



Final Report of Project

Project No. : 2009/ 0410

Part A

Project Title: Pre-school Teachers Professional Development in English Language Drama and Stage Performance

Name of Organization/School: Eduarts Ltd.

Project Period: From 10/2010 (month/year) to 07/2011 (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.*

Part 1: Attainment of objectives

In order to evaluate whether the pre-set objectives had been attained through the various activities, an evaluation was conducted right after all activities were completed. While an evaluation meeting was conducted at our office, an evaluation form was also sent to the principals and teachers from the participating schools. The results of the evaluation have been tallied and please refer to Annex 1 for the report.

a. Project Activities completed (for more information, please refer to Part 5 Activity List)

- Activity 1 (Stage 1) - Professional Development Workshops: Theory
- Activity 2 (Stage 2) - Group Rehearsals with Teachers and Students: Practicum
- Activity 3 (Stage 3) - Supervised Rehearsals with Participating Schools: Consultation
- Activity 4 (Stage 4) - Training, Rehearsals and Final Performance: Production
- Activity 5- Evaluation Meeting

b. Objectives stated in the proposal

1. Develop teachers' skills and knowledge in devising lessons for adapting a story into a performance script in English with young learners
2. Develop teachers' abilities in using drama techniques to enhance student learning
3. Improve kindergarten learners' communicative ability and English language proficiency
4. Provide teachers with an opportunity to practice running a show from beginning to end, through role-play
5. Provide teachers with practical advice on how to plan for a stage performance
6. Provide teachers with knowledge of basic technical equipment and advice on the use of lighting in a production
7. Encourage teachers to build knowledge on the principles of basic drama production design
8. Provide teachers with basic stage management techniques, including but not limited to managing groups of people and communicating effectively with technical and production staff

Objectives	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objectives	Reasons for not being able to achieve the objectives, if applicable
Objective 1	All Activities	Fully achieved	<ol style="list-style-type: none"> 1. Most of the teachers found the Professional Development Workshop helpful in enhancing their skills in adapting a story into a performance script. 2. The individual consultation sessions with the participating kindergartens helped teachers refine their adapted play-scripts. 3. The final showcase featured play scripts that were co-written and co-prepared by the kindergarten teachers. Please refer to Annex 2 for the 10 scripts. 4. Please refer to Annex 1 for the programme evaluation report for more evidence. 	-
Objective 2	All Activities	Fully achieved	<ol style="list-style-type: none"> 1. The workshops in Stage 1 equipped teachers with the different skills and techniques in using drama to enhance their students' learning, including their language abilities and other generic skills. Most teachers found the drama skills useful. 2. During Stage 2 Supervised Rehearsals with Participating Schools, the staff trainer went to all 10 kindergartens and observed the classes in which the teachers first learnt with the staff trainer to run a drama rehearsal and then applied what they have learnt in the workshops to do their own rehearsals. Please refer to the enclosed video clips for reference. 3. The teachers were asked to apply these skills in their regular classes and work towards a performance with their students. The final showcase showed that the participating teachers did apply what they have learnt and succeeded in using drama to enhance their students' learning. Please refer to the enclosed video 	-

Objectives	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objectives	Reasons for not being able to achieve the objectives, if applicable
			<p>clips for reference.</p> <p>4. For more, please refer to Annex 1 for the programme evaluation report for more evidence.</p>	
Objective 3	All Activities	75%	<ol style="list-style-type: none"> 1. The participating teachers had to prepare their scripts and teaching materials in English, and hence their written English proficiency was further developed in terms of vocabulary, sentence structure and script writing. 2. The participating teachers were encouraged to use English as the medium of instruction in the drama classes, and hence their English communicative skills were further enhanced in terms of pronunciation, enunciation and projection. 3. The participating teachers generally agreed that the programme had helped them improve their English proficiency. 4. For more, please refer to Annex 1 for the programme evaluation report for more evidence. 	<p>As the English levels of the participating teachers and students were lower than expected, the staff trainers usually had to conduct bilingual workshops and supervised rehearsals. This may hinder the teachers and students from enhancing their spoken English.</p>
Objective 4	All Activities	100%	<ol style="list-style-type: none"> 1. The teachers were actively engaged throughout the whole process of producing the final drama showcase from writing a play-script, audition, rehearsals to final performance with theatre professionals. 2. The teachers had the chance to produce a performance in a professional theatre (Y-Theatre) along with theatre professionals including a local theatre veteran who had 30 years of drama experience. 3. On the day of the showcase, the teachers had a chance to learn the various backstage work from a professional 	-

Objectives	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objectives	Reasons for not being able to achieve the objectives, if applicable
			theatre crew. 4. Please refer to the enclosed video clips for reference. 5. For more, please refer to Annex 1 for the programme evaluation report for more evidence.	
Objective 5	Activities 2,3 & 4	100%	1. The face to face consultations and supervised rehearsals enabled the teachers to gain practical and professional advice from our staff trainers on producing a drama performance throughout the whole programme. 2. For more, please refer to Annex 1 for the programme evaluation report for more evidence.	-
Objective 6 & 8	Activity 4	90%	1. The teachers were taught the professional technical knowledge and advised on how to use light in their productions to add flavours to their performances. 2. The teachers were given a backstage tour in the professional theatre on the day of the showcase and learnt the various technical aspects and stage management skills in a professional theatre. The tour also enabled the teachers to visualise the technical operation for a drama production. 3. The teachers were able to work with a group of professional backstage crew to acquire practical stage management skills. 4. For more, please refer to Annex 1 for the programme evaluation report for more evidence.	As the technical operation for a drama production requires a lot of professional knowledge, the teachers were not given a chance to really apply what they learnt in a professional theatre.
Objective 7	Activity 4	100%	1. The teachers were highly encouraged to design their own sets, costumes and props based on their adapted play-scripts and all teachers managed to do that. 2. The final showcase proved that these teachers not only	-

Objectives	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objectives	Reasons for not being able to achieve the objectives, if applicable
			<p>came up with designs, but they came up with designs of excellent quality which had certainly attained a professional level.</p> <p>3. For more, please refer to Annex 1 for the programme evaluation report for more evidence.</p>	

Part 2: Project impact on learning effectiveness, professional development and school development

