

**Internationalisation of English Language Education in Taiwan:  
Cooperative Learning through Drama in the Classroom  
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This paper is to examine a doable way of solving the central problem in English language education in Taiwan: competitive learning, and to explore whether and how cooperative learning through drama can be introduced to the EFL classrooms in Taiwan. Humanistic and educational internationalisation based on philosophy of John Dewey is proposed as a theoretical basis and an alternative way to solve the problem caused by competitive globalisation and competitive learning. In this paper, an action research project by implementing cooperative learning through drama in the children's EFL classroom is also presented, through which the investigation itself is also to illustrate my more general argument about the situation in Taiwan and this case study is provided to re-examine the central educational problem.

Learning together has been one of the four pillars of education proposed by Delors in his report to UNESCO on education in the 21st century. English language education has a key role to play to bring different individuals together and to break through human barriers under educational and humanistic internationalisation. Competitive globalisation creates human isolation and it can not lead to a progressive direction on a human scale, but only focuses on competitive economic advantages. This paper concludes that creating a cooperative learning environment through drama method in English learning contexts is a key way to prepare learners to go to the world of internationalisation where togetherness on a human scale can be envisaged to be true.