

**CUHKFAA Chan Chun Ha Secondary School**

**Project title: "Speaking Up & Acting Out" – Learning English in Action**

**Project details**

**Priority theme: Effective Learning and Teaching of Languages**

**1. Goals and objectives**

This project is an execution of the plan of developing more effective learning and teaching of English language in our school by introducing "Learning English through Language Arts" methodology with reference to drama in education and related approaches. The project includes teacher training, comprehensive in-class drama classes for students and ultimately a theatre production.

*The scope of the project is such that we anticipate the following positive outcomes:*

**School**

This project aims at enriching teachers' English language teaching and arousing students' interest in learning English language through language arts, notably drama. Across the whole school, this project will help to enrich the language environment overall on campus and reflect the dynamic culture of our school through the integration of "Drama in Education" pedagogy and methodology into the English curriculum.

**Teaching**

In teaching, the project will promote and develop the learning and teaching of English through language arts to widen the base of teachers' professional knowledge and to broaden their horizons through the introduction and application of various drama-teaching strategies.

**Learning**

The implementation of the project should further develop students' four language skills (speaking, reading, writing and listening) and, in addition, their ability to appreciate and criticize texts in different forms, specifically play scripts. Their confidence will be boosted as well as their creativity, leadership, collaboration and critical thinking skills, which will be effectively developed.

We would like to promote all-around development among the student body and exploit individuals' potential in aesthetics (acting, singing and stage design) and to develop a positive attitude towards study and life for all.

**2. Needs Assessment and Applicant's Capability**

**Background of the school**

**School Profile**

CUHKFAA Chan Chun Ha Secondary School is a government subsidized secondary school

established in 2000 at Ma On Shan in Shatin. There are 4 classes in Secondary 1 while there are 5 classes in Secondary 2-5 in the 11-12 academic year. Our medium of instruction is Chinese. Most of our students are Band 2 level. They are in need of an opportunity such as this to let the public recognize their talent and expand their potential.

### **School Mission and Vision**

Our school has adopted the spirit and educational goals of the Chinese University of Hong Kong. Our school motto is “to broaden our intellectual horizons and to keep our behavior within the bounds of propriety”. We aim to maintain a balanced development of the moral, intellectual, physical, social and aesthetic aspects of life among students and encourage them to spread these virtues to the community.

Our school’s major focus from 2011 to 2014 is to help each student to “Be a Motivated and Positive Chun-hanian”. We aim to develop the abilities of “Chun Hanians” among our students, which we identify as: responsibility, self-confidence, resilience in the face of adversity and the capability to learn independently, be biliterate and trilingual and to apply critical thinking.

### **Needs**

The program will contribute to the strategic development of an innovative school-based curriculum by preparing students for the NSS English elective modules in Language Arts. These include Drama, Poems and Songs, Popular Culture and Short Stories. Improving the English language environment on campus is one of our major concerns owing to the fact that Cantonese is used for other subjects in classrooms most of the time in our school. Students lack interest in learning English due to their limited opportunities to use the language. A project to create a language-rich environment is necessary with the participation of the whole school.

As for the mission of our English Department, we aim at providing an all-round training through language teaching and learning; to foster students’ capability in different areas including academics, sports, music, community service and leadership.

As previously mentioned, we believe that this project is in line with one of the school’s major goals for our students – to be a Motivated and Positive Chun-hanian. This means that students have a passion for achieving their goals and are ready to expand a great deal of effort. They also show considerable determination and persistence. This influences the amount and quality of what is learned. Specifically to this project, it is designed to:

#### **(1) Increase student motivation**

Objective: a) To enhance the involvement of students in class and other learning activities. b)

To foster students' interest in English language learning and c) To give positive and timely feedback, and recognize students' learning attitude of continuous improvement and performance.

This connects with the Chun Hanian characteristics: Biliterate and trilingual, independent learning ability, self-confidence.

(2) Achieve a positive and active life

Objective: 1) To set targets for students involved, particularly S2 students, and actively promote various teaching and learning strategies and practical support to the teachers to create an encouraging learning environment. 2) To optimize the operation of extra-curricular activities, notably English Drama Club; to leverage the advantage of empowering students to further develop their abilities in establishing societies and organizations. 3) To allow students to strategize activities in a proactive manner, and to apply their success story into learning and towards achieving their goals and dreams.

