Final Report of Project	Project No. : 2014/0142

Part A

Project Title: English Fun Fun Fun
Name of Organization/School: Lok Sin Tong Leung Kau Kui Primary School

Project Period: From 07/ 2015*(month/year)* to 06/2016*(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: ____I_____   Name of Grantee*: ____(_____

Signature: _____   Signature: _____

Date: 31ˢᵗ August, 2016   Date: 31ˢᵗ August, 2016

* 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.

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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

a) To cater for P1-P3 students' learning diversity, motivate their learning interests and build up their confidence in using English through cartoons, songs, learning games and online lessons.

→ We developed lesson plans for the online English learning program to better implement and carry out ultimate teaching and learning effectiveness. It successfully improved students learning, motivation and built up their confidence when using English.

b) To build up home-school cooperation for the implementation of e-learning and to enhance students' learning motivation and interest by adopting multimedia components in learning.

→ We arranged a parent briefing session and students' learning workshops to let parents and students learn about the importance of the e-learning and how it helps students to learn effectively. Most parents support the online English program.

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 cater for P1-P3 students' learning diversity, arouse their learning motivation and build up their confidence in using English through cartoons, songs, learning games and online lessons.	We developed lesson plans for the online English learning program to better implement and carry out ultimate teaching and learning effectiveness.	Mostly attained	Most students like the online English learning program, and they show obvious learning progress compared to the other online learning programs that we used previously.	/
To build up home-school cooperation in the implementation of e-learning and to enhance students' learning motivation and interest by adopting multimedia components in learning.	We arranged a parent briefing session and students' learning workshops for parents and students to learn the importance of the e-learning and how it helps students to learn effectively.	Mostly attained	Most parents like this online English platform and they support e-learning.	/

2. Project Impact on

a) Learning effectiveness

→ Our English Panel team meets regularly to develop the lesson plans that can integrate the online English learning program into our English curriculum and daily teaching. We utilize the cartoons, songs and videos from the interactive English curriculum in class to help engagement, doing lead in, or to consolidate learning. Student's feedback is positive, from both classroom observation and data obtained from questionnaires. They like learning English through online lessons and they gain confidence when using English after the implementation of this online English learning program.

→ We observed that students enjoy playing the reward games with the scores they earned in the interactive exercises. This reflects that they need encouragement, and the reward games design of the online English learning program serves this purpose. The rewards game design helps to boost student motivation as students want to earn more points in the rewards game. This stimulates them to re-do the exercises to earn more points; and at the same time, they reinforce their learning during the repeat of the exercises.

→ This project also helps foster students' self-learning habit, especially those students who have parents support with monitoring their learning progress at home, and those students who receive recognition in class. Students generally show good response to the online English learning program.

→ It also helps build student's confidence. It is particularly effective for students who do the interactive exercises regularly. They show better engagement and more responsive in class.

b) Professional development

→ We attended the teachers training session for the online English learning program. It was helpful in developing the lesson plans that aligns with our school-based English curriculum and it facilitated the teaching and learning effectiveness.

c) School development

→ E-learning is one of the strategies in our school development plan. The purpose of creating a greater English environment for students and catering for different learner's diversity is served.

3. Cost-effectiveness

Overall, we gained positive outcomes from this project. It was very cost effective. Students liked to learn English using the online English learning program and it proved to build confidence and nurture a better self-learning attitude. With the lesson plans we developed along with the online English learning program, the classroom engagement is better also.

Though we have tried to adopt other e-learning programs previously, the result was not as successful as this. The content and the format of this online English learning program are aligned with our school-based English curriculum. We expect to progress forward with this learning model in our school.

Table 2: Budget Checklist

Budget Items *(Based on Schedule II of Agreement)*	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	$115,750	$77,650	-32.92%
General Expenses	$5,050	$4,800	-4.95%

4. Deliverables and Modes of Dissemination

We have developed our lesson plans and merged them with the online English learning program. The experience of adopting e-learning strategy in classroom teaching has enhanced the teaching & learning environment. This is valuable and it enriches our teachers when helping students learn in a more interactive and happy environment. According to the feedback of our teachers, the objectives of using e-learning resources as students' motivation in our lesson plans were achieved. Since the contents of Fun and Friends (International Version) are quite difficult for our less able students, the international version of Fun and Friends was not recommended for any less able students.

