

Final Report of Project

Project No. : 2011/0311

Part A

Project Title: **“Speaking Up & Acting Out” – Learning English in Action**

Name of Organization/School: **CUHKFAA Chan Chun Ha Secondary School**

Project Period: From **10/2012** (month/year) to **06/2013**(month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via “Electronic Project Management System” (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

- objective statement
- activities related to the objective
- extent of attainment of the objective
- evidence or indicators of having achieved the objective
- reasons for not being able to achieve the objective, if applicable

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Objective 1 enriching teachers' English language teaching and arousing students' interest in learning English language	Activity 1 S2 In-class drama classes	Fully achieved	14 sessions of in-class drama classes have been conducted by a professional drama education groups for all 4 classes in S2	
Objective 2 widening the base of teachers' professional knowledge and to broaden their horizons through the introduction and application of various drama-teaching strategies	Activity 1 Teachers' workshop Activity 2 Class Observation	Fully achieved	1 3-hour workshop has been conducted by a drama education practitioner for all English teachers Class Observations have been conducted by S2 English teachers regularly and other English teachers occasionally	
Objective 3 developing students' language and generic skills and develop a positive attitude towards study and life through a selected musical play	Activity 1 A musical training and production	Fully achieved	A musical training over 100 hours and a musical titled "BIG" has been produced at Sha Tin Town Hall Auditorium	

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	\$210,000	\$208,000.00	-0.95%
Production Cost	\$84,000	*\$151,982.31	+80.9%
Audit	\$5,000	\$4,800.00	-4%

*HK\$179,432.31(Production Cost) – HK\$27,450.00(Ticket Income)



Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Lesson plans for the In-class drama curriculum	The lesson plans are modified to cater for students' needs in S2 in 13/14	Distributed to all English teachers as a reference for their teaching plans. S2 English Drama lessons coordinator will modify the lessons plan for further use.	
Video clips of the in-class drama lessons	For qualitative research	Saved in School Server as a reference for teachers. S2 English Drama lessons coordinator will modify the curriculum with his/her observation found in the video clip.	

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
In-class drama lessons for 4 classes	-Introduction to drama -Process drama -Script analysis -Short play performance		5	140		Students enjoyed the mode of learning as it provides them a lot of room for creative ideas and experiential learning.
Musical Performance	"Big: The Musical" 19.5.2013 at Sha Tin Town Hall Auditorium		10	40	Audience: over 1000	All students have positive feedback on the performance as the content is related to their experience and the language used is simple and authentic. Audience has positive feedback on the performance as the production is professional and the musical is suitable for teenagers and school context.



7. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
Drama as a new mode of language learning and teaching has been adopted to the English curriculum in our school. Students have a chance to learn English through experiential activities. Teachers have been informed with a new perspective of teaching strategies. Feedback from students and teachers both indicated that drama is beneficial to their teaching and learning.
- increasing students'/teachers' sense of achievement
Through the drama classes, students built up confidence in speaking English as they were provided equal opportunity to express their ideas and feelings. A mini showcase was conducted at the end of the course so as to display their learning outcomes.
- fostering students' development in their potential and specific abilities
About 30 students volunteered in joining the musical production which not only highly arouses their interest in drama but also builds up their confidence and collaboration. Feedback from students shows that acting, singing and dancing skills have been greatly developed through intensive trainings.
- training students to better meet social demands
Drama requires a high standard of collaboration and team work. Through group works in the drama lessons, students learnt to work with others and express themselves. Students participated in the musical have to cooperate with the tutors and staff from the service provider to strive for a common goal. They realized that one cannot succeed but a team.
- increasing training opportunities for teachers and enhancing their professional development
Process drama – a newly introduced pedagogy is introduced to all English teachers in our school and the drama practitioner focused on how it can be integrated with language teaching and learning.
- improving learning atmosphere
Through drama lessons, students realized the needs of collaboration and active participation. Students are more willing to express themselves and speak in English with confidence. The musical show has inspired students that everyone has the potential to speak out and act up.
- fostering team spirit and enhancing the overall image of the school
S2 English teachers collaborated closely with the tutors from the service provider and advices were given by other English teachers to enhance the quality of work. More importantly, the whole school support, from Principals to janitors, cannot be denied for the musical production. Recognitions from School Supervisor, parents and teachers from other school serve as an impetus for the further development of English drama and language learning in school.
- inducing collaboration with other schools / professional organizations.
Hong Kong Arts and Education Alliance was selected to be our partner for both the drama classes and musical production. Through their network, we have an opportunity to borrow props and sets from Kwok Tak Sing Catholic Secondary School which greatly facilitated our production.

8. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

The actual project implementation has been conducted accordingly to the plan to a very large extent, except for the budget for the musical show. A small theatre was to be accommodated with the original budget but we faced a lot of



difficulties when applying for theatres in Hong Kong. Finally, only Sha Tin Town Hall Auditorium was available within the period of our project. Due to the larger venue and scale, the production cost was then proportionally raised. To tackle the difficulty, we have applied budget from school and we tried to minimize the cost for the production by borrowing props and sets from other schools.

Another change from the plan is, again, due to the change of the venue and the scale of the production. Originally, the mini shows produced by S2 students in the in-class drama lessons were included as part of the musical production. However, because of the consideration of technique supports and the limitation of time, the showcase was withdrawn. To tackle the difficulty, we had provided an opportunity for all groups to perform in school as part of assessment for the drama class.

