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Faculty of Education
The Chinese University of Hong Kong

Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects Final Report

Submitted to
Quality Education Fund

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Preface

As recommended in the *Education Commission Report No. 7*, the Quality Education Fund (QEF) was set up in 1998 to promote quality education at pre-primary, primary, secondary and special education levels in Hong Kong. For those QEF projects on primary English Language education, the relevant *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects (C&R Work)* was commissioned to and conducted by the Centre for Enhancing English Learning and Teaching (CEELT) the Faculty of Education at The Chinese University of Hong Kong (CUHK).

With reference to the development of the English Language curriculum at the primary level, after the launch of the curriculum reform document entitled *Learning to Learn: the Way Forward in Curriculum Development* (Curriculum Development Council, 2001), the foci of the curriculum became the following: task-based learning, teaching grammar in context, teaching of integrated skills, teaching of vocabulary building strategies, language arts, and school-based curriculum (Curriculum Development Council, 2002). In a later document entitled *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* (Curriculum Development Council, 2004), it was clearly stated that English Language learning and teaching at the primary level should include a task-based approach, generic skills, the use of integrated skills, text types, grammar in context, vocabulary, phonics, dictation, language arts activities as well as the use of Information Technology (IT) for interactive learning. These curriculum guides are in line with a constructivist approach which states that all students are able to learn while learning can be done through active and meaningful learning activities (Williams and Burden, 1987).

There are three main parts in this report. The first part consists of the implementation and findings of a meta-study. The second part highlights the development of a resource package that includes six modules. The third part is a written recommendation for the establishment of a QEF Thematic Network for the dissemination of good practices relating to English Language education at the primary level.

1. Introduction

1.1 Overview

The *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects* (hereafter referred to as C&R Work) comprises a meta-study on the selected QEF projects as well as the development of a resource package. Regarding the meta-study, 57 QEF projects pertinent to English Language education at the primary level were carried out between 1998 and 2009 and were examined in this meta-study. By using data collected from the schools' QEF reports and lesson plans as well as from questionnaires and follow-up interviews, the underlying principles and teachers' perceptions of the projects were investigated. The success factors and good practices for the effective implementation of the projects were also identified and consolidated in this study. Subsequently, a resource package was developed based on the recommendations of the meta-study. Teachers from different schools were then invited to try out the package in the pilot stage and after the development of the resource package. A seminar was later held for disseminating the resource package.

1.2 Objectives of the Meta-study

The meta-study aims to enhance the learning and teaching of English at the primary level by consolidating and redeveloping the QEF primary English Language projects. The objectives of the meta-study are as follows:

- To identify the success factors in implementation of these QEF projects by conducting a systematic analysis of the ones on English Language at the primary level
- To consolidate successful pedagogic experience delivered from these projects
- To develop useful teaching resources (both in print and electronic forms) in the form of a resource package comprising six modules for dissemination to teachers

1.3 Stages of Implementation

The study was commenced in February 2012 and completed in May 2013. After the completion of the study, a final report and a resource package were submitted to the QEF. A dissemination seminar was also held for the introduction of the resource package and the sharing of teachers' successful experience. The study consists of four implementation stages outlined below.

The first stage was conducted from February 2012 to June 2012. A preliminary study of the 57 selected projects for English Language education at the primary level was carried out. A meta-data analysis of the project objectives, project outcomes and deliverables were conducted to categorise the 57 projects into six modules (See Appendix 1). In March 2012, the research design and methodology of the C&R Work were formulated. Between March 2012 and June

