



A Study on the Application of DIE in Junior High School English Teaching from the Perspective of the PAD Class Model

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Abstract: With the reform of the new Curriculum Standards in 2022, contemporary English teachers in junior high schools should push forward class innovations in order to improve the teaching efficiency. This paper is to attempt to apply DIE method into PAD high school English class to improve the teaching practice and enhance the students' learning efficiency as well as the core competences.

Keywords: Junior high school English; PAD Class model; Drama in Education; teaching efficiency

1. INTRODUCTION

Education has always been the key to people's livelihood and the cornerstone of the national development. This study focuses on applying the PAD Class model to junior high school English teaching to enhance teaching efficiency and students' core competences.

1.1. Research Background

Since the CPC Central Committee and the State Council issued the Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education in 2021, primary and junior high schools have focused on reducing students' academic burden and cleaning up non-compliant extracurricular training institutions. However, some teachers have shifted their focus to after-class tutoring, neglecting the quality of classroom teaching and even placing key teaching points in tutoring classes for profit, which is detrimental to the healthy development of education. The "double-reduction" policy not only alleviates students' stress but also regulates the educational environment, clarifies teachers' responsibilities, enhances parents' trust in schools, and prevents the competition among training institutions. Based on this, this study proposes to adopt the PAD class teaching mode in junior high school English education to improve teaching efficiency and meet students' individual development needs.

In 2015, the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools, emphasizing the integration of aesthetic education into daily teaching plans. Aesthetic education is not only the goal of art and music teachers but also the responsibility of all teachers. Integrating aesthetic education activities into daily teaching can better help students absorb relevant education. English teachers can use foreign languages as a tool to conduct aesthetic and moral education through listening, speaking, reading, and writing activities. The new curriculum standards emphasize thematic education, and the carefully selected teaching materials provide a solid basis for teachers to fully utilize educational resources and maximize their educational value.

2. LITERATURE REVIEW

Junior high school English class is traditionally teacher-centered, focusing on the teacher's explanation and detailed analysis of textbooks, while students listening negatively. As teacher's explanation lasts on, it is easily to make students less interested and distracted easily in the classroom, which puts the whole teaching under the awful pressure and less innovation. With the implementation of the 2022 version of *Compulsory Education English Curriculum Standards* (hereinafter referred to as the New

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Curriculum Standards), junior high school English class is more focused on students as the main body, emphasizing the authenticity and flexibility of the class, so that students are no longer stuck to the textbooks but can actively participate in the studying, integrate into life experience, so that what they learn is useful and meaningful. To solve the problems that exist in the current use of PAD Class, this thesis is designed to integrate DIE method into teaching, which truly demonstrates the pedagogical value of the teaching text as a means of developing students' core competence.

2.1. PAD Class Model and Relevant Researches Abroad and at Home

PAD Class model, which is proposed by Professor Zhang Xuexin at Fudan University and designed for domestic learning situation in junior high school and university. It is a teaching model with Chinese characteristics, which can address the problems of the traditional teaching model. And also it returns the classroom to students and improves students' learning initiative without weakening teachers' classroom status. (Huang, 2023: 13-14) Its novelty and practicality are all closely related to what teachers' and students' need. It is born out of the university classroom and reveals its innovative applicability in the junior high school classroom, which can be tapped into the pedagogical and educational value for both teachers and students.

Research indicates that the PAD model in junior middle school English teaching follows three basic principles: reasonable grouping with clear responsibilities, mutual promotion and common progress, and in-depth exchanges with reasonable interactions (Chen, 2022). The key to PAD lies in the teacher's concise explanation and the "blank space" in class, which aims to motivate students' intrinsic learning drive and facilitate the internalization and absorption of knowledge.

Jiali Jin and Sike Jin described the basic process and the actual operation process of the Presentation-Assimilation-Discussion class (Jin & Jin, 2023), which expresses the some common problems in application and how to better use this model in the future, such as establishing the system of rotating chairman, setting up appropriate topics for Discussion and so on.