Impacts	Students	Teachers
1. Broadening students' horizons	1. learning and enhancing their English speaking skills and other generic skills through drama. 2. granting them an authentic English drama experience from rehearsals to performing in a professional theatre. 3. offering them a chance to work with theatre professionals. 4. working with students from other kindergartens.	1. applying drama skills and techniques in teaching. 2. adapting and writing their own drama scripts with the help of professionals. 3. having an authentic English drama experience in which teachers were given the chance to produce a drama performance from adapting a play-script, doing auditions and rehearsals to giving a performance. 4. designing their own sets, props and costumes for the final showcase.
2. Increasing students' sense of achievement:	1. performing in English in a professional theatre with confidence. 2. learning English through role-playing. 3. working with theatre professionals.	1. adapting and writing their own play-scripts. 2. applying drama skills and techniques in their regular classes. 3. producing and directing a drama performance under the guidance of theatre professionals.
3. Fostering students' development in their potential and specific abilities	1. English language skills, especially their speaking skills, were further enhanced through performing in English. 2. Learning confidence further improved through public performances. 3. Discipline and focus further developed through learning drama. 4. Other potentials and talents including acting, movement and the use of voice further explored.	Not applicable.

<p>4. Training students to better meet social demands</p>	<p>Through drama learning, students' multiple intelligences and generic skills were further developed to better meet social demands:</p> <ul style="list-style-type: none"> - linguistic intelligence: through performing in English, students' English skills improved. - kinesthetic intelligence: through drama, students' movement and the use of body were further improved. - musical intelligence: listening to sound cues and music helped students become more attentive to sounds - spatial intelligence: students had to learn to accommodate themselves to large space while performing - interpersonal intelligence: students learned to work with each other and acknowledge the significance of teamwork through drama - intra-personal intelligence: students to evaluate their own performances and learn to be more responsible, committed and apprehensive to others' needs. 	<p>Not applicable</p>
<p>5. Increasing training opportunities for teachers and enhancing their professional development</p>	<p>Not applicable</p>	<ol style="list-style-type: none"> 1. Teachers were provided through-train training from theory to practicum in this programme. 2. Teachers were able to learn from theatre professionals and apply skills and techniques they have learnt in their classes. 3. Teachers had the opportunity to reflect on their teaching progress and consult for professional advice from staff trainers. 4. Teachers had the opportunity to have

		a stage tour with professional backstage crew members in a professional theatre to learn various technical aspects of a drama production.
6. Improving learning atmosphere	<ol style="list-style-type: none"> 1. The programme provided a fun, interesting interactive and fulfilling learning environment for the students through drama. 2. Students were always required to respond to the teachers and staff trainers throughout the programme. 3. Please refer to the enclosed video clips for reference. 	Not applicable.
7. Fostering team spirit and enhancing the overall image of the school	<ol style="list-style-type: none"> 1. Drama has been considered one of the most effective ways to develop one's team spirit. 	<ol style="list-style-type: none"> 1. The programme enabled 10 kindergartens from different districts to produce a performance together and this enhances their overall images and publicity.
8. Inducing collaboration with other schools/professional organisations	The 10 participating kindergartens were able to work together and give a performance in a professional theatre. Parents from the 10 kindergartens were also invited to come and watch the performances.	

Part 3: Cost-effectiveness

1. Budget checklist: please refer to Annex 3.
2. Utilisation of available resources:
 - a. Human Resources
Each participating kindergarten was required to commit to the programme from the beginning to the end and send teachers to attend the workshops and help with the production. Participating principals and teachers were all very helpful, responsible and passionate about teaching and hence the process was generally smooth and the final production a great success.
 - b. Equipment
The PC purchased for this project has been utilised fully by the Clerk and Project Assistant in terms of handling all admin and logistics tasks. Staff trainers also worked on their teaching materials and edited clips on this PC.
 - c. Others
Each participating schools was given a production cost of \$1,000 for purchasing props and costumes for the final performances. The outcomes were rally impressive as most of the teachers managed to tailor-make their own costumes and props with excellent standards with such a limited budget. For more, pls refer to the enclosed video clips for reference.
3. Unit cost for the direct beneficiaries

$$\$270,804.3 / 231 \text{ direct beneficiaries} = \$1,172$$
4. Sustainability of the learning programme and materials developed
 - a. All teachers reflected that as they could apply drama skills and techniques in all subjects and classes, what they have learnt in the workshops were surely sustainable.
 - b. The scripts and other teaching materials the staff trainers and teachers developed in this programme will be applicable from time to time.
 - c. Eduarts® Ltd. has applied QEF for another project, namely *Pre-school Teachers Professional Development in English Language Storytelling, Drama and Stage Performance* which is a continuity of the project. We have already invited the same schools to join this programme which will be implemented in 2012 Feb the earliest if funding is granted. Storytelling elements have been incorporated and we strive to offer teachers already with some basic drama knowledge and skills to further enrich their drama teaching experiences through this new programme.
5. Expenditure items which require no injection of resources when the project is replicated by other schools
 - a. All workshop teaching materials are ready and extra cost is not needed
 - b. Some sets and props are already available with no injection of extra resources needed for this

6. Alternative approaches for equivalent benefits at less cost

- a. The only alternative approach for equivalent benefits at less cost is to stage the final production in a non-professional theatre. A school hall or a community centre will do but the experience and impact will be greatly diminished.

Part 4: Deliverables and Modes of Dissemination

- a. CD-Rom of Final performance photographs (10 cds): one participating school located a voluntary photographer for the final performance. All photographs have been disseminated to all participating schools for their own record at the evaluation meeting on 28 Mar 2011.
- b. DVDs on workshop clips and final performances (10 dvds): a professional videographer was hired to shoot the group rehearsals and final performances. Edited video clips along with all teaching materials in word format have already been delivered to all schools in Oct 2011.