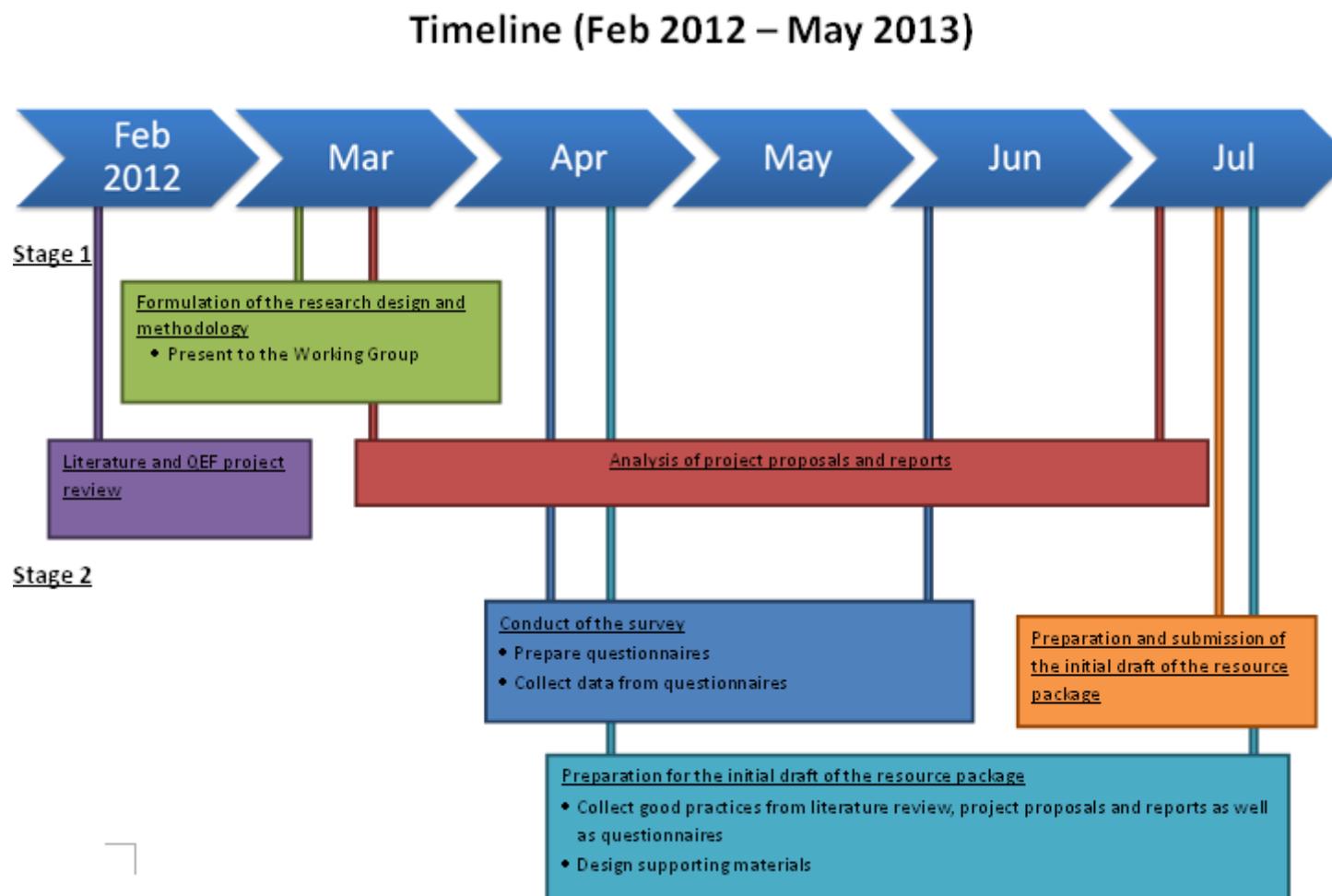
2012, a content analysis of the final reports, lesson plans and the deliverables of the 57 selected QEF projects was carried out.

The second stage was implemented from March 2012 to October 2012. From April 2012 to October 2012, a questionnaire was produced for collecting of data from the schools/organisation. Meanwhile, the initial draft of the first module — Reading Module — was also developed and presented to the C&R Working Group on “English Language (Primary) Projects” in July 2012.

