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Reflecting on a Teacher Professional Development Programme on learning English through Process Drama

This paper explores the experiences and perceptions of teachers participating in a professional development programme on learning English through Process Drama. The author reflects on the changes of the participating teachers as a result of the programme. Two specific focus of discussion will be: (1) How drama pedagogy changes the teachers' understanding of students' learning needs, and how such understanding impact on their thinking and teaching practice; (2) How the use of a "mentoring" model of professional development in the programme brings about teachers' acceptance and readiness to adopt a new pedagogy, and potentially more sustainable development of such kinds of reform initiatives in their schools.