POCA Wong Siu Ching Secondary School

Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)

Academic Year: 2025–2026

Objective

To provide support to teachers and subsidise various learning programmes that promote self-directed English language learning.

Item	Strategies/Tasks	Objectives	Task Coordinator	Period	Success Criteria	Expenditure
1	Script Writing and Drama Workshop	Enhance students' creativity, language expression, and collaborative skills through annual school drama and self-directed writing of the scripts	Mr. Tong Sui Leung and Ms. Lee Cheuk Ki	Sept 2026 – June 2027	**A. Script Development & Collaborative Writing** • **Narrative Cohesion & Thematic Depth:** Students demonstrated considerable initiative in devising *Emberith*, negotiating plot arcs, character motivations, and dramatic tension entirely in English. • **Linguistic Range & Register:** The dialogue demonstrated purposeful shifts in register—from heightened dramatic exchanges to natural conversational interactions—showcasing students' expanding command of varied sentence structures and idiomatic expressions. • **Peer Critique & Drafting:** The iterative scriptwriting phase nurtured effective critical thinking, as students constructively peer-edited lines for dramatic pacing and grammatical accuracy.	$23,135.26

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					B. Spoken English Proficiency & Oral Immersion • **Phonological Control & Pronunciation:** Throughout the rehearsal cycle and live shows, cast members exhibited marked progress in articulation, vowel clarity, and stress timing. Delivery felt natural and unforced. • **Prosody and Suprasegmental Features:** Students effectively utilized pitch, intonation contours, and strategic pauses to convey subtle emotional nuances, avoiding flat or mechanical recitations. • **Immersive Communication Habits:** Crucially, the process established an authentic "English-speaking zone." Students sustained target-language usage not only during on-stage scenes, but also during backstage cue management and director feedback discussions.	

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					C. Stagecraft, Affective Growth & Public Delivery • **Confidence & Stage Presence:** Performing before full audiences in the School Hall demanded substantial emotional resilience. Across both shows, performers maintained poise, adapted smoothly to minor improvisational cues, and commanded stage space effectively. • **Voice Projection & Audibility:** Without relying excessively on amplified audio, performers demonstrated strong breath support and acoustic projection across the hall. **Characterization & Empathy:** By deeply exploring their roles, students bridged character psychology with their own personal reflections, gaining a deeper empathetic understanding of human dilemmas framed in the world of *Emberith*.	