



**Final Report of Project**

Project No. : 2013 / 0795

**Part A**

Project Title: Use of e-storybooks on English Language Learning

Name of Organization/School: Po On Commercial Association Wan Ho Kan Primary School

Project Period: From 6/ 2015 (month/year) to 5/ 2016 (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 :

Name of Project Leader:

Signature:

Date:

Name of Grantee\*:

Signature:

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.*

## Guidelines to Completion of Final Report of Quality Education Fund Projects

*Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.*

### 1. Attainment of Objectives

**Table 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
To enhance 'Read to learn' by forming a good and regular reading habit through establishing an English e-library online	In class reading lessons	Achieved	According to the weekly reading record, more than 85% of students finished reading 6 core books before the lessons which increased their learning effectiveness.	/
To extend the reading learning process to listening and speaking practice by offering karaoke reading and real time voice recording function in the interactive storybooks	Students read in small groups using the karaoke reading feature and real time voice recording function	Achieved	More able students not only read the e-readers, but also showed keen interest in recording the stories. Students showed independence in their work. Teachers chose a few recordings and replayed them in the following GE lesson. This enhanced students' confidence and learning motivation. Even some less-able students were willing to record the stories.  A comparison of Assessment 2 and	/



			4 listening results reveals that students have shown improvement in listening skills in assessment 4.	
To cater to learner diversity in reading by offering different sets of leveled storybooks and mentioned electronic function to different learners	Students were provided different sets of leveled story books and were allowed to work independently on the tablets.	Achieved	According to the record, more-able students read all e-readers and they recorded at least 3 stories. Less-able students usually chose 'Read for me' function. They also made an attempt to listen to the questions carefully while they were doing the post-reading questions.	/
To arouse the learner's motivation and interest in reading using different learning stimulation during lesson such as animated big books and peer collaboration on producing their own storybooks	Students were exposed to different animated books in the lessons and students worked in small groups to make their own storybooks.	Partially achieved	Many students found this activity interesting as they were able to discuss and work in small groups. Many students used English to communicate with each other.	A few students were not able to achieve the objective due to first language interference.
To extend the authentic learning environment by applying visual and audio support to interactive storybooks used at home for enhancing self-reading habit in students	Home reading	Partially achieved	According to the weekly reading report, about 72 % of students read all the e-readers. This indicated the interest and motivation in reading the e-readers. It also cultivated self-reading habits among students.	Some students could not access the internet at home.



			We also received positive comments from parents stating that their children read and re-read the e-readers with great interest and without pressure.	
To equip teachers with professional skills in designing various reading related activities using mobile devices in class		Achieved	Teachers were able to walk the students through the process of reading with ease and were able to fix problems quickly providing ample time for students to read on their own.	/

## 2. Project Impact

This project enhanced students' learning effectiveness and motivation. Most of the students finished the pre-reading task at home/school and were able to complete the online post-reading tasks independently. Generally all students were willing to read the e-readers rather than physical storybooks. The Karaoke reading aspect kept students engaged and boosted the self-confidence of less-able students. This also facilitated more able students, to take up the challenge of recording stories independently thereby giving an autonomy in learning. Students displayed a sense of achievement in sharing their stories with others.

Students displayed excellent team spirit through discussion and collaborating in the making of story books. During the course of making their story books, students recognized the ability of each other and put them to optimum use in making their story books. This activity also has made a positive impact on the students thinking and working skills. This project has created more of a learner centered environment providing independence to students to learn at their own pace.

This also has given a chance for teachers to adapt their teaching style. Teachers acted as guides and provided valuable feedback to all students through observation of the progress of students work. Teachers were able to focus on individual students' needs and cater to students' learning diversity. Teachers were also able to broaden their horizons and enhance their teaching pedagogy strategies through peer lesson observation and sharing during co-planning discussions.

### 3. Cost-effectiveness

**Table 2: Budget Checklist**

<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>
Service	\$119,000	\$118,800	-0.17%
General expenses	\$5,000	\$4,800	-4%

### 4. Deliverables and Modes of Dissemination

**Table 3: Dissemination Value of Project Deliverables**

<b>Item description</b> <i>(e.g. type, title, quantity, etc.)</i>	<b>Evaluation of the quality and dissemination value of the item</b>	<b>Dissemination activities conducted (e.g. mode, date, etc.) and responses</b>	<b>Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.</b>
24 resource packages, one for each e-storybook	The resource packages are designed with reference to the modules of our English curriculum. Thus the reading activities could be well integrated within the GE programme.	Primary 1 to Primary 4 e-reading lessons	Our teachers would be pleased to share the resources designed for students through the online platform(s) of QEF.

### 5. Activity List

**Table 4: Activity List**

<b>Types of activities</b> <i>(e.g. seminar, performance, etc.)</i>	<b>Brief description</b> <i>(e.g. date, theme, venue, etc.)</i>	<b>No. of participants</b>				<b>Feedback from participants</b>
		schools	teachers	students	others (Please specify)	
Teacher training workshop for e-library application	IT Room In August		10 teachers			Teachers found the workshop useful and access to e-readers interface user friendly



Parent briefing session on e-library	Hall In August		72 parents			Parents found the briefing session informative. Question & Answer Session helped resolve some technical related queries.
Pre-read e-stories	At home / at school September - May		200 students			Through group interview: Students liked using the karaoke reading aspect. Teachers found the students were motivated.
In class reading	English Room/ Classroom September - May		200 students			Students listened to the stories enthusiastically.
Post-reading activities	At school/ at home September - May		200 students			Students were interviewed in small groups. Students displayed a sense of achievement as they were able to answer the questions correctly and confidently.
Teacher sharing session	Conference Room English Panel Meeting in January		10 teachers			Teachers' feedback: Some students could not access the e-readers at home so had to make use of the lunch hour / recess to pre-read / finish post-reading tasks. Students liked reading e-readers and found it to be a good classroom routine
Parents sharing session	School Hall in March					Parents found their children were keen in reading the e-readers independently and tried to use the new vocabulary learnt in different context.
Students wrote their own storybook	English room/ Classroom In April 3-4 students in a group and discussed the content of their own story		200 students			Students found the activity interesting and were able to bring out their creativity by working together.





Students presented their own story	English Room/ Classroom  In May  3-4 students in a group presented their own story		200 students			Students showed ownership and confidence in presenting their stories. Students and teachers were eager to listen to the stories created by every other group.
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End of Year Students' Reflection: (Student survey: Appendix I)

Apart from Teachers and Parents feedback, students also provided their feedback on e-learning by filling out a questionnaire. The data thus collected is provided on pie charts for ready reference. According to the result, we found that about 75% of students think that e-storybooks can motivate their learning and improve their English. Besides, according to the weekly report, J1's average marks for core reading is 75.73, J2 is 76.57, J3 is 73.58 and J4 is 69.52. This indicates that the level of post-reading is suitable for most students.

## 6. Difficulties Encountered and Solutions Adopted

There were a few teething problems in the implementation of the project.

Some of the local students were not able to access the e-readers from home since they did not have a computer with internet connection. Some of our students from mainland were not able to access the e-readers using their home computers due to network restrictions. These students have spent their recess time at school to pre-read and complete the post-reading tasks.

Lastly often teachers had to give step by step instruction in using the e-readers to students as not all students were familiar in using the tablets.

All the above factors hindered us in keeping up with the time schedule.

