

**Final Report of Project**

**Project No. : 2013/0599**

**Part A**

Project Title: Adopting creative teaching strategies to the S1 English curriculum to promote reading

Name of Organization/School: Pentecostal Lam Hon Kwong School

Project Period: From 1/2015 (month/year) to 8/2015 (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

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
Formulate lesson plans and prepare teaching materials	Meeting with scholars to formulate lesson plans and prepare teaching materials	Fully achieved	Lesson plans and teaching materials were published.	
To train the teachers involved to teach the classes	Teacher training workshop	Fully achieved	Teachers were able to teach with the new teaching strategies.	
To implement the lesson plans and teaching materials in all S1 classes	Teaching weeks	Fully achieved	Five double lessons were tried out in all S1 classes.	
For sustainability and dissemination	Publication of the theories and lesson plans.	Fully achieved	Lesson plan and teaching materials are published.	
Dissemination to the English teachers of other schools	Dissemination seminar	Fully achieved	Dissemination was held on July 15, 2015 at Cultural Activity Hall of the Shatin Town Hall. Over a hundred teachers attended. Publications were distributed.	



## 2. Project impact on learning effectiveness, professional development and school development

<b>Broadening students'/teachers' horizons</b>	<p>To students, it was more interesting for them to learn through creative strategies as they were given chances to act out some parts of the story. Through the dramatic activities, they were asked to think more about the characters' feeling. Moreover, they had to create some scenes based on their understanding of the story and interpretation of the characters. This gave students a chance to experience the story in different angles.</p> <p>To teachers, this was a special experience for them to teach an English reader in a creative and interactive way. Teachers learnt more through discussing the lesson plans with fellow teachers and the scholars.</p> <p>The dissemination provided a chance for teachers from schools with different backgrounds to communicate and share their teaching experience.</p>
<b>increasing students'/teachers' sense of achievement</b>	<p>Students were given plenty of chances to participate in different dramatic activities in which they had to act out different scenes to practice their speaking skills and even writing. Students with different levels of ability were able to contribute in the tasks. This gave them different platforms to demonstrate their ability and also received appreciation from teachers. During the focus-group interview, students expressed that it was more interesting to learn through dramatic activities. They said they wanted to have more lessons to be taught in a similar way.</p> <p>The teaching reflected that teachers were able to adopt creative strategies in their lessons. Their performance was appreciated by different lesson observers. In the questionnaire, the teachers who involved in the try-out lesson expressed that it was a surprise to them that they could carry out drama activities in their English lessons. This project has encouraged them to adopt different activities in their future teaching.</p> <p>The publication and dissemination served as recognition to teachers' work.</p>
<b>fostering students' development in their potential and specific abilities</b>	<p>Students were given chance to act out different characters in lessons so as to help them understand the story from different angles. Even the less-able students, they were allowed to take up different roles in the activities. They became more confident.</p>
<b>training students to better meet social demands</b>	<p>Our society requires teenagers to be positive, communicative and team players. In this project, students were given chances to participate in different discussions with their groupmates. Furthermore, through working with different students, they learnt to appreciate peers with different abilities.</p>
<b>increasing training opportunities for teachers and enhancing their professional development</b>	<p>Teachers first collaboratively created the lesson plans which were then commented by the consultant. Very professional feedbacks were received. After the first teacher had tried out the lesson plans, the other teachers watched the recordings and looked for ways to modify the plans. The consultant and teachers who were not involved in this project (for example, the Principal, Vice-Principal and the Subject Panel Chairperson) also visited the lessons and gave comments. The interactions between teachers and teachers and observers provided chances to evaluate and improve the teaching methodologies of all parties. The discussion with the consultant also gave the teachers a chance to understand the latest trend in teaching.</p>

	Furthermore, the dissemination served as a recognition to teachers' work and which also gave teachers an incentive to enhance their professionalism
<b>improving learning atmosphere</b>	Students were given a large amount of opportunities to take part in different learning activities. The creative strategies turned the lessons to be more interactive and student-centered. Students in the focus-group interviews expressed that they were more willing to learn and the same comment was validated in the questionnaire.
<b>fostering team spirit and enhancing the overall image of the school</b>	This project comprised of teachers from two different KLAs, namely English and Arts. The collaboration among teachers fostered team spirit. Moreover, genuine comments were given for the benefit of students. The cooperation and appreciation among teachers were good ways to raise the team spirit. Teachers expressed their willingness to collaborate with colleagues again in the future projects in the questionnaire. The dissemination in the Shatin Town Hall and the publication served as great tools to display the good and hard work of the teachers and students. Appreciations and recognitions from teachers of other schools were received.
	More than 100 teachers attended the dissemination. This gave teachers a good platform to exchange different teaching strategies. Teachers from other schools could refer the lesson plans in the publication when they design their lesson.

