

## II Project Information

Project Title (in English)

Language@Art – Communication Tool Box

Project Title (in Chinese)

### A. Project Summary

*(please provide an executive summary of the project proposal in no more than 500 words).*

Two focal points would be addressed and explored via this project: (1) the enhancement of the role and the value of the English language in art education, and (2) the enhancement of English language teaching and learning through art.

Regarding the first focal point, language, as a means of communication, indeed always bear a significant role in artistic practice. Language enables artists to conceptualize and contextualize their ideas, which is crucial in the creating process and in the delivery of the artistic outcomes. Language skills refer to the skills in listening, speaking, reading and writing, and we anticipate that throughout the learning process, art students are capable of using English language as a communication tool in different learning activities, such as expressing themselves in presentation, discussion and debate, and writing well-organized essay on art and design-related topics.

It is however identified in our annual programme reviews that students in the three Higher Diploma programmes namely, Higher Diploma in Fine Art, Higher Diploma in Applied Art and Higher Diploma in Media Art, generally experience glitches in self-expression and literal articulation of their own thinking process. Moreover, students also come across issues in understanding and retrieving reference materials, discussing, presenting their personal views, and writing essays. It reflects that there is room for improvement in terms of students' English language skills. Accordingly, on top of the existing English Communication module in the Higher Diploma program structure, there is a need for HKAS to adopt a more effectual teaching approach and to develop a more stimulating learning environment to enhance students' communication skills as well as language proficiency, in the context of visual culture art education in particular. Enriching the existing language curriculums of the three higher diploma programme and integrating them with other artistic practices and aesthetic experience being offered through the programmes in a more coherent and effective way would be some of the highlights we are heading to achieve via this project. Apart from that, we also hope to strengthen the tutorial support to the students.

Besides, it is in fact not uncommon in Hong Kong that students generally show their poverty of language skills in self-expression, originality and intuition. This leads to the second focal point in this project which is planned to be manifested via the development of a communication tool box with a particular emphasis on teaching and learning English language through art. This will benefit not only teachers and students in our School, but also those in other post-secondary institutions. Based on the experience of our School in integrating the language curriculum and the artistic practices as spelt out above, researches would be carried out for the effective means of incorporating visual culture, drama education and aesthetic experiences into the language teaching and learning activities. Innovative teaching and learning approaches would be explored and relevant teaching materials would be developed. To enhance the learning environment, an English language corner would also be established in which students would be able to access various learning tools. This project involves the recruitment of one English Language Coordinator while the project administrative support will be provided by the HKAS.

Upon completion of the project, a forum will be held to share our experience with other post secondary institutions. An educational kit (with the communication tools) will also be produced to provide handy reference to teachers in our School or other institutions who would like to adopt our teaching approaches and methods. Additionally, the educational kit may also serve as a reference for visual art teachers in the senior secondary schools.

## **B. Project Objectives**

*(please identify the needs of the target recipients and explain how the project aims to address the needs)*

To enhance the role and the value of language in art education, and to enhance language teaching and learning through art, a communication tool box with effective, innovative, and art-oriented language teaching and learning tools would be developed. This tool box is anticipated to instill in students a desire for and an interest in continuous learning of language and communication skills for further studies and artistic development. The communication tools would be come up with the support of the following components to be developed throughout the project:

### 1. Integrated curriculum design

Enriching the existing language curriculums of the three higher diploma programmes and integrating them with other artistic practices and aesthetic experience being offered through the programmes in a more coherent and effective way.

### 2. Enhanced teaching approaches

Incorporating visual culture, drama education and aesthetic experiences into the language teaching and learning activities. Innovative teaching and learning approaches would be explored and relevant teaching materials would be developed.

### 3. Enhanced language learning environment for art studies

A language corner would be established in which students would be able to access various learning tools. By offering tutorial sessions in the language corner, the language coordinators would help needy students in presentation and essay writings. Students could also practice English through inquiry and discussion during tutorials. In addition, language workshops and extra-curricular activities would enable students to enrich their communication abilities through participation. Students would also be exposed to a large amount of art-related materials, which include updated art periodicals in different languages, and art textbooks.