This connects with the Chun Hanian characteristics: responsibility, resilience in the face of adversity, critical thinking

### Capability

**a. Experience of Musical and Drama Productions**

Drama has been integrated into our school curriculum for the last few years with the support of EES funding from 2007-2010. With the completion of the funding, changes of deployment over the years and the double cohort, drama was then implemented as ECA. Years of experience have inspired our confidence to carry out a larger-scale project; using drama to teach language effectively. Here is the list of musical and drama productions that have taken place in recent years in our school:

<i>Year</i>	<i>Project</i>	<i>Target</i>	<i>Play</i>	<i>Venue</i>
09-10	Elite Group performance	S2	My Fair Lady	School hall
09-10	ECA English Drama Club	Whole school	High School Musical	School hall
10-11	ECA English Drama Club	Whole school	Beauty is the Beast	School hall
11-12	ECA English Drama Club (HKSDF)	Whole school	Wings for Heaven	School hall

**b. A well-trained backstage crew**

In league with our school's Campus TV and Backstage Team, about 30 crew members have received professional training in backstage management and technical support including

stage management, audio and lighting control. In the project, approximately 20 more members will be recruited from S2. The team will absolutely facilitate the production of theatre performance.

**c. Awards in drama competitions**

In 2010-2012, our school received encouraging results in English drama competitions. We won three Outstanding Actresses Awards, an Outstanding Stage Effect Award and a Commendable Overall Performance Award in the Hong Kong School Drama Festival 2011-2012. Following intensive training, our school won the 1<sup>st</sup> Prize in the "Speak Out! Act Up!" Improvised Drama Competition conducted by the Net Section of the EDB in the N.T. District with the participation of Band 1 schools.

**d. Participation of students and teachers**

Over 400 students experienced drama lessons from 2007-2009. Elite groups were selected to participate in the drama productions as ECA. Over 50% of teachers from the English Department have experienced working on drama production. One of the English teachers will take on the role of English Drama in Education program coordinator and curriculum developer to be the key person fully involved in the project and to further develop and sustain its aims and objectives in the future.

**e. Integration of readers into English curriculum**

Two readers, one fiction and one non-fiction, of different genres have been chosen to integrate with the core curriculum in junior forms. A course book is only one of the tools we will use to facilitate our teaching. Our Department aims at widening students' exposure to the language through different texts like printed-fiction, poems, song lyrics and play scripts etc. Students will become familiar with texts in different forms and a musical has been chosen for performance and study, as it is an integration of them all. This allows students not only to understand the features of a story and play, but also to acquire the skills to appreciate poetic song lyrics and performing arts, which are the goals beyond what a course book can achieve.

**Innovation**

In our experience, there are limitations to the textbooks on the market; students have commented that they find the subject content remote from their daily life experience. School-based materials have therefore been developed on a regular basis to cater more specifically for the ability and interest of our students. In this project, *Big : the Musical* has been chosen as the primary text since we believe it will not only be effective in arousing students' interest owing to its use of modern and practical language, but will also be in line

with the previous described vision that our school has for its students, since discussions about love, family, friendship and respect are all suitable topics to nurture students' positive values. Through process drama, students will be able to experience these personally through acting, writing, reflection and appreciation. Cross-curriculum cooperation will be addressed in this project with the Music Department and Moral and Civic Education Committee developing supporting course materials on the aspects of music and life education respectively.

### 3. Targets and Expected Number of Beneficiaries

#### Direct Beneficiaries

Stage 1 – Teachers' workshop, Co-planning and Consultation

- 5 English teachers and 1 Native English teachers

Stage 2 – English Drama in Education Program

- 150 Form 2 students

Stage 3– English Musical Production

- 60 performers, chorus and backstage participants

#### Indirect Beneficiaries

Stage 4– Performance

- Approx. 900 audience members including: students, parents, teachers, and alumni, guests and other schools.

Stage 5– Post-performance activities

- 550 Form 1 – Form 4 students

### 4. Conceptual Framework

#### a. Teaching English through Story and Drama

Arousing students' motivation to learn and use English language has always been the mission of English teachers in Hong Kong. After years of practice, language arts are recognized as one of the best ways to learn and teach language effectively. It provides an opportunity for teachers to reflect on and practice different teaching pedagogies and put language into an authentic context naturally. Whole-school involvement in performance creates a strong English-using environment and maximizes the student-student interaction in using English confidently.