Part 5: Activity List

- a. Activity details: all activities in the project proposal were successfully completed before 31 March. 10 local kindergartens in total participated in our project and here are the details of the activities:

Activities	Dates	Time	Venues	Number of Participants		
				Principals & Teachers	Students	Others
Stage 1- Professional Development Workshops: Theory (2 workshops, 12 hours in total)						
Workshop 1	9 Oct 2010 &	9:30am-12:30pm, 2pm-5pm	St. Bonaventure Catholic Primary School, Room 511	50		
Workshop 2	23 Oct 2010			46		
Total:				96		
Stage 2- Group Rehearsals with Teachers and Students: Practicum (3 rehearsals, 9 hours in total)						
Group 2 Rehearsal	Dec 11 2010	9.30am-12.30pm	St. Bonaventure Catholic Primary School, School Hall	21	65	
Group 3 Rehearsal	Dec 14 2010	2-5pm	Alliance Primary School, Whampoa, School Hall	16	53	
Group 1 Rehearsal	Dec 15 2010	2-5pm	Tai Po Old Market Public School, School Hall	16	51	
Total:				53	169	
Stage 3- Supervised Rehearsals with Participating Schools: Consultation (2 hours/school, 20 hours in total)						
1. The Endeavourers Chan Cheng Kit Wan Kindergarten	Jan 12 2011	1.30-3.30pm	Corresponding schools	6	15	
2. Alliance Kindergarten	Jan 25 2011	2-4pm		5	20	
3. Christian Youth Centre Kindergarten & Nursery	Jan 27 2011	2-4pm		6	16	
4. CA Louey Choy Kwan Lok Kindergarten	Feb 11 2011	10am-12pm		6	20	

5. Spring View Kindergarten	Feb 14 2011	2-4pm		6	20	
6. CA Sau Mau Ping Chen Lee Wing Tsing Kindergarten	Feb 15 2011	10am-12pm		6	16	
7. Pegasus Sau Wah Christian Kindergarten	15 Feb 2011	2-4pm		6	17	
8. St. Barnabas' Church Kindergarten	16 Feb 2011	10am-12pm		6	15	
9. Anchors Kindergarten and International Nursery	22 Feb 2011	2-4pm		5	15	
10. CA Tin Shui Wai Chen Lee Wing Tsing Memorial Kindergarten	23 Feb 2011	10am-12pm		5	20	
Total:				57	174	
Stage 4- Training, Rehearsals and Final Performance: Production (8 hours in total)						
Training & Rehearsals	4 Mar 2011	9am-2:45pm	Y-Theater, Youth Square in Chai Wan	57	174	
Performance		2:45pm-5pm		57	174	412 audience
Total:				643 participants in total		
Project Evaluation Meeting: Evaluation (2 hours in total)						
Meeting	28 Mar 2011	5-7pm	Eduarts office in Wan Chai	15		

b. Feedback from participants on different stages

Stages	Proposed Objectives Attained	Feedback from the Participants
Stage 1- Professional Development Workshops: Theory	<ul style="list-style-type: none"> • Establish aims/objectives of workshop/project • Expose teachers to drama teaching strategies/ theories • Highlight its similarities/differences to language teaching theories • Train teachers to adapt a fairy tale, story or nursery rhyme into a short performance script • Encourage student participation and subsequent sense of ownership/achievement through the above • Introduce techniques to enhance student participation/enthusiasm for English learning through drama activities/games • Enable English language integration (4 macro skills) and practice for students 	<ul style="list-style-type: none"> • Over 90% of the participating teachers found the workshops effective in teaching them the different strategies in incorporating drama skills in their regular classes. • The teachers particularly liked the drama games and also the different techniques acquired in adapting/writing play-scripts. • The participating teachers also believed that after the workshops, they would be able to apply the respective drama skills to help their students develop their different potential and build their learning confidence. • Some teachers reflected that the sample scripts used in the workshops may not be able to cater to the learning abilities of pre-school students and suggested using simpler scripts in terms of English language and content for similar projects in the future.
Stage 2- Group Rehearsals with Teachers and Students : Practicum	Provide a practical demonstration to... <ul style="list-style-type: none"> • Promote playful atmosphere, enable student concentration/collaboration • Show language rhythm, develop literacy, stimulate imagination and encourage students to communicate ideas • Allow students to visualize story pictures in order to understand events • Help students understand main conflict/action of a story; for students to develop their story structure • Encourage students to visualize characters in a variety of situations 	<ul style="list-style-type: none"> • Most of the participating teachers found the group rehearsals helpful in terms of giving them more knowledge and experience in blocking a drama performance. • Teachers were able to gain useful advice from the 2 staff trainers in terms of blocking ideas, stage management, and various drama techniques including delivering lines with pace, articulation, projection and expression. • As mentioned in Part 2: Project Variation, the teachers all prepared their own blocking plans before coming to this consultation session and they found it much more effective in understanding the different blocking skills and techniques; what's feasible and what's not on the

Stages	Proposed Objectives Attained	Feedback from the Participants
	<ul style="list-style-type: none"> • Integrate verse/prose speaking to music; enhance linguistic, musical, bodily-kinesthetic and interpersonal intelligences 	<p>stage, and why certain conventions exist and to what purpose.</p> <ul style="list-style-type: none"> • The students went through the rehearsals with the staff trainers and thus were able to have some solid performing experience in front of peers from other kindergartens. • Some teachers reflected that Stage 3 Consultation sessions at different schools should have been arranged before Stage 2 Practicum. In this way, teachers would have been able to have more time to consult for ideas and block the scenes. However, the staff trainers felt that as the Practicum session would allow a better perspective for different groups of schools to understand what the other schools were working on and thus help plan their own performances better, the original plan might be more helpful in achieving a more coherent and complete final performance which involved collaborative efforts from all 10 schools. • Some teachers also suggested that the stories used in the project should be selected from the schools' curriculum so as to facilitate their regular teaching. • Some teachers also reflected that they would appreciate to have the staff trainers spend more time with their students as this will better enhance and benefit their students' learning.
<p>Stage 3- Supervised Rehearsals with Participating Schools: Consultation</p>	<ul style="list-style-type: none"> • Assess progress of rehearsal; for Staff Trainer to provide further advice to teachers • Advise on deployment of resources for maximum gain in terms of feasibility and practicality 	<ul style="list-style-type: none"> • Most teachers found the consultation sessions very useful in terms of assisting them in preparing their students and themselves for the final performance in a professional theatre. • Technical advice from the staff trainers helped the teachers perceive and understand the different physical limitations and constraints in a professional theatre.