Despite its potential, the application of the PAD model in junior middle school English teaching is still under explored, with limited research primarily focusing on listening, speaking, and writing instruction. Given the current situation where some English teachers have relatively low comprehensive qualities and students lack independent learning abilities, the PAD model offers new teaching ideas and a greater focus on students' actual needs.

2.2. DIE Method and Relevant Researches Abroad and at Home

DIE, namely Drama in Education, as a more innovative way of teaching, in foreign countries has been quite effective in research, in China is still in its infancy. Recently with the improvement of teaching technology and teaching concepts of reform, it mainly designed to help teachers to carry out aesthetic and moral education. In the daily teaching more and more attention to the means similar to the DIE method, to help achieve, like integrating the teaching into the game, let the happiness and learning accompanied by the educational approach.

DIE (Drama in Education) first appeared in UK primary English classrooms, with Harriet Finlay Johnson's 1912 book "The Drama Method of Teaching" being the first systematic introduction of this method to enhance student participation (Hu, 2018). The UK's rich drama culture, exemplified by Shakespeare, and Finland's leading role in drama education, which emphasizes responsibility and love alongside knowledge and skills, provide strong foundations for this approach. China's long history of opera culture, such as Peking Opera, also offers rich resources for integrating drama into education.

The DIE model focuses on process, non-performance, strong participation, and education (Zhang & Zhang, 2017). It encourages students to explore fictional roles and situations actively, proven effective in language teaching (Luo et al., 2024). DIE promotes student creativity by encouraging drama content creation based on personal experiences rather than teacher presets.

Introduced to China from abroad, DIE has profoundly influenced education in Hong Kong and Taiwan. For example, Zhang Xiaohua's "The Principle and Practice of Creative Drama Teaching" is a notable work promoting DIE. The successful application of DIE in Hong Kong and Taiwan has inspired educational innovation in mainland China. DIE is a significant topic for future education, requiring educators to consider its compatibility with students' backgrounds and abilities to improve efficiency (McCaslin, 1996). In China, apart from a few projects in first-tier cities like Beijing and Shanghai, DIE's

application in subject and aesthetic education is still underexplored. However, it has been proven to foster students' innovation and cooperation skills and promote Chinese traditional culture.

Under the new curriculum standards, the advocacy of discourse and theme in compulsory education aligns with DIE methods, which can adopt various forms to help students understand discourse and grasp teaching themes based on personal experiences and group discussions.

2.3. The Relationship between PAD Class Model and DIE Method

Integrating the PAD teaching model into junior high school is a current focus for many educators, though significant differences exist between secondary and university teaching schedules. Typically, junior high school English classes are daily and brief, necessitating a tightly integrated overall teaching design when applying the PAD model. Students, accustomed to teacher-led instruction, often struggle during the Assimilation and Discussion phases of PAD, leading to time wastage and classroom disruptions. These challenges highlight the need for English teachers to effectively implement PAD, with DIE (Drama in Education) offering a solution by promoting student autonomy and enhancing classroom management and teaching efficiency.

Professor Zhang's PAD model innovatively combines teacher instruction with student discussion, ensuring ample time for knowledge absorption. The success of PAD hinges on student engagement during Assimilation and Discussion, which aligns with DIE's emphasis on balanced input and output. DIE also fosters student interaction and collaboration through group discussions and drama presentations.