Activity List

Table 4: 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	parents	
Teacher training	2015 Aug – School computer room		12			It has positive impact on us as we have gained a lot insights and updated knowledge about e-learning trends and implementation technique in classroom which helps us a lot in applying our e-curriculum and carry out better teaching & learning outcomes.
Parent-child learning workshop	2015 Sept – School hall / computer room			389	240	Parents understood the importance of e-learning and how they can help their child to learn better at home with their participation and monitor.
Focus group sharing	2016 June – Classroom		12	389		We shared our experience and outcomes of this project and we look forward to the next stage.
Classroom activities						

5. Difficulties Encountered and Solutions Adopted

From our parents' briefing session and questionnaire, it is clear that most of the parents support us in adopting e-learning although there are still some who are not aware the important role of e-learning and how it can enhance learning. Some students reflected that their parents did not allow them to access computers to do the online exercises as they think this is not official, and they suspect their child is just playing online games. Other families do not have computer facilities at home. We learned that some of our students come from lower social-economic background that lack family support in e-learning knowledge. We held a parents' briefing session and students' workshops to introduce the program and encouraged the parents to get involved, and we opened our computer room during lunch recess to allow these students to do the exercises.

1) Example of lesson plans (P1):

Lok Sin Tong Leung Kau Kui Primary School

Primary One English Meeting Second Minutes (2015 – 2016)

Level Co-coordinator: '

Recorded by   :

Date   : 25th February, 2016(Thursday)

Time   : 3:45 - 4:30 p.m.

Venue   : English Room

Participants:

1A_____ (   ) 1B_____ (.   ......; 1C_____ (.

1D_____ (l   1E_____ (T_____ ((:)

Discussed Items:

1.   For the Booklet, Phyllis suggested teachers would delete the introduction part of students on page 11. Just write three different kinds of animals.

2.   School-based booklet page 7, teachers suggested to give some hints for students in each part to finish the error corrections such as "article" , "punctuation" and "singular/ plural'.

3.   School-based booklet (Module 8) would be used for the School-based English Task.

Procedure:

Lesson 1 & 2

1. Tell pupils they are going to read the rhyme about things the children see in the park.

2. Before they read the rhyme, let the class watch the video of *Fun & Friends: A3 (Playground Fight)*. Ask the class what they can see in the park. (e.g. a dog , children , a bird) in order to introduce the target vocabulary.

3. Read the rhyme with children. Ask some comprehension questions about the rhymes (e.g. "Where are the children? / " What can you see in the park ? "/ "How many animals are there in the park? ")

4. Teacher introduces the vocabularies to the pupils.

5. Students finish P.3-4 of Unit 3 Booklet.

Lesson 3

1. Teacher asks the pupils to play a game. Teacher divides the class into four groups. Assign names to the groups (Teacher could use letters, colours or animals) and write these on the board.

2. Let pupils look at the picture for one minute. Then teacher will ask pupils some questions. Time the pupils for one minute, then ask them to close their books.

3. Tell pupils if they know the answer, put up their hands.

4. Teacher should ask the questions as the following:

        a. What colour is the boy's T-shirt ?

        b .What colour is the girl's hair ?

        c. What colour is the girl's dress ?

        d. What can you play on in the picture ?

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e. Is there a dog in the picture ?

Lesson 4

1. Teacher gives pupils practice asking questions about the location of things.

2. Teacher shows a picture of a bird and a tree, then put a bird on a tree and say" A bird is on the tree."

3. Teacher also shows the picture of a cat and a dog, then put a dog under a slide and put a cat in the box to show the location of things.

4. Teachers plays a game with the pupils, ask them to draw a picture and show the location of things.

5. Students finish P.5-11 of Unit 3 Booklet.

Next meeting will be scheduled on **9 March 2016**

2) Example of lesson plans (P2):

Lok Sin Tong Leung Kau Kui Primary School

Primary Two English Meeting Sixth Minutes (2015 – 2016)

Level Co-ordinator :

Recorded by :

Date : 6th November, 2015 (Friday)

Time : 15:00 – 16:00

Venue : English Room

Participants:

2A_____ (2B_____ (2C_____ (⁻)

2D_____ (2E_____ (⁻

Guest: 1

1. Lesson Planning:

Lesson 1:

● Motivation: Let the class watch the video of **Fun & Friends:Faith and Nat go to school** . It introduces the ways of going to school and the use of prepositions to talk about means of transport. It matches with the main focus of our text book Chapter 5 About me.

➢ Watch the video of MTR stations. Teacher asks the following questions.

➢ Talk about how you go there.

➢ Talk about how many exits you can see.

➢ Talk about how the color of the station.

➢ Talk about the shops you can see.

➢ Talk about the signs you can see.

● Finish the worksheet about different places on Hong Kong Island, Kowloon and the New Territories.
E.g. Wan chai on Hong Kong Island, Prince Edward in Kowloon, Yuen Long in the New Territories

Lesson 2

● Read Chapter 5- About me (the chant).

● Ask students to create their musical instrument to read along the chant.

● Finish the post reading exercise.