Stages	Proposed Objectives Attained	Feedback from the Participants
	<ul style="list-style-type: none"> • Ensure both teachers and students are aware of the health & safety issues that exists in a public theatre; how to prevent accidents from occurring and what to do if one does occur • Provide general advice and answer any remaining questions teachers may have 	<p>Thus, teachers had to come up with some contingency plans and adjustments to make sure their blocking are practical and feasible on a professional stage.</p> <ul style="list-style-type: none"> • Teachers had a meeting with the stage crew to understand the different technical aspects: lights, sound, props, costume and sets, and felt that the crew did give them more insights about a theatre production. • Some of the schools couldn't provide a large enough venue for the teachers to perceive the physical space of a real stage. Thus, some teachers suggested booking a larger rehearsal space for the consultation session in the future for similar projects.
<p>Stage 4- Training, Rehearsals and Final Performance: Production</p>	<ul style="list-style-type: none"> • Introduce the standard areas of a public theatre, enabling independent navigation for teachers in the future • Enable teachers' understanding of the basic technical knowhow/jargon that are relevant to theatre technical staff and how to communicate it • Selected teachers from each school were invited to train specifically on the areas of lighting, sound and stage management to enable their independent handling in the future • Teachers gained valuable experience in running a technical/dressed rehearsal • Students and teachers to demonstrate the results of their work in a public performance 	<ul style="list-style-type: none"> • As many teachers are always responsible for organising graduation ceremonies and other public performances for their schools, they found the on-site training by a professional stage crew extremely useful. During the training, teachers learnt the various technical and logistical aspects of a professional stage production. • All students, teachers and audience members found the final performance a very satisfying one. The audience was particularly impressed by the young students' abilities in delivering such a smooth performance in English. • Some technical setbacks did occur during the final performance, due mainly to limited time for on-site rehearsals. All teachers agreed that one full-day rehearsals (instead of only half a day) in a professional theatre for all schools before the final performance will help alleviate the problems technical-wise. • Due to the limitations of the venue, some teachers and students did not have sufficient time and space to do their rehearsals before the final performances.

c. Overall feedback from the participants:

An overall evaluation meeting was held on 28 Mar 2011 and most teachers reflected that

1. the project was effective in using drama to arouse young students' interest in learning English and raising their English standards.
2. the drama knowledge and techniques delivered in the professional development workshops were applicable to their regular lessons.
3. the project should be a sustainable one so more pre-school teachers and students can benefit.
4. all the staff trainers were professional, helpful, enthusiastic and skillful in both teaching and assisting the teachers and students.
5. the project provided a platform for both teachers and students to experience a professional theatre and such an opportunity is a valuable one.
6. time management is a major issue for this project as not enough time was allocated to rehearsals. The organiser agreed with the teachers and explained that more rehearsals could only be arranged if the budget allowed.

Please refer to the evaluation report in Annex 1 for more feedback.

Part 6: Difficulties encountered and solutions adopted

1. Low English levels: One major difficulty that the staff trainers encountered during the workshops was that the English levels of the participating teachers were lower than expected. Hence, the staff trainer decided to conduct bilingual workshops to accommodate their English levels. More focus was also put on the teachers' pronunciation so that the staff trainers could make sure that the students would be taught the accurate pronunciations of the vocabulary in the scripts.
2. Logistics for public performances:
 - a. Limitations of the venue: some teachers reflected that as the dressing rooms at the venue were located far from the stage, it caused them huge inconvenience in terms of arranging their students to do the make up and costume change. In fact, the performance venue, was the only available venue which could be accommodated by our limited budget. Other suitable venues were either occupied or too expensive.
 - b. Each participating kindergarten was offered around 25 complimentary tickets for the final performance. The tickets were mainly for parents to come and watch their children's performances and at least 90% of the parents turned up. As some of these parents were not used to attending public arts performances so they did not know the rules that they had to follow in a professional theatre. Some parents insisted on taking photographs during the performances and were reminded by the venue staff that they were not allowed to do so. These parents ignored the reminder and this caused some embarrassment at the venue. The kindergarten teachers and principals also reflected that it was disappointing for the parents

to set such examples for their children and promised that they would remind the parents of their students about this in the next year programme if funding is granted.





Project No: 2009/0410

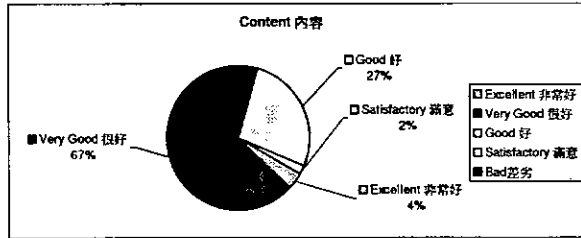
ANNEX 1: Pre-school Teachers Professional Development in English Language Drama and Stage Performance Overall Evaluation

附錄1. 學前教師英語戲劇及舞台表演專業發展計劃整體評估

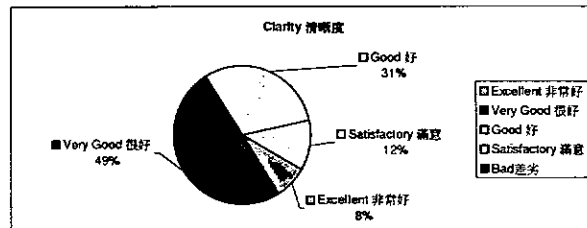
Part 1: Please evaluate the Overall Programme by (✓) the appropriate.

第1部分：請於適當位置劃上(✓)，以評估整體計劃。

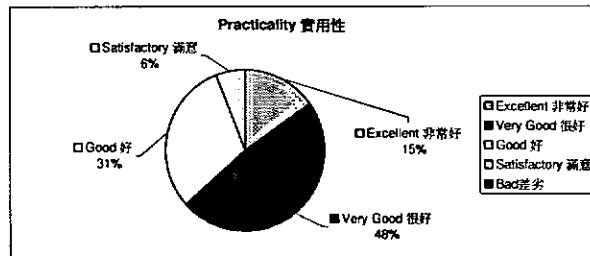
1. Content 內容	
Excellent 非常好	2
Very Good 很好	35
Good 好	14
Satisfactory 滿意	1
Bad 差劣	0
Total	52



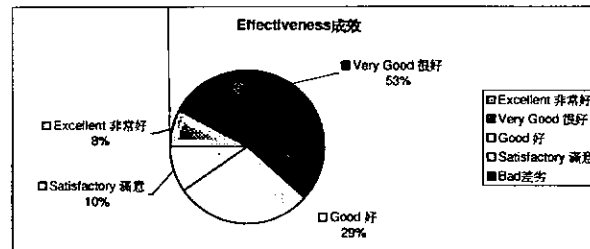
2. Clarity 清晰度	
Excellent 非常好	4
Very Good 很好	26
Good 好	16
Satisfactory 滿意	6
Bad 差劣	0
Total	52