Moreover, PAD introduces paired learning responsibilities, encouraging students to actively review and question their understanding beyond just listening. This aligns with DIE's goal of motivating students to take ownership of their learning. As students design dramas, they naturally utilize the target language for communication, creation, and presentation. (Figure 1)

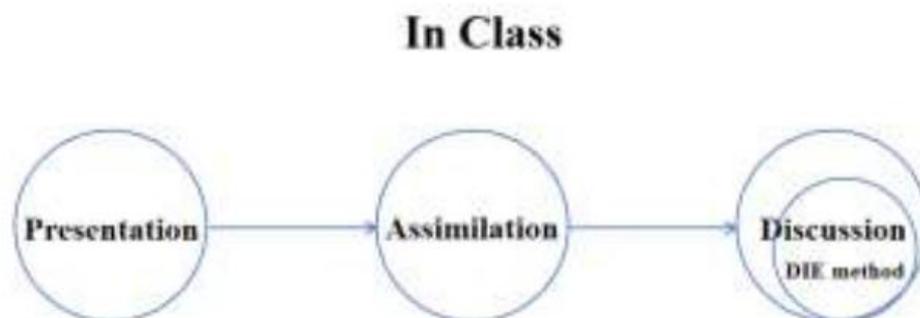


Figure 1. Basic process of PAD English classes

In conclusion, DIE can cleverly compensate for the problems in the implementation of PAD English classes, maximize its advantages, and help teacher better guide students to take their own responsibilities and actively use what they know to explore the unknown.

3. RESEARCH METHODOLOGY

3.1. Theoretical Foundation

When designing lessons, the focus is on the unit's main theme and teaching objectives, centered around core competencies and incorporating Positive Discipline theory. Developed by Jane Nelsen (2006), Positive Discipline advocates a kind and firm approach to parenting, aiming to cultivate responsibility and motivation in children. It is based on five criteria:

- Is Kind and Firm at the same time. (Respectful and encouraging)
- Helps children feel a sense of Belonging and Significance. (Connection)
- Is Effective Long-Term. (Punishment works short term, but has negative long-term results.)
- Teaches valuable Social and Life Skills for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
- Invites children to discover how capable they are and to use their personal power in constructive ways.

According to Erikson's stages of development, junior high school students, in their adolescence (12-18 years), face the conflict of identity versus confusion. They become more self-aware but can also exhibit emotional and hostile behaviors in interactions with teachers and parents, leading to potential misconduct. Thus, students still require guidance to enhance their communication skills. Teachers should help them calmly handle difficulties, learn from mistakes, and understand the concepts of positive discipline in teacher-student and parent-child relationships.

Positive Discipline aims to develop mutually respectful relationships. In Grade 8, Unit 4 focuses on interpersonal communication, addressing problems students encounter and conflicts with family members. This reflects the current societal situation, especially under the "double reduction" policy, where many parents report increased family conflicts and communication issues with their children. To improve students' overall quality through home-school cooperation, Positive Discipline is a valuable approach. Teachers can innovate by integrating this theory into their classrooms, acting as intermediaries to instill these concepts and using drama performances to help students understand and appreciate its educational value.

3.2. Study Method

There are two main research questions in this study:

- How to improve teachers' teaching efficiency in junior high school English reading PAD Class?
- How to improve students' learning efficiency in classrooms with the help of DIE?

To address the research questions, this study employs a one-person, multi-round lesson study method. Lesson study, a form of teacher professional development through classroom improvement, involves observing and reflecting on teaching practices to solve real teaching problems. This study focuses on lesson development, where the same teacher teaches the same content multiple times, refining their approach each time.

The process begins with the teacher independently preparing the first lesson. After the lesson, the research group discusses and provides feedback. The teacher then revises the plan and teaches the lesson again. Comparing the lessons, the group offers further comments, and the teacher reflects on the entire process, documenting their findings in a lesson study report.

Lesson study enhances teacher professionalism, fosters teaching seminars and exchanges, and integrates theory with practice. Additionally, interviews are conducted to gauge student acceptance of the paired classroom model and to gather teacher insights on teaching effectiveness and suggestions for future improvements to the PAD class design.

