

Subject Code	ENGL554
Subject Title	Drama for Language Learning
Credit Value	3
Level	5
Pre / Co-requisite / Exclusion	N/A
Objectives	This subject aims to provide students with an understanding of the ways in which drama can facilitate second language learning in primary and secondary schools. This subject also aims to provide students with an introduction to drama techniques, activities and practices used in the classroom with second language students. Lastly, this subject aims to provide students with the opportunity to design and develop a praxis combining drama-in-education theories and their teaching practice.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> Understand the benefits of drama for second language learners Develop facility for analysing and assessing drama activities for use in the classroom Demonstrate awareness of how to integrate drama activities with communication objectives Master basic concepts in drama theory and methodology Apply these concepts to designing authentic drama activities for English language teaching contexts <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> display critical and creative thinking develop skills and strategies for lifelong learning including autonomous and collaborative learning enhance self-understanding and understanding of others
Subject Synopsis/ Indicative Syllabus	This course covers preparing drama-in-education activities at different levels, and with various aims, which integrate language learning and teaching with diverse dramatic methods such as simulations, role-plays, and process drama. Analyzing theoretical features of drama-in-education with a specific focus on language education, students will develop a toolkit of communication activities using these diverse methods. The toolkit will be an open-access class depository that will showcase the drama-oriented language lesson plans and activities developed by the students. The toolkit also aims to increase the community impact of the course.
Teaching/ Learning Methodology	The learning and teaching activities will include lectures, small group script analysis, play-building seminars, analysis of videos of students engaging in drama-in-education activities, observation of and participation in voice, drama and play-building activities, and student-led evaluative discussion of specific drama activities.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
			a	b	c	d	e	f	g	h
	1. Using drama in the classroom: Lesson plan, microteaching, and contribution to the drama toolkit	50%	✓	✓			✓	✓	✓	✓
2. Reflective essay and microteaching report	50%			✓	✓	✓	✓	✓	✓	
Total	100%									
<p>1. The assessment on using drama in the classroom prepares students by having them develop a lesson plan, “(micro)teaching” the plan to ENGL 554 and then reflecting on what they did well and how they can improve. The drama-oriented language lesson plans and activities will be related to a particular teaching context and learning outcomes (e.g., Hong Kong Secondary School or other diverse global settings).</p> <p>2. A course report that will include two parts: (1) a reflective essay (1000 words) that provides an opportunity for them to consolidate what they have learned about lesson planning and (micro)teaching; (2) a microteaching report (1000 words) that allows the students to combine the theoretical underpinnings of drama in language education and their hands-on experience. The course report will also provide the opportunity to reflect on different forms of feedback (e.g., peer feedback and instructor feedback) regarding their microteaching performance.</p>										
Student Study Effort Required	Class contact:									
	▪ Lecture-seminar	39 Hrs.								
	Other student study efforts:									
	▪ Viewing class recordings, listening to podcasts, observations	26 Hrs.								
	▪ Preparation for assignments and assignment-related readings	47 Hrs.								
Total student study effort		112 Hrs.								
Reading List and References	Baldwin, P., & Galazka, A. (2022). <i>Process drama for second language teaching and learning</i> . Bloomsbury Academic									
	Bora, S. F. (2021). Taking literature off page! The effectiveness of a blended drama approach for enhancing L2 oral accuracy, pronunciation and complexity. <i>Language Teaching Research</i> . DOI:									

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Dalziel, F., & Piazzoli, E. (2019). "It comes from you": Agency in adult asylum seekers' language learning through process drama. *Language Learning in Higher Education*, 9(1), 7-32. DOI: 10.1515/cercles-2019-0001

Dunn, J. (2016). Demystifying process drama: Exploring the why, what, and how. *NJ: Drama Australia Journal*, 40(2), 127-140. DOI: 10.1080/14452294.2016.1276738

Dutton, J. & Rushton, K. (2022). Drama pedagogy: Subverting and remaking learning in the thirdspace. *The Australian Journal of Language and Literacy*. DOI: 10.1007/s44020-022-00010-6

Hulse, B., & Owens, A. (2019). Process drama as a tool for teaching modern languages: Supporting the development of creativity and innovation in early professional practice. *Innovation in Language Learning and Teaching*, 13(1), 17-30. DOI: 10.1080/17501229.2017.1281928

Galante, A., & Thomson, R. (2017). The effectiveness of drama as an instructional approach for the development of second language oral fluency, comprehensibility, and accentedness, *TESOL Quarterly*, 51(1), 115-142. DOI: 10.1002/tesq.290

Galante, A. (2018). Drama for L2 speaking and language anxiety: Evidence from Brazilian EFL learners, *RELC Journal*, 49(3), 273-289. DOI: 10.1177/0033688217746205

Kempston, T. (2013). Using drama to enrich school-based assessment in the Hong Kong secondary school English language classroom. In J. Winston (ed.), *Second language learning through drama* (pp. 92-103), Routledge.

Korkut, P., & Celik, O. (2021). Developing pronunciation through creative drama. *The Language Learning Journal*, 49(2), 147-159. DOI: 10.1080/09571736.2018.1491058

Maley, A., & Duff, A. (2010). *Drama techniques: A resource book of communication activities for language teachers* (3rd ed.). Cambridge University Press.

Piazzoli, E. (2018). *Embodying language in action: The artistry of process drama in second language education*. Routledge.

Stinson, M. (2015). Speaking up about oracy: the contribution of drama pedagogy to enhanced oral communication. *English Teaching: Practice & Critique*, 14(3), 303-313. DOI: 10.1108/ETPC-07-2015-0055

<p>Uştuk, Ö., & Aydın, S. (2018). The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. <i>Innovation in Language Learning and Teaching</i>, 12(3), 289-302. DOI: 10.1080/17501229.2016.1211133</p> <p>Uştuk, Ö., & Van Gorp, K. (2021). Putting process drama in practice with TBLT principles: TESOL in action. <i>TESOL Quarterly</i>, 55(2), 643-654. DOI: 10.1002/tesq.3003</p> <p>Uştuk, Ö. (2022). ‘This made me feel honoured’: A participatory action research on using process drama in English language education with ethics of care. <i>Research in Drama Education: The Journal of Applied Theatre and Performance</i>. DOI: 10.1080/13569783.2022.2106127</p>
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Revised by Özgehan Uştuk (Feb 2023)