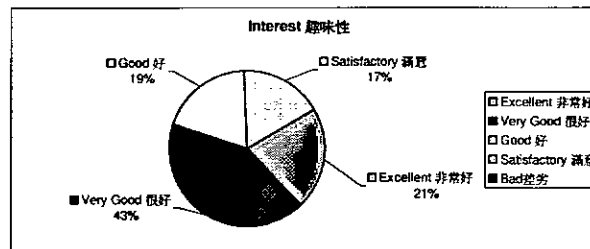
3. Practicality 實用性	
Excellent 非常好	8
Very Good 很好	25
Good 好	16
Satisfactory 滿意	3
Bad 差劣	0
Total	52



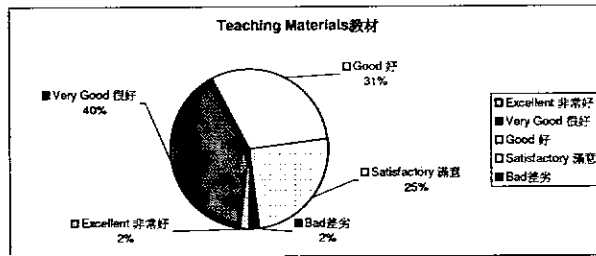
4. Effectiveness 成效	
Excellent 非常好	4
Very Good 很好	28
Good 好	15
Satisfactory 滿意	5
Bad 差劣	0
Total	52



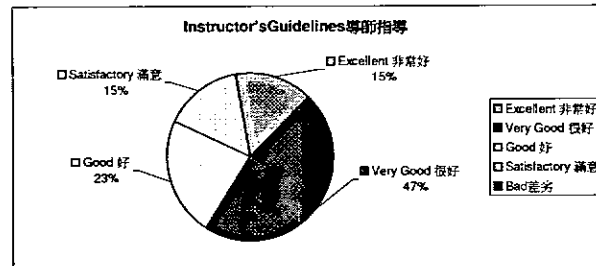
5. Interest 趣味性	
Excellent 非常好	11
Very Good 很好	22
Good 好	10
Satisfactory 滿意	9
Bad 差劣	0
Total	52



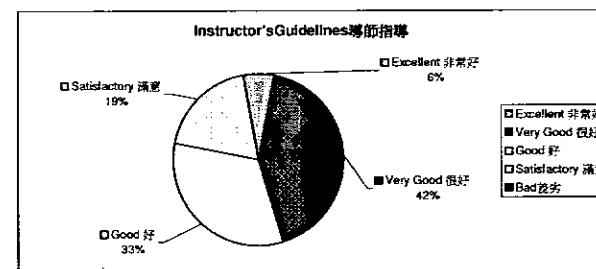
6. Teaching Materials教材	
Excellent 非常好	1
Very Good 很好	21
Good 好	16
Satisfactory 滿意	13
Bad 差劣	1
Total	52



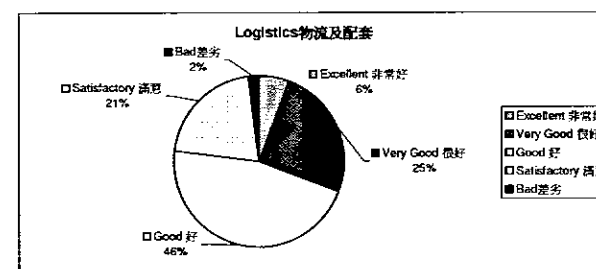
7. Instructor's Guidelines導師指導	
Excellent 非常好	8
Very Good 很好	24
Good 好	12
Satisfactory 滿意	8
Bad 差劣	0
Total	52



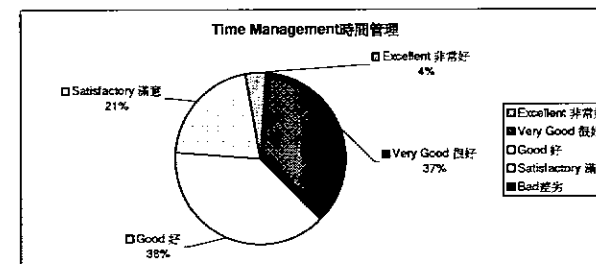
8. Pace教學進度	
Excellent 非常好	3
Very Good 很好	22
Good 好	17
Satisfactory 滿意	10
Bad 差劣	0
Total	52



9. Logistics物流及配套	
Excellent 非常好	3
Very Good 很好	13
Good 好	24
Satisfactory 滿意	11
Bad 差劣	1
Total	52



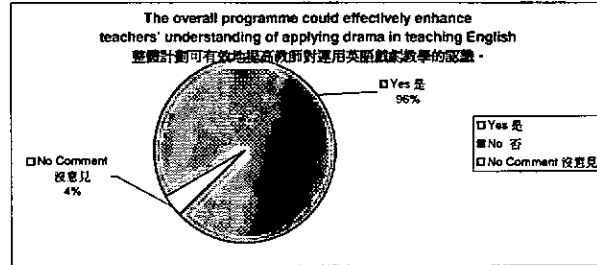
10. Time Management時間管理	
Excellent 非常好	2
Very Good 很好	19
Good 好	20
Satisfactory 滿意	11
Bad 差劣	0
Total	52



Part 2: Please (✓) the appropriate. 第2部分：請於適當位置劃上(✓)

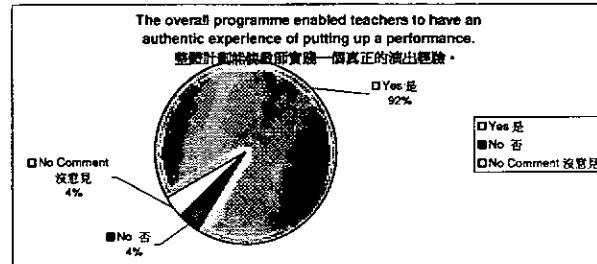
1. The overall programme could effectively enhance teachers' understanding of applying drama in teaching English.
 整體計劃可有效地提高教師對運用英語戲劇教學的認識。

