

# Cambridge Elements

Elements in Shakespeare and Pedagogy  
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## READING SHAKESPEARE THROUGH DRAMA

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# Reading Shakespeare through Drama

Elements in Shakespeare and Pedagogy

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**ABSTRACT:** *Reading Shakespeare through Drama* arises out of case study research which focuses on reading as a sociocultural practice. Underpinned by theories of reading, learning, drama and play, it is nevertheless rooted in the everyday work of secondary English classrooms. Utilising the dialogic ambiguities inherent in Shakespeare's play scripts, this collaborative approach to reading pays particular attention to adolescent readers as meaning-makers and cultural producers. The authors examine different iterations of 'active Shakespeare' pedagogies in the UK, the USA and Australia, drawing a distinction between 'reading through drama' as an approach and the theatre-inflected practices promoted by well-known arts-based institutions. Observational and interview data highlight the importance of addressing issues concerning identity and representation that are inevitably raised by the study of canonical literature. Importantly, this Element situates teachers' practice within broader ideological contexts at the institutional and national policy levels, particularly from the perspective of England's highly regulated system of schooling.

**KEYWORDS:** active Shakespeare, secondary English, reading, educational drama, sociocultural practice

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