

Subject Code	ENGL5006
Subject Title	Oral Language Arts
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	N/A
Objectives	This course focuses on several varieties of oral English, as well as techniques that are used to develop oral English skills, in various contexts within the contemporary workplace. Class members will read about the kinds of language used in various genres of spoken English. Class members will also practice these, in prepared and impromptu situations and exercises. These genres will require students to understand and know how and when to use instrumental, informative and personal language, and effectively use language functions such as the heuristic, regulatory, interactional and expressive.
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 kinds of language used and performance moves made in various oral English genres develop their ability to perform and interact impromptu in these oral genres be able to analyse the performances of other speakers in these genres be able to analyse the language and genre requirements of various exercises and spoken situations in everyday life and in the workplace <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 and computer literacies enhance self-understanding and understanding of others
Subject Synopsis/ Indicative Syllabus	This subject will introduce various spoken genres and their language components, and then focus on practicing them so that students gain a satisfactory level of competency. The following spoken genres will be covered: debating and public speaking, parliamentary discussions and exchanges, speechmaking and impromptu responses, choral reading, role plays, scenarios and simulations, reader's theatre and theatre games.
Teaching/ Learning Methodology	Interactive seminars and lectures, supported by interactive and small group oral exercises exploring and practising relevant techniques.

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
	1. performance project	30%		✓	✓				
	2. written project	40%	✓			✓			
	3. performance analysis	30%	✓		✓				
Total	100%								
	<p>1. the performance project will give class members the experience that students in Hong Kong classrooms or the workplace have, in specific oral performances</p> <p>2. the written project will allow students to integrate and reflect on the experiences and materials covered in the subject</p> <p>3. the performance analysis will give students practise in evaluating and giving feedback on performances of oral genres</p>								
Student Study Effort Required	Class contact:								
	▪ lecture-seminar		39 Hrs.						
	Other student study effort:								
	▪ exercise preparation		45 Hrs.						
	▪ reading preparation		28 Hrs.						
	Total student study effort		112 Hrs.						
Reading List and References	<p>Blatner, Adam. <i>Interactive and Improvisational Theatre: Varieties of Applied Theatre and Performance</i>, iUniverse, USA, 2006.</p> <p>Boal, Augusto, <i>Games for Actors and Non-Actors</i>, Routledge, London, 2002.</p> <p>Counsel, Colin and Wolf, L., <i>Performance Analysis: An Introductory Coursebook</i>, Routledge: London, 2001.</p> <p>Delpit, L and Dowdy, J.K, <i>Trilingualism. The Skin That We Speak: Thoughts on Language and Culture in the Classroom</i> New York, NY: The New Press, 2002.</p> <p>Dickson, R. “Developing Real-World Intelligence;: Teaching Argumentative Writing through Debate.” <i>English Journal</i> 94.1: 34-40, 2004.</p> <p>Furniss, Tom and Bath, Michael, <i>Reading Poetry: An Introduction</i>, Longman’s: UK, 1996.</p> <p>Gantt, P.M. and Meeks, L.L. eds. <i>Teaching Ideas for 7-12 English Language Arts</i>.</p>								

	<p>Norwood, MA: Christopher-Gordon, 2004.</p> <p>Heath, S.B. "Protean Shapes In Literacy Events: Ever-Shifting Oral And Literate Traditions." in Cushman,E., Kintgen, E.R., Kroll, B.M. and Rose, M. <i>Literacy: A Critical Sourcebook</i> Boston: Bedford/St.Martin's, 443-66.</p> <p>Hill, Susan, <i>Reader's Theatre: Performing the Text</i>, E. Curtain, USA, 1990.</p> <p>Mitchell, Sally, <i>Competing and Consensual Voices: Theory and Practice of Argument</i>, Multilingual Matters: USA, 1995.</p> <p>Neelands, J. and Goode, T., <i>Structuring Drama Work</i>, Cambridge University Press: Cambridge, 2000.</p> <p>Piller, B. and Skillings, M.J., "English Language Teaching Strategies Used by Primary Teachers in One New Delhi, India School" <i>TESL-EJ</i> 9 (3) December 2005.</p> <p>Rastelli, R. L. (2006). Drama in Language Learning. <i>Encuentro</i>, 16: 82-94</p> <p>Sather, Trevor, <i>Pros and Cons: A Debater's Handbook</i>, 18th ed., Routledge, London, 1999.</p> <p>Schneider, J.J., Crumpler, T.P., and Rogers, T., <i>Process Drama and Multiple Literacies: Addressing Social, Cultural and Ethical Issues</i>, Heineman, New Hampshire, 2006.</p> <p>Sze, P. M. "Developing Students' Listening and Speaking Skills through ELT Podcasts" <i>Education Journal</i> 34(2) 115-134, 2006.</p> <p>Yellin, D., Blake, M. E. & DeVries, B. (2007) <i>Integrating the language arts</i>. Scottsdale, AZ: Holcomb Hathaway</p>
--	---

Revised as of August 2017