

Final Report of Project

Project No. : 2015/0027

Part A

Project Title: Activating self-access English learning through an award scheme with flipped classroom framework

Name of Organization/School: Ling Liang Church M H Lau Secondary School

Project Period: From 03/2016 to 08/2017

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:

Name of Grantee*:

Signature:

Signature:

Date:

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

Objective attainment	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
Developing students' independent learning of English using IT resources through the launching of a self-access learning award scheme	English Activities award	All activities completed	Photos of the trivia contests and the results	Achieved
	Self-access learning award	All activities completed	Student group list and self-learning materials	Achieved
	Extensive reading award	All activities completed	Online platform score records	Achieved
	Individual presentation award	All activities completed	Online voting page and students recordings	Achieved
Integrating technology into English language curriculum using flipped classroom method	an online platform will be designed	All activities completed	Online platform	Achieved
Disseminating technological resources into the English Language curriculum	professional support to all English language teachers	All activities completed	Staff development dates and photos	Achieved
	teacher-in-charge will also be joining different English classrooms to	All activities completed	Classroom visiting timetable	Achieved



	demonstrate the use of IT resources to students and teachers			
	lesson manuals about flipped classroom and school-based materials, and teaching sets for grammar and vocabulary for teachers	All activities completed	Set of online materials, lesson manuals	Achieved

2. Project Impact on

Areas	Evaluation
<p>Developing students' independent learning of English using IT resources through the launching of a self-access learning award scheme</p>	<p>The four areas of the award scheme carried out smoothly and received great response from students. The extensive reading award enhanced students' learning through online methods. The English activities award encouraged students to participate in English activities and enhanced their learning experience. The Speaking presentation award provided a platform for students to show their talents in English speaking, as well as provide a change for cross-level exchanges. The self-access learning award helped students to develop a self-learning habit and also understand more in depth where resources are available in school.</p>
<p>Integrating technology into English language curriculum using flipped classroom method</p>	<p>An online platform was set up to cater for students' learning of English in everyday classroom. Students can discuss, submit assignments vote and many more on the online platform.</p> <p>During phase 2 and 3, many teachers made use of the platform to assess students' speaking practice and to share their teaching materials with students online.</p>
<p>Disseminating technological resources into the English Language curriculum</p>	<p>Vocabulary sets for S 1-3 were developed to enhance students' learning. School-based materials for pre-reading were also made for pre-lesson learning in the flipped classroom model.</p> <p>Teachers also reflected that they are more confident in using different technological resources in their lessons. They also are more willing to explore new ways to use technology in class.</p> <p>Overall, there were increased materials infused in the English language curriculum. This objective has been attained.</p>



3. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff cost	\$241,023.00	\$241,023.00	0%
General expenses	\$6,077.00	\$5,811.00	-4%
Equipment	\$81,400.00	\$77,220.00	-5%
Services	\$88,000	\$92,446.00	+5%
Total	\$416,500	\$416,500	0%

As the expenditure on services exceeded the budget, according to Schedule III-3(b), we have re-allocated the excess budget from equipment and general expenses to cover-up the amount.

Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))	The bought with the equipment budget were fully utilized. Most teachers are comfortable with using in their lessons for various activities. E.g. reading, speaking, project...
Unit cost for the direct beneficiaries	Students were able to expand their self-access learning experience with the help of the online platform. Most junior form students are used to access the Internet for different studying purposes.
Sustainability of the learning programme and materials developed	The materials developed in the course of this project were mostly relevant to our students and can be used continuously. However, there is a change in the textbooks for S1 and S2. As a result, some of the materials (the vocabulary sets for each unit, pre-reading videos) will not perfectly fit into the curriculum. New materials will be developed.
Expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)	None
Alternative approaches for equivalent benefits at less cost	None.