Yes 是	50
No 否	0
No Comment 沒意見	2
Total	52



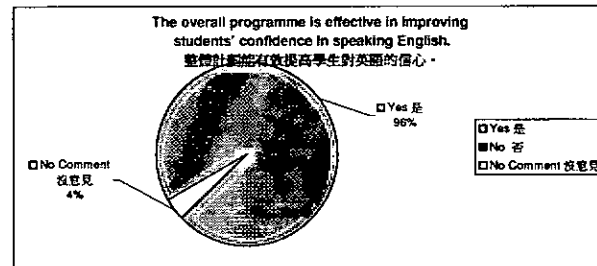
2. The overall programme enabled teachers to have an authentic experience of putting up a performance.
 整體計劃能使教師實踐一個真正的演出經驗。

Yes 是	48
No 否	2
No Comment 沒意見	2
Total	52



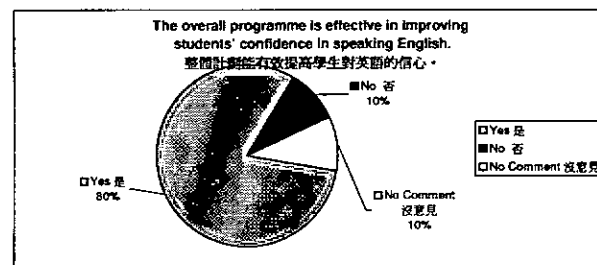
3. The overall programme is effective in improving students' confidence in speaking English.
 整體計劃能有效提高學生對英語的信心。

Yes 是	50
No 否	0
No Comment 沒意見	2
Total	52



4. The overall programme is effective in improving students' fluency in speaking English.
 整體計劃能有效提高學生英語的流利程度。

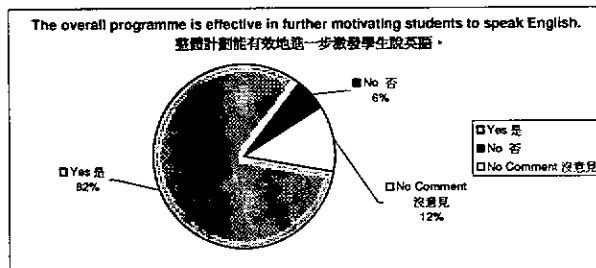
Yes 是	42
No 否	5
No Comment 沒意見	5
Total	52



5. The overall programme is effective in further motivating students to speak English.

整體計劃能有效地進一步激發學生說英語。

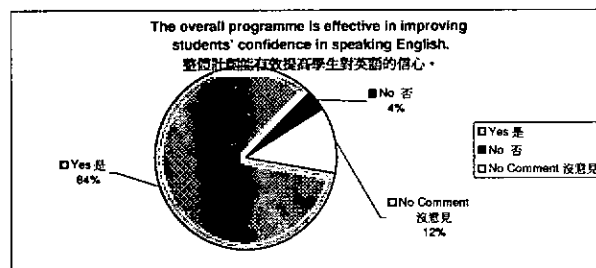
Yes 是	43
No 否	3
No Comment 沒意見	6
Total	52



6. The overall programme is effective in arousing students' interest in learning English.

整體計劃能有效喚起學生學習英語的興趣。

Yes 是	44
No 否	2
No Comment 沒意見	6
Total	52



Part 3: Please answer the questions below. 第3部分：請回答下列問題。

1. Did the overall programme fulfill your expectations? In what sense? 整體計劃能達到你的期望？哪一方面？

- 知道英語戲劇及舞台表演的過程。
- 能夠達到，略知怎樣編寫戲劇內容。
- 可以，使我認識如何能有效地及富趣味性地讓幼兒學習英語戲劇。
- 可以，戲劇製作步驟。
- 可以，知道怎樣開始製作戲劇及步驟。
- 能提升教師對英語話劇的認知及訓練技巧等。
- 能夠，因為在排練及日常生活中，幼兒都會自然而然地說出一些戲劇中的英文句子。
- 學生喜歡戲劇表演。
- 能讓我有機會接觸英語話劇，有初步概念。
- 整體也能達到本人的期望！
- 讓幼兒愉快地學習及實踐運用所學的英文。
- 孩子對自己有信心。
- 有步驟去教授我們如何演繹一個戲劇，也提醒熱身運動可帶動氣氛，這是重要的部份。
- 在安排舞台位置方面，知道如何讓觀眾清楚看到表演者。
- 在台上表演。
- 能學懂一些關於舞台的知識，如排位、穿著的服飾等。基本上能達到我的期望。
- 能達到。孩子有機會實踐，而教師亦有機會與其他同工交流。
- 能超出預期的期望，特別是演出的安排，讓每間學校欣賞所有參與的學校的成果，這亦是互相學習的機會。
- 可以欣賞及學習別人的長處，反省學校的不足之處，有助日後參與有更好的效果。
- 能夠嘗試在學校推行英語戲劇，使兒童有機會嘗試參與表演；老師也能體驗英語戲劇的樂趣。
- 能達到，尤其是在兒童能嘗試在舞台上演出，在排練時也很投入，而老師也能學習到話劇演出的知識及經驗。
- 經過整個活動完成表演，看到不同學校的演繹都能明白戲劇的習作及初步認識到戲劇的編排。
- 我期望計劃能讓學生透過戲劇演繹能增加使用英語的語彙，使兒童感興趣，從而增強對英語的自信心，而計劃亦能達到我的期望。
- 幼兒話劇可增加趣味性及編排場景豐富的元素。
- 可以提升學生對英文的興趣，令學生對英文有信心。
- 透過話劇讓學生多講英語，接觸英語，減少對英語的負面感覺，增加他們對英語的興趣。
- 小朋友的自信心大了，喜歡說英語。
- 能夠。
- 這計劃能使學生加深對英語的興趣，而且有更多的機會說英語。
- 能夠幫助自己如何設計舞台表演之基本技巧。
- 能基本認識英語話劇的設計及程序。
- 尚算達到，因為最終小朋友能夠用英語把故事演繹出來。
- 能達到本人的期望，在兒童學習英語話劇興趣方面，已達到提升的階段，而且能設計多元化的英語學習技巧。

- 能夠順利演出英語話劇，家長能夠分享及欣賞兒童的學習成果。
- 兒童對表演話劇有興趣。
- 能夠達到期望。大部份小朋友能投入參與活動。另外，家長能欣賞及分享小朋友的成果。
- 能給予兒童透過話劇表演從而喚起對學習英語的興趣；另外，家長能欣賞兒童的學習成果從而給予幼兒鼓勵和支持。
- 兒童明日話劇是什麼，成功演出話劇。
- Sure. We can learn how to facilitate children about blocking and be confident in acting their own roles in English. Moreover, teachers know more about technical skills for the performance on stage.
- I really expect the other story that my students can act next year.
- Yes. It gives the students more chances to speak English. When they finished their dialogues, they get a sense of satisfaction.
- Yes. I understand more to apply drama in teaching English.
- Yes. Let teachers know more about drama.
- Yes. The programme brings out that drama is an effective way to learn English. We learn the skills of blocking, rewriting the script and allocating the resources. They are very useful.