Lesson 3

● Finish a worksheet of preposition

● E.g. I live in Tin Shui Wai.

I live on Hong Kong Island.

I come to school by bus.

Lesson 4

- Finish two sets of reading comprehension (refer to PPT and the Booklet).

  Below are the examples.

  Where does Rachel live?

  Who is seven years old?

  How does Rachel go to the library?

Lesson 5 & 6:

  Writing and reading:

- Three places including Disneyland, Ocean Park and Wetland Park for students to choose (PPT).

- Students finish a writing about Myself and place.

Lesson 7:

- Do presentation.

  Below is the example.

  Good morning. I am Ben. I am seven years old.

  I live in Yuen Long. I go to Lok Sin Tong Leung Kau Kui Primary School. I am in Class 2A.

  Today, I want to tell you my favourite place……

2. Duties allocation:

  Booklet: Module 5 (.   ) ,PPT about Writing ((__,, Minute (J _, __,

3. Next meeting will be scheduled on 20th November,2015

3) Example of lesson plans (P3):

Lok Sin Tong Leung Kau Kui Primary School

Primary Three English Meeting Eleventh Minutes (2015 – 2016)

Level Co-ordinator   :   ˉˉ

Recorded by   :   (

Date   :   11ᵗʰ March, 2016 (Friday)

Time   :   3:00 – 4:30 p.m.

Venue   :   English Room

Participants:

3A_____ (.   ._, 3B_____ ((_) 3C_____ (`   ,)

3D_____ (S   ) 3E_____ (F   ı)

Guest: , EDB

Discussed Items:

1. Follow-ups

➢ The softcopies of "Pages" posters students made during the E-learning week are to be uploaded to M:\drive before 22/4.

➢ Exam 2 arrangements:

a) Speaking paper: one of the five stories used in Unit 2 is included as a question for "Part B reading aloud";

b) G.E. paper: one of those five stories is to be used as a passage for "Reading comprehension".

➢ Unit 2 storytelling arrangements:

When reading aloud one of the five stories in Unit 2, students need to read it with appropriate actions and mime. A storytelling competition may be held in each class to increase students' motivation. Also, Connie's class (3B) will be observed by Eve and video-recorded (16-3-2016) while photo-taking is needed in Stephanie's class (3D) when the above session is conducted.

2. Teaching the textbook, Ch. 3 *Now and then*

Focus: Past tense (was/were)

➢ **Motivation** (1st lesson):

1. Students need to compare a teacher's past and present appearance on a PowerPoint slide using the targeted structures (e.g. _____ years ago, you were ____. Now, you are _____.; Last year, you had _____. This year, you have _____.).

2. Also, teachers will **show a video on "Fun and Friends" to remind students of the use of simple present tense. (Access: Fun and Friends→ Lite Level 3→ The World Around Us→Part 1 video: Fresh air for SpongeBob)**

➢ **Reading** (p. 20-21) (1st-3rd lesson)

3 PowerPoint slides are made to show a photo of Ocean Park and some basic facts of the 2 pandas, Le Le and Ying Ying in the story. Teacher will ask questions like "How heavy was baby Le Le?" and "How tall is Le Le now?" to introduce the difference of the simple past tense and the simple present tense. After that, teacher will read the story with tones that

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make the conversations sound more interesting and finish the post-reading exercise on p.22 with students.

The use of saying words (e.g. asks, says, explains, shouts) is the reading skill focused in this unit. Teacher will often ask students the question, "Who said that line?") to clarify the subject of conversations. Students will finish a reading worksheet on saying words too (7 patterns).

➤ **Vocabulary** (4th lesson)

Students will learn 12 new words in this unit: "explain", "another", "now and then", "change" and the 8 key vocabulary items introduced on p.23 (good, naughty, strong, weak, careful, careless, shy and friendly). Students will look up about 6 of them and finish a vocabulary exercise in the booklet.

➤ **Speaking** (5th lesson)

Students will talk to their partner about their height and weight of last year and this year. They will use structures like "I was 30kg last year. I am 33kg this year" and "I was 125cm tall a year ago. I am 128cm tall now" and complete a speaking worksheet.

➤ **Writing** (6th-7th lesson)

Students will write a 4-picture story with simple present tense. Teacher will teach the features of story with this task. There are 3 elements in a story: time, place and main characters. Students have to include these elements in their story. Also, they need to show the characters' feeling as they describe each picture in the story. See the sample writing below:

(Picture 1) It is 2nd April. It is Sunday. Tom and David are at home. They are playing football. They are happy.

(Picture 2) Tom kicks the football. David cannot catch it. Tom is shocked.

(Picture 3) The football breaks Mum's cup. They are scared.

(Picture 4) Mum comes home. David explains to her what happens. Mum is sad.