3.3. The Analysis of Research Subjects and Materials

The aim of designing teaching classes and plans is to help students find suitable learning methods, leverage their strengths, and foster comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. This study applies the PAD teaching model to junior middle school students in grades 7 to 9 in China. According to the new curriculum standards, these students have clear core literacy goals in four areas: language ability, cultural awareness, thinking quality, and key skills, which also serve as strong indicators for teaching quality assessment.

Students vary in vocabulary, grammar, listening, speaking, reading, writing, and visual skills, but all pursue comprehensive development. As adolescents, junior high school students are in the formative period of their worldviews, life perspectives, and values, with heightened emotional sensitivity. In recent years, their mental health issues have become a social focus, highlighting the need for teachers to consider students' acceptance and empathy abilities. As student guides, teachers should provide positive teaching content to help students understand key themes.

China currently has several versions of junior high school English textbooks, including those from People's Education Press, Foreign Language Teaching and Research Press, and Shanghai Press. Despite differences in content selection, all emphasize core competencies and integrate traditional Chinese cultural elements. For example, Unit 6 of Grade 8 introduces elements like Yu Gong Moves Mountains and the Monkey King, while Module 3 of Grade 9 from FTLRP features heroes such as Deng Yaping, Yuan Longping, and Odysseus, providing direction for teaching innovation.

Textbook activities now include more peer cooperation tasks, teaching activities based on students' personal experiences, and interviews with relatives, friends, and teachers to promote communication, reflecting a growing emphasis on student activity and self-training in education.

With the promotion of ideological and political education and patriotism, students' enthusiasm for traditional Chinese culture and socialist core values is rising. More students are engaging in traditional Chinese arts like guzheng, Huangmei opera, and face changing, which benefits overall aesthetic education. These elements can be integrated into the classroom to spark students' interest and provide a platform for those with special skills and interests to showcase and learn.

4. RESEARCH PROCEDURE

4.1. Preparation of the Design

Preparation before the lesson is crucial for successful teaching and includes three main aspects: teacher preparation, student preparation, and teaching aids preparation.

For teachers, analyzing the learning situation before the lesson is essential. Teachers should develop a teaching plan based on students' actual language levels and needs. Learning situation analysis is an ongoing process that includes assessing the starting point before the lesson, the state during the lesson, and the outcomes afterward. Additionally, teachers need to review the teaching unit, define the theme and objectives, design the teaching process and activities, and clarify the roles of teachers and students in the classroom.

For student preparation, previewing the material before class is necessary to ensure that the teacher can efficiently cover the content. In this lesson, using DIE (Drama in Education), students need to prepare scripts and props in advance and can benefit from extra time for simple rehearsals to save class time and improve performance efficiency. If students are new to drama pedagogy, teachers should guide them on cooperation before the lesson to avoid ineffective teaching.

Finally, preparing teaching aids, designing classroom materials, and adapting to electronic devices in advance are also important.

4.2. Implementation of the Design

Two classes from Grade 8 of a middle school in Zhoushan, Zhejiang Province were selected as research subjects. These classes had comparable English reading levels, as evidenced by their similar classroom performance and final exam scores, making them suitable for the study.

For the study, all Grade 8 English teachers and trainees formed a research group, with one teacher independently designing the first round of teaching. The chosen content was the reading lesson (3a-3c) from Section a of Unit 4 in the Grade 8 PEP textbook.

In the first round, the teacher, leveraging her experience and understanding, devised a teaching plan, identified key points, and presented the design to the group. She then implemented this plan in Class A, while the other teachers observed and evaluated the lesson.