*Embodied language performance reveals the social nature of teaching and learning and how meaning is expressly co-constructed through activity. With this realization, the language teacher can engage the learners in a seemingly endless variety of situations through the creative use of learning interventions. Activity becomes both the medium and the result for teachers and learning.*

(quoted from Haught, John (2005) *Embodied Language Performance: Mediatlional Affordances of Dramatic Activity for Second Language Learning*, Unpublished doctoral dissertation, University of Nevada, Las Vegas.)

#### **b. Learning English through Story and Drama**

With careful text selection, story and drama serve as media for students to experience language in an extensive range of contexts and roles as part of and beyond their school life and teenage experience. Language skills, notably pronunciation and oral skills, can be developed in a context that is authentic and practical. Through process drama, generic skills such as creativity, communication, collaboration and critical thinking skills can be put into practice. Aesthetic development is highly emphasized in learning through language arts (story and drama) by participating in and appreciating creative works.

*The educational goals to be reached through dramatization suggested by Finalay Johnson are that 1) children will be 'keen to know'; 2) children teach and learn from each other; 3) children will become self-reliant and mainly self-taught; 3) children will acquire an habitual 'thoroughness' in approaching knowledge or skills; 4) children are to see the teacher as 'companion' and 'fellow-worker'.*

(Quoted from Carkin, Gary (2007) *Teaching English Through Drama: The State of the Art*, Manchester, NH: Carlisle Publications.)

#### **5. Extent of Teachers' and the Principal's Involvement in the Project**

Project Supervisor <ul style="list-style-type: none"> <li>▪ To advise, supervise and monitor the Project</li> </ul>	(Principal)  (Vice-principal)
Panel members of English Department, Project Coordinator <ul style="list-style-type: none"> <li>▪ To coordinate the whole project</li> <li>▪ To plan the curriculum and co-teach with tutors and Native English teacher</li> </ul>	(Assistant)
Heads of English Department, Stage 1 Coordinator <ul style="list-style-type: none"> <li>▪ To facilitate the implementation of the In-class English drama</li> </ul>	

lessons	
<ul style="list-style-type: none"> <li>▪ To coordinate the teacher's workshop</li> </ul>	
English Teachers	English Panel Member
<ul style="list-style-type: none"> <li>▪ To observe and to co-teach with the drama experts</li> </ul>	
Native English Teacher, English Consultant	
<ul style="list-style-type: none"> <li>▪ To give advice mainly on language</li> </ul>	
Head of Music Department	
<ul style="list-style-type: none"> <li>▪ To give advice on music and vocal training</li> </ul>	
Head of Civic and Moral Education Committee	
<ul style="list-style-type: none"> <li>▪ To integrate the teaching of life education regarding the musical into L.E. lesson</li> </ul>	

## 6. Implementation and Time-line

### Stage 1 – Teachers' workshop, Co-planning and Consultation

English drama education experts will run six hours of teacher workshops for Form 2 English teachers in Oct 2012. The aims will be to equip school teachers with the essential strategy and pedagogy to teach English through drama.

School English teachers and English drama experts will collaborate through co-planning, co-teaching, lesson observation and consultation. School teachers will move from being observers at the outset, to teaching single drama activities within a session. They will then progress to taking up more parts in the lesson, based on the theme of the unit that they have co-designed with the drama experts. There will be consultation sessions before and after lessons to reflect on the effectiveness of the lesson plan and the teaching strategies.

By the end of the project, a tailor-made English drama-in-education curriculum will be created and school teachers will conduct a drama lesson completely on their own with the drama experts observing and giving feedback and advice. All tutors recruited for the teacher workshops should have obtained at least either a bachelor degree of drama-related field or of language teaching; or both preferably.

### Stage 2 – English Drama-in-Education Program

The English drama in education program will be an intensive one with fourteen English lessons to devote the component. Each class will be divided into two groups and 2 English Drama-in-Education experts will collaborate with the English teachers. There will be several themed units, comprising several sessions each, that will allow students to fully enter into the drama by using different drama education strategies. Pre-texts, worksheets and scripts will be

developed and given to students to stimulate thought about the subject to be explored. In addition, pronunciation, text analysis, presentation skills and critical thinking skills will be addressed throughout the program.

All tutors recruited for the English DiE program should have obtained at least either a bachelor degree of drama-related field or of language teaching; or both preferably.

