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Edizione	[1st ed.]
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Collana	Advances in foreign and second language pedagogy ; ; v. 3
Altri autori (Persone)	BrauerGerd
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Soggetti	Drama in education
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Understanding drama-based education / Betty Jane Wagner -- Intercultural recognitions through performative inquiry / Lynn Fels and Lynne McGivern -- Transcultural performance in classroom learning / Ann Axtmann -- Process drama in second- and foreign language classrooms / Jun Liu -- Teaching foreign language literature / Manfred Lukas Schewe -- Coping with obstacles in drama-based ESL teaching / Cameron R. Culham -- Video recording and playback equipment / Timothy Collins -- Designing artful reflective strategies / Philip Taylor -- Undergoing a process and achieving a product: a contradiction in educational drama? / Douglas J. Moody -- The educational potential of drama for ESL / Sarah L. Dodson -- The arts and the foreign-/second-language curriculum: an interdisciplinary approach to actively engage students in their own learning / Janet Hegman Shier -- Performing Brecht: from theory to practice / Franziska B. Lys ... [et al.] -- Magic on stage / Karla Schultz and Penelope Heinigk.
Sommario/riassunto	Highlights the bridging character of drama-based foreign and second language teaching for intercultural learning. Drama here is not limited

to theater-related work, but means the interplay between body and language in general, to include, for example, sports, dancing, singing, and storytelling. The major techniques and curricular structures of educational drama and its application in the foreign and second language classroom are introduced. What are the techniques, methods, strategies, and curricular structures that engage language learners in continuing dialogue between one's own culture and the one yet to be discovered? What comprises the language we speak in order to understand and be understood? Which body is it we communicate through and to? This volume answers these and other questions of the pedagogy of drama-based teaching across the foreign/second language curriculum and on all levels of the educational pyramid. There are two major issues currently discussed in drama-based foreign and second language methodology. The first is goal-oriented, asking whether the acquisition of accuracy or fluency is more important, and whether a controlled (learning through imitation) or an open (through improvisation) learning environment is more efficient. The second issue concerns using drama in language teaching: either its use is process-oriented, where drama becomes an immediate medium for language learning, or product-oriented, where it becomes primarily the reason for language learning. The book outlines the theoretical frameworks of both issues and introduces personal narrative, comparative observation, and analytical reflection, illuminating opportunities for learning at both ends of the seemingly contradictory poles of both issues.

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