2. What did you like the most about the programme? Why? 你最喜歡計劃的哪部份？為什麼？

- 可觀賞不同學校的演出。
- 能透過三間學校互相觀摩的機會，使同儕間互相學習及作出適切的改善。
- 綵排中期時候，能與其他學校互相觀摩，作出改善。
- 能提供觀摩的機會；例如安排各校進行綵排及兒童有表演的機會。
- 舞台表演部份，是難得的機會讓兒童用英語作表演，而且在群體合作中得到經驗。
- 綜合演出的時候，因為可以享受成果了！
- 有機會與其他友校一起合作演出。
- 如何編排劇本的台詞，因為自己對計劃編寫台詞欠缺經驗。
- 教師能學習整個教授英語戲劇的過程並與學生進行排練。
- 服飾與造型，因為可愛、有趣。
- 學以致用，喜歡學生演出。
- 小朋友的表演，他們很認真，演活了人物和故事。
- 整體都很好。
- 教寫劇本，因為可以學到怎樣由一本書改成劇本，及可以運用怎樣寫好劇本。
- 由導師帶領幼兒的熱身遊戲，親身感受能集中幼兒的專注力及表情的熱身運動。
- 導師在帶領或指導學生前會進行一些有趣的戲劇遊戲作為熱身，使兒童能自然而投入，不會恐懼或不安。
- 導師能親身到學校指導老師及幼兒，能認真跟進計劃的發展。
- 最喜歡舞台講座的部份，因為專業的人士能提供很多舞台表演需要注意及準備的地方。
- 老師嘗試角色扮演，學習身體和面部表情。
- 教師學習編寫劇本及舞台的使用技巧是很好的學習，有助教師日後於籌備話劇、畢業禮及活動等演出中有很大的幫助，能發揮終身學習的目標。
- 最喜歡教師培訓，有機會與其他同工交流、合作，透過導師講解，更了解如何協助孩子進行英語或話劇活動，有助提升教學技巧。
- 演話劇部份，因為能將理論實踐出來，加上有導師的指導。
- 說英文對白，能以話劇形式表達出來。
- 角色扮演，讓老師體驗表演過程。
- 最喜歡介紹舞台的部份，由於對這方面不太熟悉，所以當導師教授我們這方面的知識，安排的位置是十分重要。
- 導師帶領孩子進行熱身的環節。
- 初步學習戲劇表達之技巧。
- 我最喜歡導師帶領小朋友玩英文遊戲的部份，很生動、活潑。小朋友很投入學習。
- 計劃中能有機會讓兒童表演。
- 戲劇演繹。
- 舞台指導及學生表演，能投入及自然發揮。
- 最喜歡就是能欣賞到不同學校演出的戲劇表演。
- 有實習的時間。
- 活動前小遊戲能帶動氣氛。
- 拍手小遊戲。
- 表演前的集體遊戲。
- 排練戲劇部份，能讓自己投入戲劇的角色。
- 導師從遊戲中讓學員認識劇本內生字。這環節引領在課堂上的幼兒加深認識及有興趣。
- The scene which captain fights with the pirate dinosaurs because it is interesting.
- Teachers workshops and final performance. Teachers workshops gave a lot of information about how to conduct the process of drama. Final performance gave a chance for students to prove their abilities.
- The programme allow access to Enlsh Drama. In preparation for drama, the tutors provide a number of supportd, such as script writing, stage design, helping teachers to implement activities in systematic manner.
- Script writing enable the teachers be confident in English usage.
- We could teach the children what we learnt. Also, we could have an authentic experience of putting up a performance.

3. What did you like the least about the programme? Why? 你最不喜歡計劃的哪部份？為什麼？

- 沒有
- 綵排時需要等待，可分兩天進行。
- 每堂時間有限。
- 如能教更多寫劇本的技巧就好。
- 不太喜歡的部份是時間太短，節數也太小。能否把這些英文計劃安排於長假期，如暑假、聖誕節等，這樣便能與學校有更好的配合，更專心投入的參與。
- 沒有，因每一部份均為有趣的學習經驗。
- 不喜歡導師少時間到校教授孩子。
- 不喜歡把故事分析，難以與其他學校配合。
- 沒有，大致上滿意。
- 演出當日的導師講解，原意是好的，但時間太短，場地不太適合，如何提早進行，令教師有時間消化及實踐更佳。最好有更多教師參與。
- 「舞台演出技巧」的安排，參與的教師太少，時間亦影響當日演出的綵排時間，學生到達後綵排時間不足夠。
- 寫劇本，因為初嘗試，自己未能掌握，所以感到困難。

- 道具及佈景因資金所限而不足。
- 在佈景、服裝方面未能提供共識，指引學校統一佈景、服裝和化妝等；所以在表演未有連貫故事的感覺。
- 基本沒有，但總匯演時十間學校一起較為擁擠，如分兩次公演，相信更為理想。
- 在劇場聽專業講解時，在課堂上講解，而不是在演出前。
- 多會議，而且為了一些事務作長時間討論。
- 化妝間的安排，因為沒有足夠的化妝間給予換予換衣服及化妝。
- 表演當天表演者的座位不足及化妝間的分配有些混亂，而且綵排的部份太急促及有部份學校佔過多的綵排時間。
- 表演前綵排的部份，某些學校重覆綵排的次數過多以致其他學校未能按時綵排。
- 演出當日的安排有點混亂(例如化妝間分配及表演者的座位不足)
- 如果能於第一次綵排已即時指導有關表演上的問題(例如，聲線、走位會更理想)，因在排練時可有足夠時間修正。
- 與其他學校一起綵排，因為要等待很久。可先為各校個別提出意見後，再集合一起互相觀摩。
- 未能完全配合及適切幼兒的發展，特別在掌握英語能力方面，演出場地及不便，時間不宜於平日，以影響學校的運作。
- 導師要求學員於課堂上編排整個劇本，當天用了很多時間討論。導師很少介入給予意見，浪費當天的時間，其實學員可回校繼續再商討。
- Lack of time for the rehearsals. Need more time and chance for students for rehearsals on stage.
- I like all programme.
- Teachers did not know the stage design such as sound effects and lighting etc.
- Only 2 teachers joined the technical training session.

