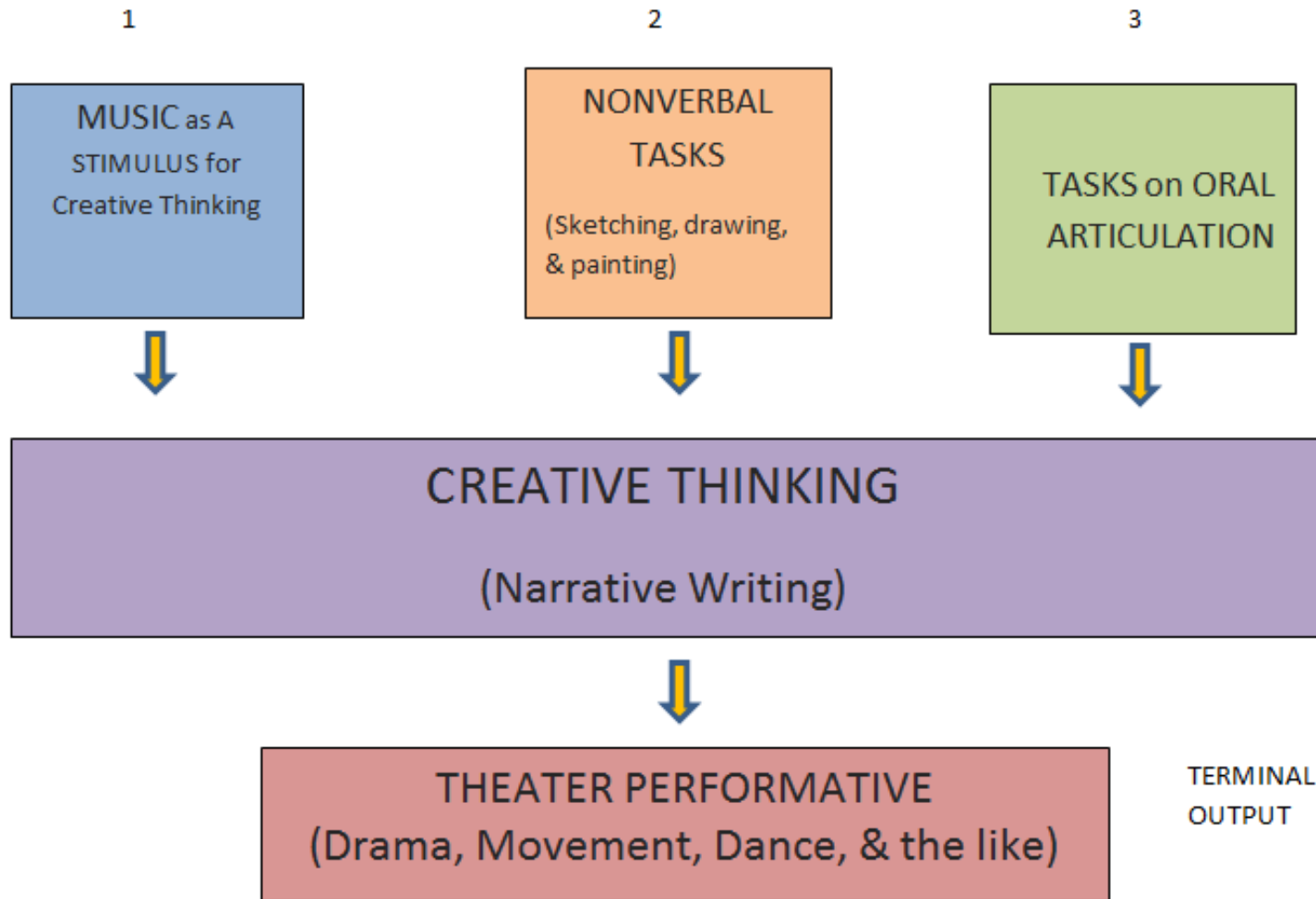
CREATIVE OUTPUT

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







CLASSROOM IN THE THEATRE

A SEGUE TO THEATRE PRODUCTION

NEGOTIATIONS OF MEANING IN A THEATRE PROCESS

Summary: Negotiations of Meaning in a Theater Process

Stages	Theater Process	Encountering ESL Issues
Pre-blocking	Read Through Text Analysis Improvisation Exercises	<ul style="list-style-type: none">• Understanding elements and organizations of a drama• Deepening comprehensions of the scene in terms of subtext underpinnings of the language• Socio-affective context of the language
Blocking	Scene Analysis Acting-out Roles Speech Corrective Process	<ul style="list-style-type: none">• Pronunciation –distinctive features of the language• Establishing relationship among characters• Communication• Importance of listening skills in communication/throwing of lines• Appropriateness of delivery of responses –verbal and paralinguistic
Post-blocking	Evaluation	<ul style="list-style-type: none">• Comprehension on the texts in terms of structures and organization



Theater Arts provide fun thrills and adventures in the learning process of English instruction.









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