

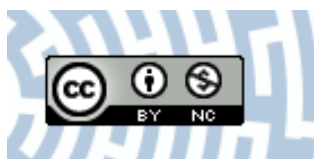


You have downloaded a document from  
**RE-BUŚ**  
repository of the University of Silesia in Katowice

**Title:** The motivational role of drama in language learning - recenzja

**Author:** Alicja Gałązka

**Citation style:** Gałązka Alicja. (2009). The motivational role of drama in language learning - recenzja. "The New Educational Review" (Vol. 17, no. 1 (2009) s. 399-400).



Uznanie autorstwa - Użycie niekomercyjne - Licencja ta pozwala na kopiowanie, zmienianie, remiksowanie, rozprowadzanie, przedstawienie i wykonywanie utworu jedynie w celach niekomercyjnych. Warunek ten nie obejmuje jednak utworów zależnych (mogą zostać objęte inną licencją).



UNIwersYTET ŚLĄSKI  
W KATOWICACH



Biblioteka  
Uniwersytetu Śląskiego



Ministerstwo Nauki  
i Szkolnictwa Wyższego

## **The Motivational Role of Drama in Language Learning**

(“IMPULS” editing house, Kraków 2008)

The book describes the outcomes of empirical research undertaken in Polish secondary schools. The research seeks to investigate how drama improves communicative skills and, through that, how it increases pupils’ intrinsic motivation. The research employs dramatic activities the fictional contexts of which provide an incentive and motivation for talk.

Different theories and psychological concepts of motivation are analyzed as well as linguistic theories of language acquisition. Drama is the main focus in the book. It is an effective and significant medium of teaching and learning a foreign language.

The book lays a theoretical groundwork for a psycholinguistic understanding of drama in second language acquisition and discusses the findings of a research project. It shows the importance of human interaction in language learning and how drama can promote language development through:

- a new context created,
- new roles established,
- new relationships in operation,
- new language demands made and tackled.

Drama makes things “real” and provides the spark or drive that keeps us interested and willing to keep trying. In this book the author argues that drama is a kind of hope and thrill that gives joy to language education and leaves students filled with a desire to grow, develop and improve... Individuals are never really learning unless they are being entertained but the definition of entertainment refers to having one’s mind engaged rather than having it filled with mindless amusement.

Drama is an art form, a practical activity, and an intellectual discipline highly accessible to young people. In education, it is a mode of learning that challenges students to make meaning of their world. Through students' active identification with imagined roles and situations in drama, they can learn to explore issues, events and relationships. In drama students draw on their knowledge and experience of the real world. Drama is the enactment of real and imagined events through roles and situations. It enables both individuals and groups to explore shape and symbolically represent ideas and feelings and their consequences.

Drama has the capacity to move and change both participants and audiences and to affirm and challenge values, cultures and identities.

Drama can develop students' artistic and creative skills and humanize learning by providing lifelike learning contexts in a classroom setting that values active participation in a non-threatening, supportive environment. Drama empowers students to understand and influence their world through exploring roles and situations and develops students' non-verbal and verbal, individual and group communication skills. It develops students' intellectual, social, physical, emotional and moral domains through learning that engages their thoughts, feelings, bodies and actions. Language learning through drama is effective and powerful.

The book has also practical scenarios of language learning through drama added in the appendix .