4. Please kindly give us suggestions for improving our programme on learning and teaching Drama in the future.

煩請提出建議，以便我們於日後改進相關的戲劇學習和教學計劃。

- 希望日後有安排商討的時間，不需用整個課堂，不要浪費導師的分享，因為導師的分享經驗，能提醒老師教授出現的問題。
- 曾進一步了解幼兒階段對英語的能力程度的掌握，在短短的幾個月內訓練小朋友，排練英語活劇，也不能讓他們有思考的機會，只是一個特定的排練來讓他們說英語，所以如何設計英語話劇以配合他們的能力和興趣也是十分重要。
- 老師也可以有很多的配套如物料提供，共同設計的機會，多磋商交流。
- 可否有較短的劇本，獨立學習，不用因要連接其他友校而受影響；而且小朋友只有綜合演出時才有機會把整個故事看一次。
- 教導老師戲劇演繹技巧及演員在舞台上的空間運用。
- 建議加強工作坊的學習內容，特別是戲劇演繹及舞台佈置等。
- 建議工作坊可多加一至二課，讓老師更了解戲劇演繹的技巧和舞台使用空間及佈置。
- 教導老師戲劇演繹話劇(如表情、動作)。
- 流程要鮮明，落實工作時間後盡量不要改。
- 在劇本選擇上可以嘗試採用一些幼童較熟悉的故事，較容易投入；例如：小矮人、美人魚。
- 學生公演戲劇可否定在週末或週日，讓老師們可以參加並交流排練的經驗。
- 可加插有少部份的英文歌曲在內。
- 教多些怎樣教導小朋友表達得好些，劇本可教得深入些。
- 播放一些成功的幼兒戲劇的例子。
- 於道具及服裝方面的培訓較少，可考慮多加一場教師培訓。
- 選取故事可現實些，幼兒可接觸的，合作學校最多兩間已足夠。
- 如能將舞台講座提前舉行更好，讓老師在演出前的準備方面能做得更好。
- 舞台的操控也不是每個老師能了解和認識，希望能把有關的知識在課堂上實地了解和學習。
- 在小組安排時，給予清晰的指引，讓學校的協調更理想。
- 有關舞台燈光、化妝、佈景可更深入講解，如有示範更佳。
- 講義如有中文譯本更加好。
- 能有導師到校教導(每星期一至二次)
- 劇目可選用更耳熟能詳的故事，讓幼兒更易投入及熟悉。
- 可增加計劃的時間，以便老師有更多時間及詳細學習。
- 戲劇演繹方面，如能安排一些學前幼兒所表現的實例。
- 可否嘗試自行完成一個簡單的戲劇計劃。
- 加強教師之培訓，以優化整體計劃。
- 希望當局能抽較多時間教導學員如何編寫英文話劇的劇本，因這方面的書本和資料較少，若日後我校再發展英文話劇，這些資料是非常有幫助！
- 如能讓教師有機會欣賞一些英文話劇的示範就更好。
- 給予教師更多的技巧和訓練。
- 讓教師參與教學計劃的反思，令教師達致舞台表演的專業成效。
- 給予多些教學教材(例如：兒童戲劇影片)讓老師觀看。
- 能改為每節3-4小時較好。
- 可提供實例或短片，更能容易明白技巧了。
- 學校過多工作及整體上的配合。
- 多一些有關舞台上的知識，例如：燈火、音響等。
- Overall the programme is quite good, it could have some elements, e.g. rhymes, storytelling to enrich the learning process and outcome.
- The sound effect, costume and backdrop could be prepared earlier.
- To strengthen teachers' knowledge about the stage design.
- I think everything is good in this programme.

5. What other English teaching and learning activities are you interested in? For example, nursery rhymes? Storytelling etc?

對於其他類型的英語教學和學習活動感興趣？例如，兒童詩歌？講故事等等？

- 講故事。
- 對不同類型的英語教學和學習活動都感興趣。
- 故事及兒歌。
- 英語故事。
- 兒童詩歌。
- 兒童英語歌劇表演。
- 英文詩歌和英文故事較有興趣，教育英文劇本。
- 英語兒歌、詩詞、故事、戲劇等均有興趣。
- 英語兒歌。
- 英語遊戲。

- 戲劇也能融入唱歌、詩歌；因而對戲劇最感興趣。
- 英語朗誦、故事演講。
- 能提高老師對英語教學的活動都感興趣；例如：英語會話能應付日常所需、兒童詩歌能增加朗讀英文的樂趣。
- 讓孩子更投入開心參與不同類型的英語活動。
- 可以將英語話劇綜合唱歌、講故事來演出，讓兒童有更多用英語說對白的機會。
- 對詩歌較感興趣，因為容易讀，有些詩歌更能唱出來，兒童能隨時隨地詠唱。
- 英語音樂劇。
- 能使幼兒對故事內容熟悉會更好，因為較容易及具體掌握與明白內容情節。
- 講故事，想學習怎樣讓幼兒說出生動的故事來。
- 講故事、歌曲、朗誦。
- 朗誦英詩。
- 可作嘗試。
- 英語宜在幼兒掌握母語後才建立的次語言，可由小朋友最喜愛的歌曲著手，於感興趣及投入的情況下進行，則會事半功倍。
- Poems, rhymes, storytelling are essential for children learning.
- Storytelling is also a good activity for children to learn English.
- In my opinion, Drama is the best for children.
- Phonics.
- Storytelling and phonics.
- Story and speech.

Annex 3: Budget Checklist

Budget Items	Approved Budget (a)	Actual Expense (b)	Change <(b)-(a)>/ (a) +/-%
Staff Costs	\$117,280	\$112,118.2	-4.4%
Equipment	\$6,000	\$5,970	-0.5%
Services	\$110,790	\$106,790	-3.6%
General Expenses	\$62,870	\$45,926.1	-27%
	\$297,000	\$271,000	-8.75%