**Stage 1 & 2 Simultaneous Timeline**

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Stage 1	Teacher workshop								
	Co-planning								
	On-site consultation								
	Teacher Observation								
Stage 2	Conducted by drama expert								
	Co-teaching								
	Teacher practicum								

**Stage 3 – English Musical Training**

Students with outstanding achievements in the Form 2 English Drama-in-Education lesson will be recruited to participate in the production of Big – The Musical. Together with English Drama club members and students recruited through open casting in the school, they will receive intensive training offered by teachers and professional tutors, including speech training, acting, singing, and dancing.

“Big – The Musical” has been adapted from the Oscar nominated movie starring Tom Hanks. The story is about a frustrated adolescent, Josh, who one day wishes he were ‘big’ and wakes up the next morning a 30 year-old man. He struggles to live on his own as an adult and finally lands a job, together with fame and fortune, at a magic toy store where he meets his first girlfriend. Torn between his job, the new love interest, and his friend, Josh discovers there is much more to being an adult that he had bargained for. In the end, he makes a decision – he knows he no longer needs to be big. The musical is witty, imaginative, energetic and full of introspective moments. The theme and message are inspiring and suitable for teenage students and an adult audience.

**Stage 4 – Performance**

The musical will run for 4 performances with 2 afternoon and 2 evening sessions in a public theatre. The performance will be reserved for Form 1 to Form 4 students and an external



audience by invitation; hence tickets will not be sold. To maximize the use of the theatre bookings, there will be a short play in English written and performed by participants in the Form 2 English Drama in Education Program along with the musical.

**Performance Timetable**

	25/4 (Thu)	26/4 (Fri)	27/4(Sat)
0900 – 1300	Move in	Dress Rehearsal	-
1400 – 1800	Technical works	Performance 1	Performance 3
1900 – 2300	Technical rehearsal	Performance 2	Performance 4

**Stage 5 – In-class Pre and Post-performance activities**

To fully utilize the effectiveness of the musical performance, school English teachers will offer pre- and post-performance activities in English lessons to students from Form 1 to Form 4 in which the content of the musical will serve as a pre-text and subject to generate group discussion and show review writing. Selected sub-texts related to the musical will be read and discussed with students before the performance. After the show, sharing will be delivered by participants in the musical through the campus TV, noticeboard and assembly. The aim is to give students the opportunity to think about the messages of the musical before and after the performance. The four key language skills, as well as the generic skills previously mentioned can be fully practiced through reflection, discussion and appreciation and the sharing by students from form 1 to form 4.

**Project Timeline**

Time	Task
<b>Pre-project Period (June 2012 – Sep 2012)</b>	
June 2012	▪ Proposal submission
Sep 2012	▪ Release of QEF application result ▪ Tendering
<b>Stage 1 – English Drama in Education Program (Oct 2012 – April 2013)</b>	
Oct 2012	▪ Teacher workshop and co-planning
Nov 2012	▪ Teacher observation and on-site consultation
April 2012	▪ Teacher practicum
May 2012	▪ Final evaluation and report
<b>Stage 2 – English Drama in Education Program (Oct 2012 – April 2013)</b>	
Nov 2012	▪ Start of Form 2 English Drama in education
Jan 2013	▪ Stage 1 & 2 mid-term evaluation
April 2013	▪ End of English Drama in Education
May 2013	▪ Final evaluation and report

Stage 3 – English Musical Training (Nov 2012 – April 2013)	
Oct 2012	▪ Recruitment and casting
Nov 2012	▪ Start of drama and language training
Dec 2012	▪ Production and design meeting
Jan 2013	▪ Start of dance and singing training
Feb 2013	▪ Start of Musical rehearsal
March 2013	▪ Production and technical meeting
April 2013	▪ Intensive rehearsal
Stage 4 – Performances (March 2013 – April 2013)	
March 2013	▪ Publicity
April 2013	▪ Performance
Stage 5 – In-class Pre and Post-performance activities (April 2013- May 2013)	
April 2013	▪ Start of pre-and post-performance activities
May 2013	▪ Project evaluation and report

## 7. Outcomes and deliverables

### Outcomes

1. 56 hours – English Drama in Education Program for four Form 2 classes
2. 200 hours – English Musical training including: language arts, technical arts, drama, dance and singing with theatrical practice
3. 90 minutes – English musical production with 5 performances in total (one in the school hall and four in a theatre)