## C. Outcomes and Deliverables of Project

*(please include the expected number of target beneficiaries and explain how they will benefit from the project).*

Direct beneficiaries include teachers and students of the three higher diploma programmes offered by our School (250 people approximately) while indirect beneficiaries might include teachers and students from other post-secondary institutions who attend the forum and the users of the educational kit (the communication tool box).

Outcomes and deliverables of the project are as follows:

#### 1. Innovative curriculum design and effective teaching approaches

The existing English language curriculum would be reviewed and revamped taking into consideration on the finding of the research in the possible integration of language and art practices and the teaching approach for reflective curriculum. Innovative elements derived from visual culture, drama education and aesthetic experience would also be incorporated.

#### 2. Establishment of an English language learning environment for art studies

Tutorial sessions will be offered, in which students could seek help from the English language coordinator in solving their problems in language-related matters such as preparing presentation and writing assignment. Moreover students would be exposed to direct dialogue in the English language corner. Through language workshops and art-related activities which would be held regularly, the language coordinator could motivate students to exercise different communication skills to accomplish a specific goal. Besides, with provision of a platform for language and art-related materials and a leisure corner for reading art books and magazines, students could enhance their English language proficiency naturally in the context of visual art culture.

### 3. Forum for educational institutions offering sub-degree programmes

Upon completion of the project, HKAS will conduct a forum on the outcomes and achievements. The focus will be on enhancing the language proficiency of students within the context of visual art.

### 4. Development of an Educational Kit for art disciplines

The establishment of the communication tool box will be documented in an instructional kit with the following elements:

- a. The need and design of an innovative curriculum;
- b. The development of effective English language teaching approaches to enhance students' communication skills and language proficiency in the context of visual art;
- c. A collection of art teaching and activity plans;
- d. Examples of art-related reference materials which are useful for English language teaching and learning.

## **D. Implementation Details**

The project will span over the 2009/10 and 2010/11 academic years.

### 1. Project initiation

To recruit 1 full-time English Language Coordinator.

### 2. Preparation period

- a. To review students' study performance and learning problems in visual art studies.
- b. To refine the existing curriculum and research innovative teaching approaches with the focus on the modules of "Communication & Personal Skills" and "English Communication."
- c. To set up an English language corner for students.
- d. To prepare English tutorial sessions for students.
- e. To collect English language and art-related materials for students' self-learning purposes.
- f. To plan extra-curriculum activities and English language workshops after class.

### 3. Experimental period

- a. To adopt new curriculum and teaching approaches for a four month period (a term)

- on a trial basis.
- b. To provide an effective English learning environment, in which tutorial sessions, language workshops, and art-related activities will be organized.
  - c. To review and modify the trial schemes of work.
  - d. To promote various English language and art-related materials for students.
4. Implementation period
- a. To implement the revised curriculum and teaching approaches in the new academic year.
  - b. To maintain an effective English learning environment, in which tutorial sessions, language workshops, and art-related activities will continue to be organized.
  - c. To update and maintain large amount of English language and art-related materials for students' reference.
  - d. To review and evaluate the adopted schemes of work regularly.
5. Forum for educational institutions offering sub-degree programmes
- To share the outcomes of the project with other educational institutions.
6. Production of an educational kit
- To produce an educational kit with English communication tools which include mainly printed materials such as a guidebook and interactive materials for art programmes.

