



Final Report of Project

Project No. : 2008/0637

Part A

Project Title: Learning English through drama and script writing

Organization/School: Chan Sui Ki (La Salle) College

Project Period: From November 2009 to October 2011

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.*



1. Attainment of Objectives

It is hoped that through the project, the school can:

- improve students' proficiency in spoken and written English;
- promote the appreciation and participation of both teachers and students in performing arts;
- arouse students' interest and develop their creativity by producing a multi-arts performance;
- provide a means of staff development for the English Department; and
- promote drama in the community by giving performances to primary schools in our district.

To attain the above-mentioned objectives, recordings of English drama were played at lunch-time on a regular basis throughout Phases I and II of the project to help students understand more about drama and arouse their interest in participation. In Phase I of the project, in-class drama lessons were conducted by instructors from an external service-provider for all Form Two students while an after-school intensive drama script-writing course was conducted by an external service-provider for non-Form-Two students. At the same time, a bare room was converted into a drama room equipped with a hi-fi system. In Phase II of the project, two after-school courses, one on stage management and directing and the other on make-up and costumes, were conducted by instructors from an external service-provider. Formal lessons on script-writing were conducted by our teachers for a six-day cycle in Form Two classes. Preparation was also made for a play to be performed in primary schools.

All of the objectives listed above have been achieved. It has been noticed that there is an increasing interest of our students in drama performance and that students' confidence in using English for communication has been boosted. The Department has experienced less difficulty recently in recruiting students for English drama performance and public speaking. The number of student participants in various English-speaking activities such as the 'Speak-English' Days and the Hong Kong Schools Speech Festival has been on an increase. In the EMI Schools Drama Fest 2011, one of our students won the "Best Actor" Award.

2. Project Impact

Both students and teachers have benefitted from the implementation of the project. Both have gained more exposure to the beauty of the language as expressed in the form of drama, a genre which in the past was almost untouched as it posed itself as something very challenging to the average student. Now Form Two students are given the chance to attempt script-writing. Choosing to teach Form Two students script-writing might be a very challenging idea as this language art requires a very good command of the English language and can even be difficult for senior form students. However, it is still worth all the time and effort as the arrangement has helped these students to widen their scope of experience and also aroused their interest in a new way to express ideas. Their work is promising and this has also triggered their interest in other forms of writing as well as stage performance. At the same time, seeing one's



work being put on stage or published encourages students to work harder. More and more students are now willing to and also have confidence in using English to express themselves in public. The English Department is now more willing to introduce to students more genres of literary works in order to widen students' scope of experience. This has also enhanced team spirit as members of the Department have to work closely together to prepare teaching materials. Performing in a primary school has also helped our school to build up a better relationship with that school.

On the whole, students' interest in learning English has been enhanced and there has been less difficulty in recruiting students for English drama performance and other English-speaking activities.

3. Cost-effectiveness

The project has been proved to be cost effective in terms of the unit cost for direct beneficiaries and the long-term positive effect it has on the learning atmosphere of the school. (See Appendix)

4. Deliverables and Modes of Dissemination

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.
Publication of scripts by Form Two students	-Well-written for Form Two students -For internal reference only (Interested schools may approach for work)	Scripts collected in the official publication of the Department and booklets distributed to all students and teachers of the school	No
Two CD-ROMs on students' performance	-Good performance -For internal reference	Copies kept by the Department and the CD-ROM on performance in primary school kept by that school	No

The enthusiasm and willingness to learn on the part of student participants and teachers' devotion and effort have contributed to the success of the project. The English Department will continue to include drama in its curriculum for Form Two classes.



5. Activity List

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)	
Lessons for all Form Two students (conducted by service-provider)	March 10 to May 10 (Script-writing)	One	Six	About 200		Interesting, interactive and informative
Formal lessons for Form Two students (conducted by our teachers)	School-year 11-12 (script-writing)	One	Six	About 200		Positive feedback from both students and teachers
After-school intensive course for non-F2 students	March 10 to July 10 (script-writing)	One	Two	About 20		Positive feedback from students
Two after-school intensive courses for non-F2 students (all conducted by service-provider(s))	March 11 to July 11 (stage management and directing, make-up and costumes)	One	Two	About 30		Positive feedback from participants
Performance in Chan Sui Ki (La Salle) Primary School	Two comedies called 'The Three Pigs' and 'Fire, fire!' on 5 th July 2011	Two	Two from our school and about ten from the primary school	10 from our school and about 200 from the primary school		Very encouraging response from audience



6. Difficulties Encountered and Solutions Adopted

The completion dates for the three after-school courses had to be postponed as the student participants involved were very often actively involved in other after-school activities or had to attend after-school tutorial or supplementary lessons and with the coming of tests and examinations, they would choose to have the lessons postponed. As a result, such lessons had to be postponed to maximise participation. Our students could only perform in one primary school as they were not very ready earlier in the school-year and towards the end of the academic year, primary schools often have other activities to attend to. Because of time constraints, not all the equipment that we had intended to procure was purchased.



Appendix: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	65,100	65,100	0%
Equipment	35,000	19,702	-43.71%
Works	15,000	13,300	-11.33%
General Expenses	17,000	1,246.10	-92.67%