### Deliverables

1. Form 2 English Drama in Education curriculum, lesson plans and teaching materials.

## 8. Budget

Item	Description	Cost
<b>Services</b>		
English Drama in Education	Tutor fee: 2 tutors X 14 hours X 4 x classes x \$750	\$84,000
Teacher workshop & professional consultation	6 hours of teacher workshop Co-planning of curriculum design and on-site consultation	\$26,000
Drama Training	50 hours X \$500	\$25,000
Dance Training	50 hours X \$500	\$25,000
Singing Training	50 hours X \$500	\$25,000
Musical Production	50 hours X \$500	\$25,000
	Subtotal (1)	\$210,000
<b>Production Cost</b>		
Theatre Booking	9 sessions X \$2,000 (in April)	\$18,000
Royalties	4 shows x \$2,000	\$8,000
Stage Set	Set Production, consultation and construction	\$18,000
Props	Props, furniture and other decoration	\$8,000
Costumes	Costume, hairstyle & makeup	\$8,000
Stage Management	Professional consultation	\$8,000
Sound Engineering	Audio equipment rental	\$8,000
Transportation	Round trip – 2 trucks	\$2,000
Publicity & Miscellaneous		\$6,000
	Subtotal (2)	\$84,000
<b>Audit</b>		
Audit Fee		\$5,000
	Subtotal (3)	\$5,000
	Total (1) + (2) + (3)	\$299,000

## 9. Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	N/A	N/A	N/A	N/A

book & VCD	N/A	N/A	N/A	N/A
computer hardware	N/A	N/A	N/A	N/A
computer software	N/A	N/A	N/A	N/A
musical instrument	N/A	N/A	N/A	N/A
office equipment	N/A	N/A	N/A	N/A
office furniture	N/A	N/A	N/A	N/A
sports equipment	N/A	N/A	N/A	N/A
Others	Props, Costumes	N/A	\$16,000	For teaching and learning purposes

*Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).*

## 10. Evaluation

The project will be monitored by all the teachers involved, led by the project coordinator throughout the whole period of the project. Data and feedback will be collected a few times at different stages during the project. There will be a Pre-Questionnaire, During-Questionnaire and Post- Questionnaire.

These questionnaires will test the effectiveness of the project in terms of teaching and learning so that necessary revisions can be implemented at different stages. For Students, the questionnaire aims at evaluating their interest in learning English, their interest in drama, and their confidence in using English. Teachers will be asked about their confidence in using drama to teach language and their observations of students' participation.

In-class drama lessons will be filmed occasionally for evaluation and reflection, as well as ongoing professional development for teachers.

## 11. Report Submission Schedule

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/10/2012 - 30/6/2013	30/9/2013	Final Financial Report 1/10/2012 - 30/6/2013	30/9/2013

## 12. Sustainability of the Project

For students, the experience of learning English through drama and involvement in a drama production gained through this project can facilitate their successful transition to the senior forms. They will be inspired to appreciate performing arts and culture, which will allow them in turn to develop both independent and creative thinking, together with the skills of critical analysis.

For the school, this project may provide a new vision of teaching language in an effective way – teaching and learning English through the integration of drama into the core curriculum at S2 level. Through observation, co-teaching and involvement in musical production, teaching pedagogies can be applied to other levels to cater for students' interests and abilities. It also establishes a foundation and starting point for the implementation of "Learning English through Drama" in the NSS Elective module to provide more choices to cater for student diversity. It is believed that drama culture in school will be enriched and this will result in more talent joining the drama club and more encouraging results in in-school and public drama competitions.

With a year of training, the experience of both teachers and students can be passed on and shared with others and it brings an element to the curriculum that can carry on in the future. With the whole-school support, involvement and beneficiaries, future funding and financial support can be gained from school organizations, alumni and the parents-teachers association. Future performances can be produced either in school or theatre with income from entry tickets. If possible, performances on a larger scale will be produced in alternate years.

## 13. Epilogue

We firmly believe that 'all students can fly and achieve something they will be proud of'. With the introduction of this drama in curriculum project, we aim to help students realize that

learning English can be fun and they should all be confident in their own ability. We also believe that our students can be nurtured to become competent, upright and rounded individuals.

After the successful completion of the project, the teachers will be capable of using this new approach in their English language teaching. In the years to come, we will dedicate ourselves to implementing and developing the 'Drama in English Curriculum approach' and exercise the magic of using drama in language learning. In the future we would involve the students who have experienced this original project, who will be senior form students by then, in the preparation process.

We would like to invite both students and parents of our school to take part in the public performance. Details of the programme and recording of the performance will be disseminated to the public in the form of a DVD as well, so as to promote the idea of 'integrating drama in cross- curriculum English language teaching'.