<b>E. Implementation Schedule</b> <i>(Please extend this table if necessary.)</i>		
Estimated start date of project:		August 2009
<b>Action</b> <i>(please indicate key milestones)</i>	<b>Timeframe</b>	<b>Cashflow Requirement</b>
<ol style="list-style-type: none"> <li>1. Staff recruitment</li> <li>2. Development of an innovative English language curriculum and intervention programmes for visual art study.</li> <li>3. Establishment of an English language corner.</li> <li>4. Provision of tutorial sessions for students.</li> <li>5. Collection of various English language and art-related materials for teaching purposes.</li> <li>6. Planning on English workshops and art-related activities.</li> </ol>	Aug - Dec 2009 (Term 1)	\$217,474.00 (Please refer to attached Budget Estimates for details)
<ol style="list-style-type: none"> <li>1. New curriculum and teaching approaches on trial.</li> <li>2. Maintenance of the English language corner.</li> <li>3. Provision of English tutorial sessions.</li> <li>4. Organization of English language workshops and art-related activities.</li> </ol>	Jan – Jun 2010 (Term 2 and 3)	\$221,961.00 (Please refer to attached Budget Estimates for details)
<ol style="list-style-type: none"> <li>1. Supplement of English language and art-related materials for students.</li> <li>2. Review and refinement of the adopted schemes of work.</li> <li>3. Maintenance of the English language corner.</li> <li>4. Implementation of a new curriculum and teaching approaches for the new academic year.</li> <li>5. Full operation of the English language corner, in which the above-mentioned services are maintained.</li> </ol>	Jul - Dec 2010 (Term 1)	\$236,217.50 (Please refer to attached Budget Estimates for details)
<ol style="list-style-type: none"> <li>1. Continuity of implementation of a new curriculum.</li> <li>2. Maintenance of the English language corner.</li> <li>3. Preparation and production of the education kit.</li> </ol>	Jan – Jun 2011 (Term 2 and 3)	\$221,961.00 (Please refer to attached Budget Estimates for details)
<ol style="list-style-type: none"> <li>1. Evaluation for the effectiveness of the project.</li> <li>2. Forum</li> </ol>	Jul 2011	\$73,386.50 (Please refer to attached Budget Estimates for details)

Estimated completion date of project:

End July 2011

<b>F. Project Budget</b>						
<b>Projected Expenditure</b> <i>(Please provide detailed breakdown under each item)</i>	<b>Amount in HK\$</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
a. Manpower	292,435.00	321,678.50	29,243.50			643,357.00
b. Equipment / Facilities	19,500.00	0.00	0.00			19,500.00
c. Services	0.00	56,000.00	5,000.00			61,000.00
d. General Expenses	127,500.00	80,500.00	1,500.00			209,500.00
e. Others (e.g. auditor's fee)	0.00	0.00	37,643.00			37,643.00
<b>Total Expenditure :</b>	<b>439,435.00</b>	<b>458,178.50</b>	<b>73,386.50</b>			<b>971,000.00</b>
**Please also refer to <u>Annex I</u> for the related details.						
<b>Projected Income</b>	<b>Amount in HK\$</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
a. (e.g. fees received)	NIL					
b.						
c.						
<b>Total Income :</b>						
<b>Sources of Funding</b>						
a.	Amount of grant sought under this application: <u>HK\$971,000.00</u>					
b.	Other sources of funding ( <i>this may include donations, contributions from the applicant/its parent organization, etc. Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.</i> ):					
	(i) <u>NIL</u>					
	(ii) _____					
	(iii) _____					
	...					

**G. Monitoring and Self-evaluation Mechanism**

To facilitate the monitoring of the Project, an advisory group consists of key academic and administrative staff members of the School will be formed. Monthly project meetings will be held among the language coordinators and the advisory group members. The minutes of the meetings will be directed to School's Management Team for further review and comment.

A quarterly progress report, which covers basically the following items, will be submitted to the Academic Committee of HKAS and the HKAS School Council. The Finance Committee and the Board of Governors of the Hong Kong Arts Centre will also be informed on the progress of the QEGS projects on a quarterly basis.

- Details (dates, time, venues and number of participants) of project activities held during the reporting period.
- Variations of the Project during the reporting period (if any).
- Self-evaluation of the effectiveness of the Project with regard to attainment of the stated objectives, project impact and cost-effectiveness.
- Summary of evaluation completed by students/participants
- Dissemination of deliverables and good practices.
- Difficulties Encountered and Solutions Adopted.
- Financial transactions with supporting documents such as invoices or receipts.

