

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 motivate and 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 create, direct and produce a short play.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> a. Understand benefits of drama for second language learners b. Develop facility in analysing and assessing drama activities for use in the classroom c. Demonstrate awareness of how to integrate drama activities with communication objectives d. Master basic concepts in drama theory and methodology e. Apply these concepts to directing a short dramatic performance <p>Category B: Attributes for all-roundedness</p> <ul style="list-style-type: none"> f. display critical and creative thinking g. develop skills and strategies for lifelong learning including autonomous and collaborative learning h. enhance self-understanding and understanding of others
Subject Synopsis/ Indicative Syllabus	This course covers preparing drama exercises at different levels, and with various aims, including integrating language exercises with role plays and simulations, theoretical features of dramaturgy and immersion, analysing texts and performances, and the process of planning, and managing a production of a short scene.
Teaching/ Learning Methodology	The learning and teaching activities will include lectures, small group script analysis, play-building seminars, analysis of videos of student play performances, observation of and participation in voice, drama and play building activities, and student-led evaluative discussion of specific language activities and exercises.

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: Teaching plan, teaching presentation, and reflective essay		50%		✓	✓			✓	✓	✓	✓
	2. Directing a scene: Director's plan and reflective essay		50%				✓	✓	✓	✓	✓	✓
Total		100%										
<p>1. The assessment on using drama in the classroom prepares students by having them develop a teaching plan, “teaching” the plan to ENGL 554 and then reflecting on what they did well and how they can improve.</p> <p>2. Directing a short scene allows students to practice the theoretical aspects of directing a play (including block and movement) as well the project management skills required for the process of planning and producing a play. The reflective essay provides an opportunity for them to consolidate what they have learned about scene direction after their scene has been performed.</p>												
Student Study Effort Required	Class contact:											
	▪ Lecture-seminar											39 Hrs.
	Other student study effort:											
	▪ DVD viewing, observations											31 Hrs.
	▪ Reading preparation											42 Hrs.
	Total student study effort											112 Hrs.
Reading List and References	<p>American Academy of Otolaryngology, Vocal Warmup: Put Your Best Voice Forward, 2015.</p> <p>Beat by Beat Book, Drama Games for Kids: 111 Theatre Activities to Energize your Drama Class, Beat by Beat Press, 2016.</p> <p>Casado, Denver, Teaching Drama: The Essential Handbook, 2014.</p> <p>Chang, Li-Yu Sabina, Joe Winston, Using Stories and Drama to Teach English as a Foreign Language at Primary Level in <i>Second language learning through drama:</i></p>											

practical techniques and applications by Joe Winston. London; New York: Routledge, 2012.

Cheng, Yi-Mei Astrid, Joe Winston, *Second Language Learning and Cultural Empowerment in Second language learning through drama: practical techniques and applications* by Joe Winston. London; New York: Routledge, 2012.

Crotty, Kelly, *The Theatre Experience: Lesson Plans for a High School Theatre Class*, 2011.

Dundar, Sehriban, *Nine drama activities for foreign language classrooms: Benefits and challenges*, 2012.

Frick, John Warren, *Blocking Workbook for the beginning director*, ScholarWorks at University of Montana, 1974.

Godfrey, Tom, *Drama in English Language Teaching: A Whole-Person Learning Approach*, 2010.

Gremmert, Giselle, *Slam Poetry and the Voice*, BYU Theatre Education.

Hong Kong Education Bureau, *NETworking: Using Drama in the English Classroom: Part 1: Drama in the Classroom*.

Kempston, Tanya, *Using Drama to Enrich School-based Assessment in the Hong Kong Secondary school English Language Classroom in Second language learning through drama: practical techniques and applications* by Joe Winston. London; New York: Routledge, 2012.

Lethbridge, Stephanie, Mildorf, Jarmila, *Basics of English Studies: An introductory course for students of literacy studies in English*, 2003.

Revised by Kathleen Ahrens (March 2019)