Lesson Plan is as following:

Lesson Type	Reading Lesson based on Discourse
Teaching Objectives (According to New Curriculum Standard)	<p style="text-align: center;">Language Competence:</p> <p style="text-align: center;">* Students learn the key vocabulary.</p> <p style="text-align: center;">Learning Ability:</p> <p>* Students can develop their reading ability to catch the structure and important information of the article.</p> <p style="text-align: center;">Thinking Capacity:</p> <p style="text-align: center;">* Students can learn to communicate emotionally with others.</p> <p style="text-align: center;">* Students can learn to express care and concern for others.</p> <p style="text-align: center;">Culture Awareness:</p> <p>* Students can talk about problems and give advice through exchanging letters or e-mails.</p> <p>* Students can resonate with students who are currently in their adolescence and learn to use appropriate and scientific methods to express their emotions rationally and peacefully, and to alleviate negative emotions.</p>

Teaching Approaches	1. PWP Approach 2. Communicative Teaching Approach 3. Task-based Teaching Approach...Students are the main body and teachers play an auxiliary role.
Teaching Materials	PEP <i>Go For It</i> Book 4, Grade 8 Unit 4 Why don't you talk to your parents? Section A (3a-3c) Theme: Human & Ego, Human & Society Topic: Interpersonal Communication Structure: Why don't you...? / Conjunctions <i>until, so that...</i>
Teaching Focus	1. To master the key vocabulary, like get on with, relation, communication, argue... 2. To catch the main idea and details about the two letters. 3. To use the sentence pattern to express problems and try to solve others' problems.
Teaching Difficulties	1. Learn to master the meaning of key vocabulary and use them correctly. 2. Learn to express personal problems or give advice in appropriate language.
Teaching Procedure	
Step 1 (3 mins) Lead-in	<p style="text-align: center;">①Focus Greet the whole class + Introduce topic.</p> <p style="text-align: center;">②Procedure Use the video introduction of the TV series "A Little Reunion" to introduce the topic. Q1: What happened between Qiao Yingzi and her mother? Why don't their conflicts get solved? Q2: What about you and your parents? Do you have same problems like that?</p> <p style="text-align: center;">③Justification Briefly free talk and watch a video to introduce the topic of this lesson. Attract students' attention to recall their experience during living with parents. Cohesion: When problems happened do you want to ask parents for help?</p>
Step 2 (9 mins) Presentation	<p style="text-align: center;">①Focus Present the reading discourse, analyze the text and explain the language points.</p> <p style="text-align: center;">②Procedure <u>Activity 1-</u> Prediction The textbook illustrations and address are presented to let students guess the author's identity and mood, as well as the intent of each of the two letters. <u>Activity 2-</u> Careful Reading The teacher analyzes the structure of the two letters, detailing the content and presenting key vocabulary, phrases and sentences in red or on the board.</p> <p style="text-align: center;">③Justification Presenting the discourse structure that is the focus of this reading lesson, grasping the main idea of the text, and training students' reading skills of Skimming and scanning. Teachers concentrate on the key knowledge in the text, such as get on with, instead, until...</p>
Step 3 (8 mins) Assimilation	<p style="text-align: center;">①Focus Students will digest the content from the teacher's explanation, and at the same time, students will summarize the content of the "Liang-Kao-Bang" and complete the self-summary of the key knowledge of the lesson.</p> <p style="text-align: center;">②Procedure <u>Activity 1-</u> Judge the sentence based on what we learned in two letters. 1) Sad and Thirteen can watch whatever he wants until late at night. 2) In Robert Hunt's opinion, it's normal to have feelings like feeling lonely at home. 3) The writer have problems both with his parents and brother.</p> <p style="text-align: center;"><u>Activity 2-</u> Knowledge Review Make sth. Clear — explain <u>Can you explain to me how to do this math problem?</u> talk — _____ not allow — _____ worried — _____ get along with — _____</p> <p style="text-align: center;"><u>Activity 3-</u> Fill in the blanks. 1. My _____ (old) sister can look after herself when my parents are away. 2. Parents needn't give their children _____ (what) they want. 3. _____ (communicate) is very important for us in daily life. 4. Love is first. _____ (second), you should learn to understand others. 5. He refused _____ (discuss) the matter last night.</p>