Teacher may tell students that they can end a story by having a new character show up in the end. Teacher may also emphasize the S+V+O structure. In the group writing session, each student will have to participate in the writing and use a different colour pencil as they write. When they finish, teacher will correct the group work under a visualizer and give comments. An individual work on the same story will follow.

➤ **Textbook**

P.24 and 26 will not be covered in this unit.

3. Duties allocation:

- School-based booklet: (Stephanie) 31/3

- ✧ Vocabulary look-up

- ✧ Vocabulary WS

- ✧ Reading WS

- ✧ Writing (individual)

- ✧ Amy's diary-- full text (PLP-R/W)

- PowerPoint slides (x 1+3) (Joyce) 31/3

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- Speaking WS/ Past tense references (Yenny) 31/3

- Group writing WS (A3 size) (Rebecca) 31/3

- Minutes (Connie) 31/3

4. Next meeting is scheduled on **15th April, 2016.**

4) Student Interview & Analysis:

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樂善堂梁銶琚學校

2015-2016 年度學生問卷調查表(前測/後測)

English Fun Fun Fun – 英語網上閱讀平台(Fun & Friends) (2nd semester)

</div>

Please put a tick in the boxes on the right to express your opinions. (請在各對應欄內用✓號表達意見)	Agree ⟷ Disagree (同意 ⟷ 不同意)				
	5	4	3	2	1
1. I have confidence to use English. (我有信心使用英語)	157	69	91	23	41
2. I like learning English through online lessons, songs, games or cartoons. (我喜歡透過網上平台資源學習英語，如閱讀、歌曲、遊戲、卡通片等)	207	58	62	16	39

Conclusion:

1) Over 40% of students gain confidence to use English after this project.

2) Over 50% of students like learning English through these online lessons.

5) Parents' seminar questionnaires & analysis:

樂善堂梁銶琚學校

2015/2016 小一小二/三家長會

問卷調查

3. 我喜歡我的孩子參與英語網上閱讀計劃 (Reading Platform)	十分同意	同意	無意見	不同意	十分不同意
P1	57	36	3	1	0
	58.8%	37.1%	3.10%	1%	0%
P2	41	30	5	0	1
	53.2%	39%	6.50%	0%	1.30%
P3	49	15	0	0	0
	76.6%	23.4%	0%	0%	0%

Conclusion:

1) Over 90% of the parents from P1-3 liked their child to join the online learning program. Bigger impact received was for P3 students.

2) Over 50% of the parents from P1-3 strongly agreed to join the online learning program. 100% of P3 parents voted positively for joining.

6) Summary on Focus Group's feedback

We conducted the focus group to collect teachers' feedback in July 2016. To sum up, we have the following observations and suggestions concluded from the project:

- For some weaker students, teacher's on site guidance is required instead of self-learning.

- Some of the young students at junior form (especially those lacking family support), do not know how to submit exercises and earn points, which, in turn, discouraged them.

- Family support is crucial. Some parents forbid their child access to online programs because they were afraid their child would go to play online games, or they only value the paper-based homework. Some students do not have computer at home. For those students who do not have computers at home, we will open our computer room during lunch recess for their access.

- Another essential element for our school e-learning development concerns the infrastructure. The internet connection was not stable; it took a long time to load the webpage and sometimes the computers froze there. We expect this to be improved by this coming September as we have upgraded our wifi facility.
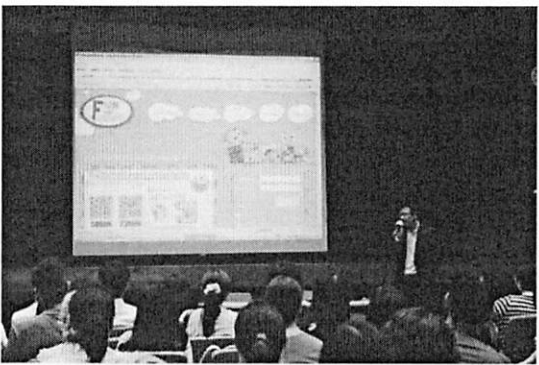
- From our observation, students like the reward games in Aquarium and Space Farm in the programme we used. They care about the points they earn in the exercises to redeem the food to feed the fish and animals in the Aquarium and Space Farm. They were concerned how to calculate the scores and how to show the scores in the Aquarium and Space Farm. This encouraged students to work hard and re-do the exercises.

- Students who enjoy recognition tend to perform better in this program.

- SEN students receive bigger positive impact from this project. They usually do not perform well in traditional way of teaching & learning, but they like online learning and tend to enjoy this style of learning / participation.

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7. Snapshot of activities

Parents' briefing session	
Students' briefing session	
Students' learning workshop	