4. Deliverables and Modes of Dissemination

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination
A school-based online platform rich in curriculum-based materials that can promote pre- and post- lesson self-access learning outside school hours dedicated to the Self-access Learning Award Scheme	The platform was successfully setup and the functions of the platform were suitable for our students. There is no dissemination value of this item.	Nil	No
Teacher training in using the online platform for developing resources and administering student progress.	Teachers were able to use the online platform for different purposes. There is no dissemination value of this item	Nil	No
Practical experience and documentation	The experience of our teachers were shared through our departmental meetings. Materials developed online are publicized for others' use.	Nil	no



5. Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue)	No. of participants				Feedback from participants
		Schools	Teachers	Students	Others (please specify)	
Vocabulary Competition	Date: 5/4/2017-30/5/2017 Theme: Vocabulary Competition on Time: Regular class hours Venue: classrooms or English Centre		All S1 and S2 English subject teachers	All S1 and S2 students		Each student got involved in the classes. They were more eager to learn new words, also improvement was shown in spellings and word recognition.
Vocabulary Challenge (Inter-class Competition)	Date: 10/1/2017-12/1/2017 (During English Week) Theme: Vocabulary Competition by using Live Time: 1:25-2:00pm Venue: School Activity Room		All involved subject teachers	All S1 to S3 students		S.1 to S.3 students were able to cooperate with their classmates to accomplish the competition. Most of them showed keen interests in the competition.
Listening Practice	Date: 3/3/2017, 31/3/2017, 9/5/2017, 23/5/2017 Theme: Listening and Spelling Skills Training on Simple listening tasks Time: 4:00-5:00pm Venue: English Centre		S4 and S5 subject teachers	Less able students in S4 and S5		Students were more willing to accomplish the tasks since the listening materials were suitable to their levels.
English Activities (Movie Appreciation, Song Sharing, Four-Letters-One-Word, Board games, etc)	Date: Every Tuesday and Thursday Time: Lunchbreaks or After-school period Venue: English Centre		Teachers of E-learning Panel	Students from all forms		Students engaged in the activities and more willing to use English during activities. These activities arouse their interests in learning English in a more positive way.
Online Platform Scores	Regular E-learning lessons Venue: Classrooms or English Centre		All English Teachers	Students from all forms		Junior students were more concerned about the scores on the platform which could initiated them to use the platforms. They would visit the platforms and attempted the exercises more frequent.
Speaking	Date:		Teachers of	Selected		Students were more



Competition on Online Platform	20/3/2017-27/3/2017, 25/4/2017-28/4/2017, 15/5/2017-19/5/2017 Time: After-school Venue: English Centre		E-learning Panel	students from each form		confident to give speeches through Online Platform. Recordings can be used as teaching materials. Instant responses on platform could facilitate teaching and learning.
Staff development workshop on flipped classroom	Date: 27/9/2017, 29/9/2017		Teachers of English Department	N.A.		Teachers learnt more about English Online Platform and other online teaching tools which motivated them to use electronic materials and skills on their regular lessons.
Prize presentation ceremony	Date: 21/4/2017, 3/7/2017 Time: 12:30-1:30pm Venue: School Music Room		Teachers of English Department	All awarded students from S1 to S6		Students were encouraged by the prizes and over 90% students attended the ceremony.



6. Difficulties Encountered and Solutions Adopted

Difficulties encountered	Solutions adopted
<p>Difficulty in recruitment It was difficult for us to find the right candidate for the post of assistant teacher. First, we did not receive many applications. The candidates we have were either not competent in information technology or were not interested in taking up a contract post.</p>	<p>We have invited a member of our staff to join in the project and to take up the post of the assistant teacher.</p>
<p>Difficulty in setting up the platform The launch of the platform was postponed due to the fact that our school had a renewal of the Internet connection system under the WiFi 900 scheme. We needed to comply with the school's timetable. As a result, students were only able to begin using the platform in November 2016.</p>	<p>Most of the activities on the Extensive Reading Award and the Speaking Presentation Award were sporadically organised in the second and third semester to cover-up for the lag in progress.</p>