



This monograph summarises the research conducted for the project NPA, which received funding from the European Union's Horizon 2020 research and innovation program under the Marie Skłodowska-Curie grant agreement N. 660495. It explores the findings from cognitive neuroscience research relevant to the application of drama and performing teaching techniques in education, such as the role of perception and memory, emotions, introspection and embodiment in learning, as well as the development of motivation and aesthetic engagement, to give a neurobiological account of language learning through performative pedagogies. Process drama -a performative methodology- is described to illustrate how multi-sensory learning helps not only the process of language learning, but also creativity, innovation and intercultural communication.

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