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by Alice Savage

TESOL Connections: August 2018

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‘Teaching artists’: creative ways to teach English to immigrant kids

Liane Brouillette

Associate Professor of Education, University of California, Irvine

June 19, 2015 6.18am EDT

<https://theconversation.com/teaching-artists-creative-ways-to-teach-english-to-immigrant-kids-42588>

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Pre-to-3: Study examines drama's links to early literacy

Theatrical approaches give students 'another language' to show what they've learned

By **Linda Jacobson** • Jan. 12, 2018

Hamilton Education Program's stop in San Diego

f) Education DIVE

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Hamilton Education Program's stop in San Diego

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Su-Jeong Wee

Purdue University Calumet, Indiana, U.S.A.

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Incorporating drama in the language classroom

Sheilamary Koch

Wednesday, November 08, 2017

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Drama is one of the best ways to keep the energy level up in your ESL classes, while students engage in profound learning without even realizing it. Student creativity, expression and initiative get activated at the same time they absorb the target language.

In addition to helping students reach language goals, the use of drama promotes self-direction, imagination, the development of raised self-confidence and self-esteem.

A Case Study of Collaboration between a Drama Specialist and Early Childhood Classroom Teachers in an Early Childhood Drama Program

Su-Jeong Wee

Purdue University Calumet, Indiana, U.S.A.

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Drama education consists of specialized discipline-based knowledge that most American early childhood educators are not trained in (Wee, 2009). Numerous scholars have stressed the importance of drama education for young children. Drama is powerful in that it can help introduce young children to the world around them. It helps them to face the necessities of taking into account what others think, feel, and say because it involves working with others and acting out life issues (O'Neill, 1995). Toye and Prendiville (2000) argued that drama education, both as an art and as an experiential way of learning, not only conforms to contemporary theories of how children learn, grow, and develop, but also engages children in a holistic education. Neelands (2000) emphasized that using drama takes teachers beyond merely transferring knowledge and building skills because it involves negotiating meaning to gain understanding. Drama education is particularly important in early childhood because young children learn their world using their senses and motors/movements, which are the main tools of drama education (Osmond, 2007). Drama activities provide children with opportunities to express their thoughts and feelings by using all of these senses and to develop their own perceptions about themselves and the world around them (Brizendne & Thomas, 1982; McCaslin, 1987).

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