	<p style="text-align: center;">③Justification</p> <p>Students are tested on their grasp of the content of the discourse by reviewing the problems and advice. Fill-in-the-blanks and lexical transformations are used to allow students to independently test their mastery of the key and difficult point.</p>
<p>Step 4 (15 mins) Discussion</p>	<p style="text-align: center;">①Focus Drama performance + Discussion</p> <p style="text-align: center;">②Procedure</p> <p>The teacher acts only as a manager of classroom order and as a spectator, enjoying the students' drama performances.</p> <p style="text-align: center;"><u>Activity 1-</u> Let's Have a Competition! (<i>DIE Method</i>)</p> <p>Have students group work freely to complete the drama related to this lesson about children arguing with their parents, communicating, and talking to resolve conflicts.</p> <p style="text-align: center;"><u>Activity 2-</u> Let's Talk!</p> <p>Have some of the groups share the results of their discussions about the topic of the lesson.</p> <p style="text-align: center;">③Justification</p> <p>During the group discussion session, students were free to choose whether to perform a drama play or choose to express their opinions on the discussion. The purpose is to allow students to express themselves freely, communicate and co-operate, use the vocabulary and sentence patterns they have learned, and express their views on how to communicate with their parents, thus helping emotional education.</p>
<p>Step 5 (4 mins) Summary</p>	<p>The teacher summarizes the students' drama performances and discussions.</p> <p>① The teacher praised for outstanding oral expression and commented on the plot design of a certain group's drama.</p> <p>② The discussion results were acknowledged and expanded upon. Besides the methods students mentioned for improving parent-child relationships, such as showing empathy and helping with chores, the teacher introduced the concept of positive discipline. They encouraged students to empathize with their parents' educational actions and suggested practical gestures like preparing birthday surprises or gifts for parents.</p> <p>③ Ask students if there is anything they do not understand about the lesson and the reading discourse that needs to be explained in depth.</p>
<p>Step 6 (1 min) Homework</p>	<p style="text-align: center;">Must do:</p> <p>1. Listen the tape of 3a discourse and read following it, 3 times. 2. Finish the related exercise in the workbook.</p> <p style="text-align: center;">Optional:</p> <p>1. Read the book <i>Positive Discipline</i> by Jane Nelsen and share your feelings with your parents, teacher or partners.</p>

After the lesson, all the teachers evaluated and reflected on the teaching together and found the following problems with the teaching:

- Teachers covered all the knowledge points in their explanations but did not divide them into important and difficult points, resulting in students not being able to understand them all in time.
- Teachers were not thorough in their explanations, which led to inaccuracies in students' use of the drills.
- Some students have not yet adapted to the setting of the independent internalization and discussion sessions, and they are not clear about what they should do, and appear to talk freely with their classmates and do things that are not related to the class.
- The class was more diffuse and the teaching progress was slow in the second half of the lesson.

Improvements proposed after discussion by the teachers' group are as follows:

- Pick the key points to be explained in the intensive part of the lecture instead of every knowledge point in detail.
- Provide students with more targeted exercises and activities in the internalization stage to help consolidation.
- When grouping students, try to include students of different levels in each group to prevent some of the more advanced students from not participating in the class because they don't know how to organize themselves.
- Teachers emphasized some directive words so that students could plan their learning better.
- In the second round of teaching, according to the improvement suggestions, the teaching design

was modified before being taught by Mr. Chen for the second round of class B.

Changes and improvements:

- In the intensive Presentation, knowledge that is difficult to explain is chosen, and the rest such as phrase “get on with” is put into the exercises or like “hang over” as an explanation of the meaning of the discourse is brought over.
- In the Assimilation stage, more attention is paid to the drilling of the knowledge points, and the review of the content structure of the article is put into the summary part.
- In the Discussion part, the teacher stipulates that the class is divided into eight groups, arranges the list of group members in advance, and counts four groups to choose a drama performance, and four groups to choose to present the ideas discussed and give reasons to support them.
- When the students do their presentation they ask the other groups to critique them and give reasons for their evaluations.
- The student presentations and discussion portion of the lesson is video recorded and shared with parents at the end of the lesson.
- Finally, all teachers conducted a group review and concluded that the lesson basically solved the problems that existed in the previous lesson and was more in line with the teaching objectives in terms of classroom discipline and teaching progress. Teacher Chen reflected on the two lessons and wrote a teaching example.