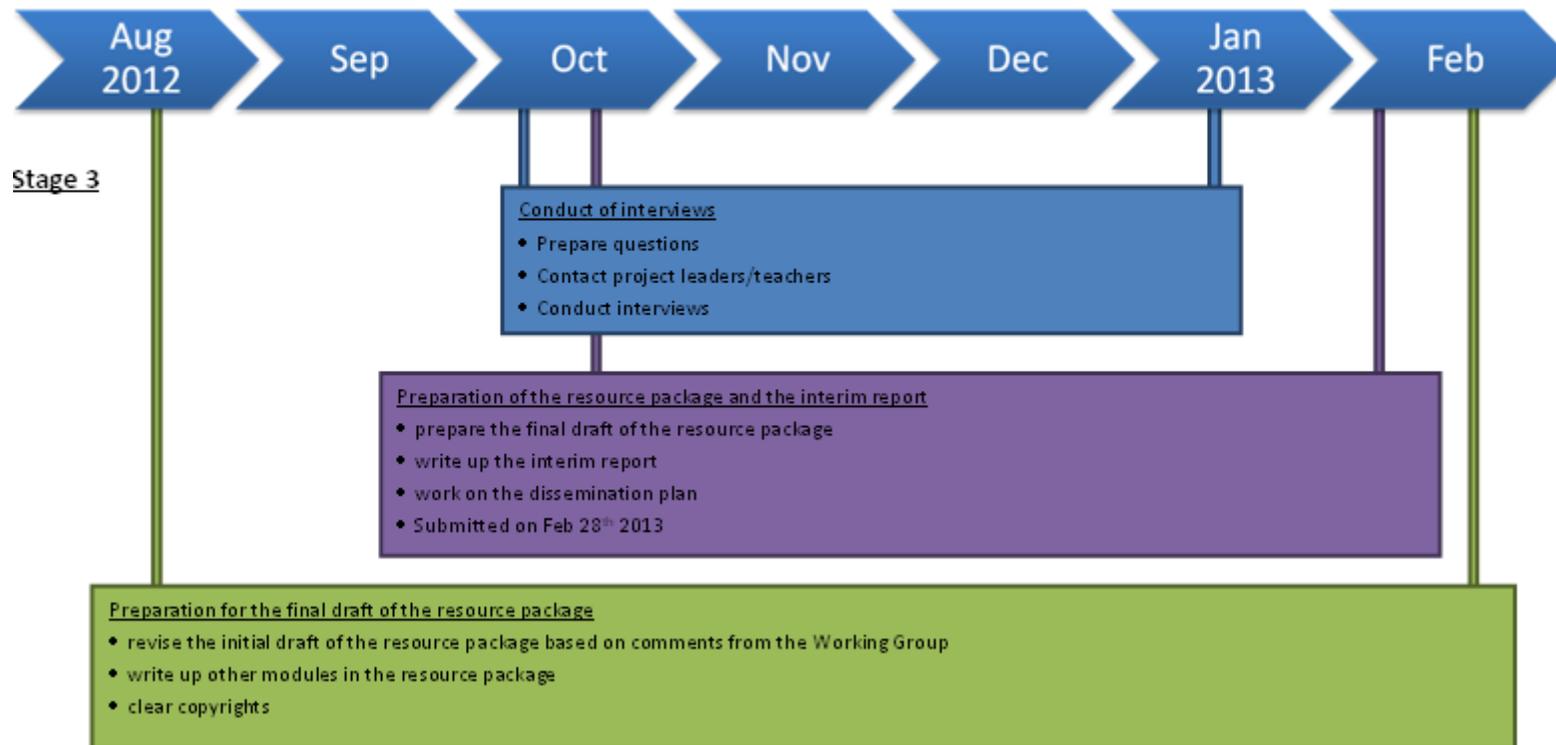
The third stage was implemented between August 2012 and February 2013. The final version of the resource package was developed during this period. Between October 2012 and January 2013, interview questions were prepared and administered to understand project leaders and teachers’ views on the implementation of the QEF projects. From October 2012 to February 2013, an interim report was prepared. The interim report and the final draft of the resource package were both submitted to the C&R Working Group on “English Language (Primary) Projects” in February 2013.

Stage four was implemented from February 2013 to May 2013, during which the final version of the resource package was designed in a proper layout. A dissemination seminar was held to promote the resource package. The evaluation of the C&R Work was completed at the final stage (See Figure 1).