## H. Management Support and Key Personnel Involved

### 1. Management Support

#### a. **Mr. Felix Leung**

Director of Hong Kong Art School

#### Education

BA (Hons) and a Certificate of Educational Studies;

Master Degree in Education, University of Manchester in England;

Master of Business Administration, Australian National University

#### b. **Dr. Ho Siu Kee**

Academic Head, Hong Kong Art School

#### Education

Bachelor of Arts (Fine Arts) and a Diploma in Education (Art and Design), Chinese University of Hong Kong;

MFA (Sculpture), Cranbrook Academy of Art in Michigan, U.S.A;

Doctor of Fine Art, Royal Melbourne Institute of Technology in Australia.

#### c. **Ms. Karen Lam**

Associate Registrar, Hong Kong Art School

#### Education

Bachelor of Arts in Art History, University of Washington, Seattle, U.S.A.;

Master of Arts Candidate in Literary and Cultural Studies, University of Hong Kong

### 2. Key Personnel Involved

Advisory Group Members

#### a. **Ms. Phoebe Chan**

Lecturer / Programme Coordinator (Drama Education), Hong Kong Art School;

Consultant of "Interactive Education Centre" of Oxfam Hong Kong;

Head Adjudicator of Hong Kong School Drama Festival

Education

Master of Drama in Education, University of Central England;

PhD candidate, Griffith University

Selected Awards / Activities

2008

*The Will to Build*, Actress, Theatre du Pif, New Vision Arts Festival

2005

*Dramawise* (Chinese translation), Translator

1996 & 1995

*Fish Heads and Tales*, Devisor & Actress, Theatre du Pif, Hong Kong, Scotland, Beijing & Macau

**b. Ms. Olive Leung**

Lecturer / Programme Coordinator (Foundation Diploma of Visual Art), Hong Kong Art School

Education

Bachelor of Arts (Honours) in Fine Arts (Film and Video), Central Saint Martins College of Art and Design;

MFA Candidate, City University

**c. Mr. Wylie Chan**

Lecturer / Programme Leader (Higher Diploma in Applied Art), Hong Kong Art School

Education

Bachelor of Fine Art, University of Illinois, Chicago;

Master of Fine Art, RMIT University

**d. Mr. Nelson Tam**

Lecturer / Programme Coordinator (Bachelor of Arts in Applied and Media Arts), Hong Kong Art School;

Autodesk Certified Maya Instructor

Education

Bachelor of Fine Arts, School of Visual Arts, NY;

Master of Science in Multimedia and Entertainment Technology, Hong Kong Polytechnic University

**I. Special Justifications if the Grant Sought Exceeds \$2 million**

NIL

### III Other information

**1 Project Sustainability** (*If applicable, please describe how the recurrent expenditure involved will be met after completion of the proposed project*)

**2 Preparatory work done** (*If any*)

**3 Past experience in organizing projects of similar or relevant nature and achievements** (*If any*)

Name of Project	Project Nature	Project Period	Supporter	Remarks
Drama-in-Education English Alliance  <i>(Please refer to Annex II for press coverage)</i>	To assist primary schools to promote English drama as a mean to arouse students' interest in English language learning and to improve their English language skills.	1 Sep 2008 – 31 July 2009	SCOLAR of EDB	Project Grant Approved: HK\$1,350,000
Chinese Arts Curriculum & Resources Series (Secondary)	To design and publish 1,500 copies of educational resources for teachers and students of secondary schools to promote Chinese Arts. The project also entails conducting seminars and workshops for teachers of secondary school.	Jan 2009 – Aug 2010	QEF	Project Grant Approved: HK\$1,452,000
Enrichment Programmes for Gifted Students	To enhance the communication skill and creative problem solving skills of gifted students via workshops.	Dec 2008 – Apr 2009	Gifted Education Section, Curriculum Development Institute of EDB	HKAS has been selected by EDB to produce enrichment programmes for Gifted Students since 2006