



Università  
Ca'Foscari  
Venezia

**ACRONYM AND TITLE:** NPA - Neurodidactics of Performing Arts: The Impact of Drama Teaching on Second Language Acquisition

**FUNDING PROGRAMME:** Horizon 2020

**CALL:** H2020-MSCA-IF-2014 - Marie Skłodowska-Curie Individual Fellowships (IF-GF) – Global Fellowship

**SCIENTIFIC FIELD:** Social Science and Humanities

**HOST DEPARTMENT/CENTRE:** DFBC - Department of Philosophy and Cultural Heritage

**SCIENTIFIC RESPONSIBLE:** Prof. Paolo Puppa

**FELLOW:** Dott.sa Marie Simona Morosin

**FINANCIAL DATA:**

Project total costs	Overall funding assigned to UNIVE
€ 250.519	€ 250.519

**ABSTRACT:**

Since the 1990s, Educational Neuroscience has become an emerging field of research which studies cognitive brain functions (thinking, memory, attention, emotions) and interfaces with the educational environment with the aim of improving teaching and learning. Simultaneously, "Drama Teaching", a teaching methodology based on performing arts introduced in the 1970s, is now generating interest, especially in Foreign Language Learning. This research project will investigate aspects of cognition involved in the language learning process and it will analyse how Drama Teaching dynamics can impact language learning and proficiency. In order to define Drama Teaching as a methodology which involves the brain-mind-body dimension and fosters development of the learner as a whole person, a cognitive perspective will be adopted in relation to issues of a) embodied cognition, b) role of emotions in learning, c) impact of context and experience on learning d) crosscultural identity process, development and awareness. Theoretical scientific investigation will be conducted on cognitive aspects relevant to learning, followed by the study and observation of dramatization practices. Development of curriculum and course implementation will follow. Particular attention will be given to the assessment of learning results and proficiency levels, as well as to the cognitive and emotional factors. The inter-disciplinary perspective adopted by this study is aimed at contributing to the debate on creative, interactive Foreign Language Education taking place in Europe and in the world. The scope is to contribute to the multi-disciplinary inquiries of Educational Neuroscience by elaborating a neuroscientifically grounded theory of Drama Teaching which gives educators guidelines to expand the range of teaching possibilities in accordance with the principles of Learning/Teaching of the "Common European Framework of Reference for Languages".

<b>Planned Start date</b>	<b>Planned End date</b>
22 <sup>nd</sup> June 2015	21 <sup>st</sup> June 2018

**PARTNERSHIP:**

1 Università Ca' Foscari Venezia	Italy	Beneficiary
2 The University of Sydney	Australia	Partner

**WEBSITE:** available after the beginning of the project