New Books – Drama in Education


Hardcover Language Course in French. Hardcover Language Course in Spanish. Each chapter includes a drama workshop, illustrating in practice what embodying language in action can look like when working with asylum seekers, adult learners with intellectual disabilities, pre-service teachers, international students and children involved in a Content and Language Integrated Learning (CLIL) programme. Publication Date: Marrucci, L. Intercultural Dramatic Tension and Intercultural Engagement. Schewe and J. Crutchfield Eds. Drama In Education and Intercultural Education. This paper discusses a longitudinal, participatory case study focused on a group of experienced teachers of Italian L2, learning to integrate process drama pedagogy in their practice. Process drama is an embodied approach for second Process drama is an embodied approach for second language teaching and learning, focusing on the process drama workshop, rather than the product performance aiming to engage learners in a felt-experience of the target language and culture.


Second Language Acquisition and Process Drama. Reflection in Action. Piazzoli Language Pedagogy and Process Drama. Metodologia Processo Didattico e Competenza Interculturale. Culturiamma, September pp. Conference Presentations. Voice as an Aesthetic Element in Second Language learning On the other hand, when students become agents of their own language learning choices, they can develop an ability to infuse emotion, and meaning, into language. In this interactive presentation, participants are invited to reflect on voice as an aesthetic element of language learning, in relation to identity, culture and self-perception. First, I will situate the discussion in the context of voice studies and language learning. Next, I present findings from my PhD on the aesthetics of L2 learning through process drama — with a specific focus on the aesthetics of voice and identity.

I argue that drama-based strategies with a focus on voice and identity enabled the participants to exercise agency, using various degrees of dramatic irony to make sense of their intercultural identity. Her research interests are embodiment, teacher education, aesthetic learning and languages education. Her research focuses on the aesthetics of drama-based Second Language teaching. La formazione del know-how nel docente di giotto didattica teatrale [The development of reflection-in-action in Second Language drama teachers] Conferenza Internazionale di Giotto didattica Teatrale more.

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Adopting an ecology of language approach, we first set the scene by examining some of the most salient issues concerning the language learning needs of asylum seekers and refugees, including the challenge of fostering both language proficiency and a sense of autonomy and agency. We then introduce the topic of performative, or drama-based pedagogy, focussing on how this has been adopted for second-language learning, presenting the main features of Process Drama.

We go on to evaluate a number of drama-based projects aimed specifically at adult asylum seekers and refugees before presenting the specific context of this study. In particular, we look at one of the Process Drama sessions, in which the participants became members of an association of community workers welcoming migrants, and the teacher took on the role of the asylum seeker. The analysis from videos, focus groups and teacher journals suggests that the drama gave participants the chance to shift perspective, and that this impacted on their sense of agency as second language learners. Voice as Aesthetic Element of Language Learning.

International Perspectives: Performative; Aesthetic; Transversal. With these words, Leo van Lier reminds us that voice is central to language learning, and that voice involves an aesthetic quality. This was piloted in an intermediate-level Italian course, in the form of 8 brief weekly workshops featuring a series of relaxation techniques and voice exercises to assist students in breathing and articulating better in the target language. The findings suggest that, after the 8-week intervention programme, the participants were able to shift their vocal awareness somewhat and reported some benefits in oral production. This book explores embodiment in second language education, sociocultural theory and research. Divided into three parts, it begins by examining the aesthetic and intercultural dimension of performative language teaching, the elements of drama and knowing-in-action.

The central part of the book examines issues related to play, emotions, classroom discourse and assessment when learning a language through process drama, in a sociocultural perspective. Each chapter includes a drama workshop, illustrating in practice what embodying language in action can look like when working with asylum seekers, adult learners with intellectual disabilities, pre-service teachers, international students and children involved in a Content and Language Integrated Learning (CLIL) programme. Publication Date: Marrucci, L. Intercultural Dramatic Tension and Intercultural Engagement. Scheve and J. Crutchfield Eds. Drama In Education and Intercultural Education. This paper discusses a longitudinal, participatory case study focused on a group of experienced teachers of Italian L2, learning to integrate process drama pedagogy in their practice.

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Erika Piazzoli | Trinity College Dublin -

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The aim of this study was to consider the role of embodiment in supporting the Second Language Acquisition SLA process of a group of students with intellectual disabilities. The paper describes a project which integrated two of the programme modules-Italian for Beginners and Exploring Art: Renaissance to Modern. Findings presented support the use of a performative approach to second language learning for students with intellectual disabilities and sheds light on the connection between embodiment, language and learning in a performative key. Doi Dalziel, F. In this paper, we present a study of adult asylum seekers learning Italian as a Second Language through Process Drama. Adopting an ecology of language approach, we first set the scene by examining some of the most salient issues concerning Adopting an ecology of language approach, we first set the scene by examining some of the most salient issues concerning the language learning needs of asylum seekers and refugees, including the challenge of fostering both language proficiency and a sense of autonomy and agency.

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“It comes from you”: Agency in adult asylum seekers’ language learning through Process Drama

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Stinson, Madonna. Process drama and teaching English to speakers of other languages. Jacqueline, H. Anderson eds. Oxford: Oxford University Press. Drama education and second language learning: A growing field of practice and research. Swain, Merrill. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Susan M. Madden eds. Thalgott, P. Some lessons from research, v Berlin: De Gruyter for the Council of Europe. The ecology and semiotics of language learning. Dordrecht: Kluwer Academic Publishers. Warriner, Doris S. Way, Brian. Development through drama. Yaman Ntelioglu, B. Your documents are now available to view. Confirm Cancel. Fiona Dalziel and Erika Piazzioli. From the journal Language Learning in Higher Education. Cite this. You currently have no access to view or download this content. Please log in with your institutional or personal account if you should have access to this content through either of these.

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