### 3. Cost-effectiveness – a self-evaluation against clear indicators and measures

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget</b> <b>(a)</b>	<b>Actual Expense</b> <b>(b)</b>	<b>Change</b> <b>[(b)-(a)]/(a)</b> <b>+/- %</b>
Staff cost	85,690.00	83,115.81	-3.0%
Service	32,000.00	32,000.00	0
General expenses	13,000.00	13,000.00	0
<b>Total</b>	<b>130,690.00</b>	<b>128,115.81</b>	<b>-2.0%</b>

<b>utilization of available resources</b> <b>(e.g. equipment, human resources of applicant school/ participating school(s))</b>	The project mainly provides training to teachers so no specific equipment was purchased. Most of the fund was spent to hiring a teaching assistant to facilitate the implementation of the project.
<b>unit cost for the direct beneficiaries</b>	In this project, around 104 teachers and 200 students were involved, the total is 304 people. The unit cost is \$421.43/person.
<b>sustainability of the learning programme and materials developed</b>	To teachers, the project enabled them to review their teaching methodology and chances were given to try out some creative strategies. The materials designed can be used in the future. The new methodologies learnt in this project can also be used on other topics. The publication was distributed to the teachers who attended the dissemination. They could adopt those suit their teaching.
<b>expenditure items which require</b>	The results shown in the project is remarkable. The other schools could follow

no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)	the plans designed in this project.
alternative approaches for equivalent benefits at less cost	The cost is minimized.

#### 4. Deliverables and modes of dissemination; responses to dissemination

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.
The publication, Learning English through Drama, includes all lesson plans (five double-lesson)	The five lesson plans were modified after being viewed by the scholars. As adopting creative strategies is an interesting and effective way to teach English, the work is of high reference value.	Dissemination 15 <sup>th</sup> July, 2015 Shatin Town Hall Approximately 100 teachers and 200 students attended the dissemination	Yes The publication is worthy to be disseminated to other schools.

#### 5. Activity list

**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)	
Meeting with scholars to formulate lesson plans and prepare teaching materials	Jan – Feb, 2015 Meetings with scholar were held to discuss the framework of the project in HKIEd campus.	1	3	NIL		Fruitful meetings as the framework of the project was set.

Teacher training workshop	Feb, 2015, teachers involved had meetings to discuss the teaching package and materials. Meetings were also held between the teachers and the consultant.	1	5	0		In the opinions collected in the focus group meeting of teachers done after the workshop, teachers expressed that the workshop gave them some new ideas on English teaching methodologies.
Teaching weeks	Mar-May, 2015 5 double-lesson were carried in the applicant school	1	5	130		The lessons were carried out and evaluated according to schedule.
Publication of the theories and lesson plans.	July, 2015 Learning English through Drama	10	100	200		The publication received high recognition from teachers of other schools.
Dissemination seminar	15 <sup>th</sup> July Shatin Town Hall	10	100	200		The dissemination received high recognition from all participants, as shown in the questionnaire done after the dissemination.



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.)

6.1 Scholar's Visit

6.2 Most of the English teachers had received no trainings in drama.

English teachers worried that they would lack the professional knowledge in carry out the strategies successfully in their lessons. The training workshops was effective. The English teachers were equipped with the skills to carry out the activities and hence they became confident in using the strategies in their lessons.

Name of Project Leader: \_\_\_\_\_ Name of Grantee\*: \_\_\_\_\_  
Signature: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_

*\* Final Report of Project 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.*

## Appendix: Project Evaluation Survey

### 1. Opinions from small group discussion with teachers

(The discussion was done on June 8, 2015 for 4 teachers involved)

The previous teaching materials had been used for over 5 years. Teachers concerned that if the new teaching package could help students achieve the same learning outcomes. After meeting with the consultant and implementing the project, the teachers expressed that the new package was better than the old one. It was more interactive and student-centered. The new package even equipped students with some basic stories elements (e.g. the plot structure) which prepare students for the NSS elective modules. In the school year 2015-16, the Secondary One English teachers decided to adopt the new teaching package to teach the English reader – Matilda even the project was finished.

### 2. Survey on students' opinions

Please “✓” in the appropriate box (1: strongly disagree; 2: disagree; 3: Agree; 4: Strongly Agree)

Questionnaire of student collected: 46 (done on June 8, 2015)

Questions	Results
1. I enjoy learning English through Drama.	3.3
2. The drama activities help my speaking in English.	3.1
3. The lessons make me understand better the characters in the story of Matilda	3.1
4. The lessons make me interested in reading the story of Matilda.	3.3
5. I would like to have few more Drama in future English lessons.	3.3

### 3. Opinions from small group discussion with students

The discussion was done on June 8, 2015 for 6 S1 students

- Would like to have more drama activities in the English lessons.
- Drama activities are interesting.
- The new approach of learning English requires students to speak much more English in the lesson.
- The new approach of learning English enhances their interest in reading.