4.3. Evaluation and Feedback of the Design

The self-reflection of the teaching teachers and the interviews with other teachers in the research group, as well as the interviews with the pupils, were used to understand the shortcomings that still existed in the lesson and the perspectives for the future.

4.3.1. Summary of the Interview

In order to research the effect of using DIE method in PAD class teaching, the author interviewed two teachers and three students with different English bases. The interviews focused on the following questions:

Interview Questions	
Questions mainly focus in interviews with teachers	1) Do you think the use of PAD classroom can meet the achievement of the teaching objectives? 2) How do you think the teaching method of putting DIE has affected the classroom teaching? 3) Which part of the four parts of the dyadic classroom do you think is the most difficult to design or to manage when teaching? 4) How do you think the students’ responses in the classroom were, and did they meet your teaching expectations? 5) What are your inspirations and suggestions for improving your teaching after using drama education in the English classroom?
Questions mainly focus in interviews with students	1) How do you think you learned in the reading class (the reading class of U4 Section A 3a) with the paired classroom? 2) Did you have any problems with the teacher's explanations or did you find the teacher’s explanations too fast or vague? 3) How did you learn when you practised independently in class? (Can you finish all the questions? The correct rate?) 4) Do you think you can effectively express your opinions in group discussions? 5) Do you have any suggestions to improve future teaching?

4.3.2. Analysis of Interview Results

During the interview, the interviewees gave the feelings and problems in class. Meanwhile, during the sharing, some suggestions for implementation are presented. Finally, the author can get the conclusion whether it’s useful to improve the teaching efficiency.

Interview Results	
The teaching effect of PAD Class with	1) Students participate the class more. 2) Teaching objectives are fully achieved.

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DIE	3) Students gain more opportunities to cooperate and practice in target language.
Problems exist in PAD Class with DIE	1) It's difficult for all the students to output what have learned in target language immediately. 2) Students may waste a lot of time due to unfamiliarity of the class model. 3) It's not easy for teacher to select what to present in limited time and control the teaching process in Discussion part.
Suggestions for PAD Class with DIE	1) Teachers can guide the students to give whole drama presentation before the class. 2) Teachers can divide the students in groups including different levels and present knowledge coincide with exercise in Assimilation. 3) Give students more time, guide to prepare, practice and adapt to the PAD Class model with DIE.

5. CONCLUSIONS AND DISCUSSION

The study reveals that teachers' professional competence and innovative teaching abilities need continuous enhancement to better understand students' psychology and learning conditions, aligning with current teacher training goals. As junior high school English teachers, they should deepen content based on context, integrate knowledge efficiently, and avoid wasting class time. Teachers also need interdisciplinary and organizational skills.

Looking ahead, using DIE in daily teaching is effective for developing students' core competencies but requires practical validation. In PAD classes, where teachers and students share control, educators must design orderly drama education processes and provide timely, positive feedback. Combining DIE with current topics like traditional culture and family education can foster holistic student development. Additionally, drama and theater-based methods offer collective, reflective learning experiences, aiding teachers in interactively addressing educational issues and reflecting on their practices from various perspectives.

During implementation, issues emerged, such as students' passive involvement in PAD activities, lack of basic preparation, and the need for smoother transitions between PAD's three parts. Though common in new teaching models, these challenges merit further study and improvement.

Ultimately, it is hoped that more teachers will explore the teaching value of DIE and PAD, designing classes based on student needs to create engaging and content-rich learning environments.

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