

The article, "Moving into Imaginary Worlds: Drama Pedagogy for Foreign Language Teaching and Learning" by Even, (2008) reveals how drama pedagogy can open up a different world to learners of a foreign language while encouraging negotiation for meaning, interaction, and output. Even (2008) explains how the fictional context of drama situations serves as a safety zone where learners can enjoy the freedom of expressing themselves in a foreign language while acting. These fictitious situations require learners to use their body language along with their emotional and intellectual understanding while practicing the foreign language. Drama provides for these kinesthetic, social and emotional learning moments which make for intensive and lasting experiences associated with the foreign language being acquired, (Even, 2008). As a result, the output of these learners creates opportunities to promote practice of the foreign language and its linguistic structures.

Even makes many important points about the value of creating a safety zone for ESL learners. The many challenges of teaching ESL/EFL are often overcome by creating a safe and encouraging learning environment where risk taking can readily occur. Drama pedagogy is useful as the classroom becomes an opportunity for students to express themselves in the context of taking on a personality which is not their own. By "coming into character" students are not so concerned with the way they are sounding or mistakes being made. The increase of risk taking and general output is witnessed and at the same time students are encouraged to work with other students.

Improv is an important point of drama pedagogy and encourages risk taking. Oftentimes as learners, students are not aware of how often they are doing improv. An attempt to be funny or say a joke is a form of improv. This is hard to do in a language being acquired as a result of the concern for errors and making mistakes. In encouraging improv, I am also encouraging my students to negotiate for meaning. The world of ESL/EFL learning also becomes a bigger world to the student and the opportunity to witness output and participation unraveling while acting becomes an unconscious and uninhibited effort, as a result.