

Subject Code	ENGL554
Subject Title	Drama for Language Learning
Credit Value	3
Level	5
Pre / Co-requisite / Exclusion	N/A
Objectives	This subject aims first 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 an overview of the roles and tasks required 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> <ol style="list-style-type: none"> master basic concepts in drama theory and methodology and apply these to various drama-related texts and media demonstrate awareness of how to integrate drama activities with communication objectives develop facility in analysing and assessing drama genres and activities apply concepts and theories to drama experiences, techniques and exercises analyse how to plan a play, or drama-related project <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 exercises at different levels, and with various aims, integrating language exercises with role plays, simulations, and longer play scripts, theoretical features of dramaturgy and immersion, the relationships between drama and new media, analysing texts and performances, several performance genre, and the process of planning, and managing a play production.
Teaching/ Learning Methodology	The learning and teaching activities will include lectures, small group script analysis, play-building seminars, analysis of video of second language learners working on a play, observation of and participation in drama and play building activities, and student-led evaluative discussion of specific language activities and exercises. Students will build their portfolio of scripts, exercises and activities over the whole course of the class.

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. reflective essay		50%		✓	✓	✓	✓	✓			
	2. play plan or project		50%		✓	✓	✓	✓	✓	✓	✓	✓
	Total		100%									
<ol style="list-style-type: none"> The reflective essay will give class members the experience that students in Hong Kong classrooms or the workplace have, in specific drama-related areas the written project will allow students to integrate and reflect on the experiences and materials covered in the subject the play plan will allow students to practise the project management skills required for the process of planning and producing a play 												
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>Bray, Errol, <i>Playbuilding: A Guide for Group Creation of Plays with Young People</i>, Currency Press, Sydney, 1997.</p> <p>Castagno, Paul C., <i>New Playwriting Strategies: A Language-Based Approach to Playwriting</i>, Routledge, London and New York, 2001.</p> <p>Culpeper, Jonathan, Short, M. and Verdonk, P. <i>Exploring the Language of Drama: From Text to Context</i>, Routledge, London and New York, 1998.</p> <p>Dean, Peter, <i>Production Management: Making Shows Happen, A Practical Guide</i> Crowood Press, Wiltshire, 2002.</p> <p>Ladousse, Gillian Porter, <i>Role Play</i>, Oxford University Press, Oxford, 2004.</p> <p>Clement Laroy, <i>Pronunciation</i>, Oxford University Press, Oxford, 1995.</p> <p>Maley, Alan and Duff, A. <i>Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers</i>, Cambridge University Press, Cambridge, 2004.</p> <p>Perry, John, <i>The Rehearsal Handbook for Actors and Directors: A Practical Guide</i>, Crowood press, Wiltshire, 2001.</p>											

	<p>Ryan, Marie-Laure, <i>Narrative as Virtual Reality: Immersion and Interactivity in Literature and Electronic Media</i>, Johns Hopkins University Press, Baltimore and London, 2001.</p> <p>Wallis, Mick and Shepherd, S., <i>Studying Plays</i>, Arnold Press, London, 1998.</p> <p>Wessels, Charlyn, <i>Drama</i>, Oxford University Press, Oxford, 2007.</p>
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Revised by Nicholas Sampson (May 2014)