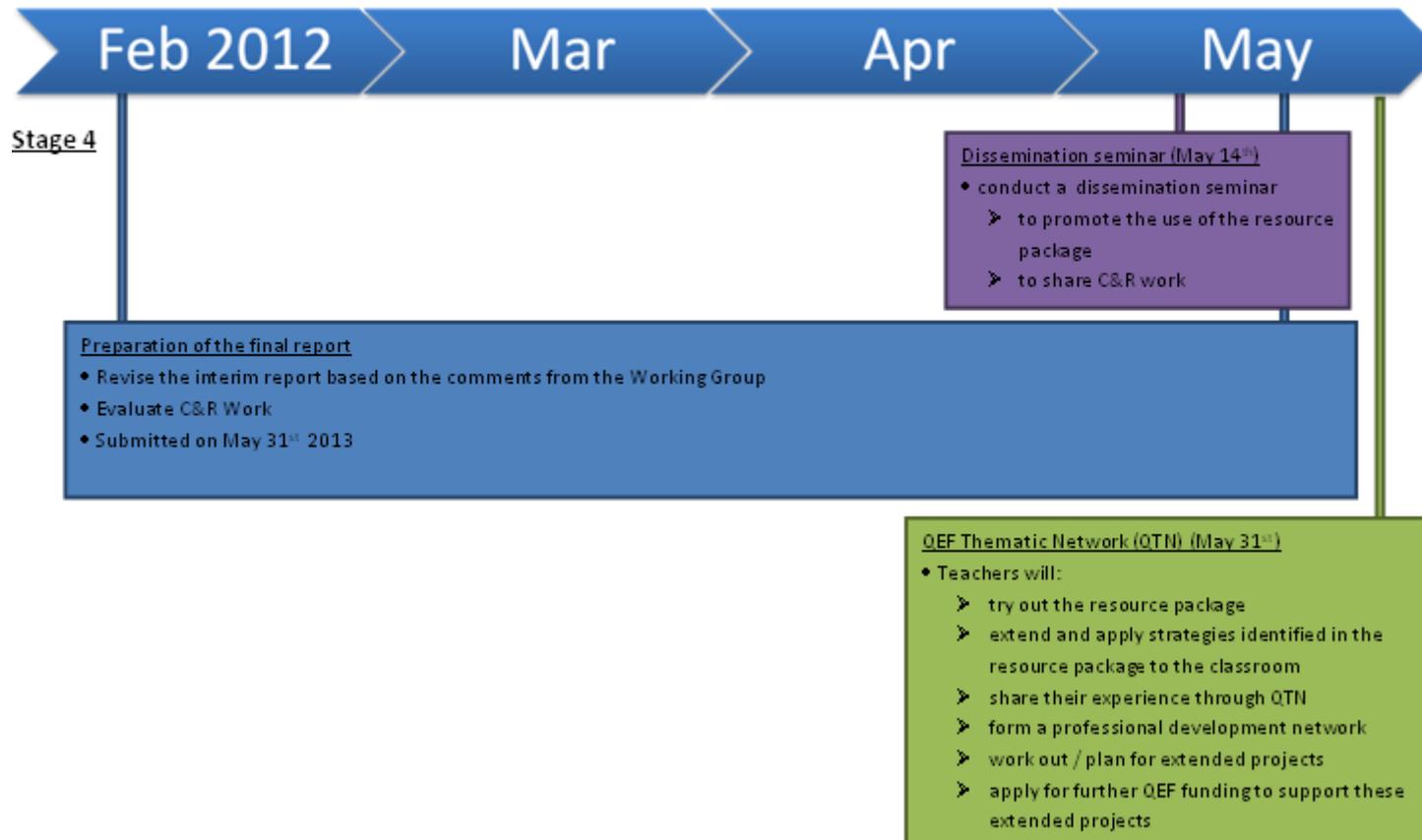
Figure 1: Timeline of the C&R Work



Timeline (Feb 2012 – May 2013)



Timeline (Feb 2012 – May 2013)



1.4 Tasks Accomplished in the Study

1.4.1 The Meta-study

A meta-study was conducted to evaluate the 57 selected QEF projects. The meta-study includes the following parts:

- Methodology
- Data analysis comprising:
 - The first meta-data-analysis
 - The second meta-data-analysis consisting of:
 - ◆ Content analysis
 - ◆ Overall quantitative results
 - ◆ Quantitative results based on different modules
 - ◆ Findings from the interviews
- Meta-theory
 - ◆ Learning and teaching of phonics
 - ◆ Learning and teaching of reading
 - ◆ English e-learning
 - ◆ Learning English through drama
 - ◆ Meta-theory regarding school-based curriculum
 - ◆ Intervention Programmes
 - ◆ Enrichment Programmes
- Findings
- Recommendation for the development of the resource package

1.4.2 The Resource Package

A resource package comprising six modules was developed with the aim of enhancing English learning and teaching for primary schools and organisations in the primary education sector. The package mainly includes the following parts:

- An instruction manual on how the resource package should be used
- Module on Phonics: Good practices in implementing school-based curriculum through teaching phonics
- Module on Reading: Effective use of reading materials to engender learners' creativity
- Module on E-learning: Effective use of electronic resources to enhance English E-learning
- Module on Drama: Good practices in implementing school-based curriculum through drama activities
- Module on Intervention Programme: Good practices in implementing school-based curriculum through an Intervention Programme
- Module on Enrichment Programme: Good practices in implementing school-based curriculum through an Enrichment Programme

1.4.3 Dissemination Activities

During and after the development of the resource package, trial teaching on the Reading module, the Phonics module, the Drama module and the Intervention module were implemented to understand the effectiveness of the resource package. The trial teaching focused on the areas below:

- The implementation of the teaching resources
- The effectiveness of teaching
- The effectiveness of student learning
- The sustainability of utilizing the resource package

A territory-wide dissemination seminar was later held on the 14th of May 2013. The event mainly included an introduction on the research findings and the resource package, as well as teachers' sharing after their trial teaching. A question and answer session was also held at the end.

2. Meta-study: Methodology

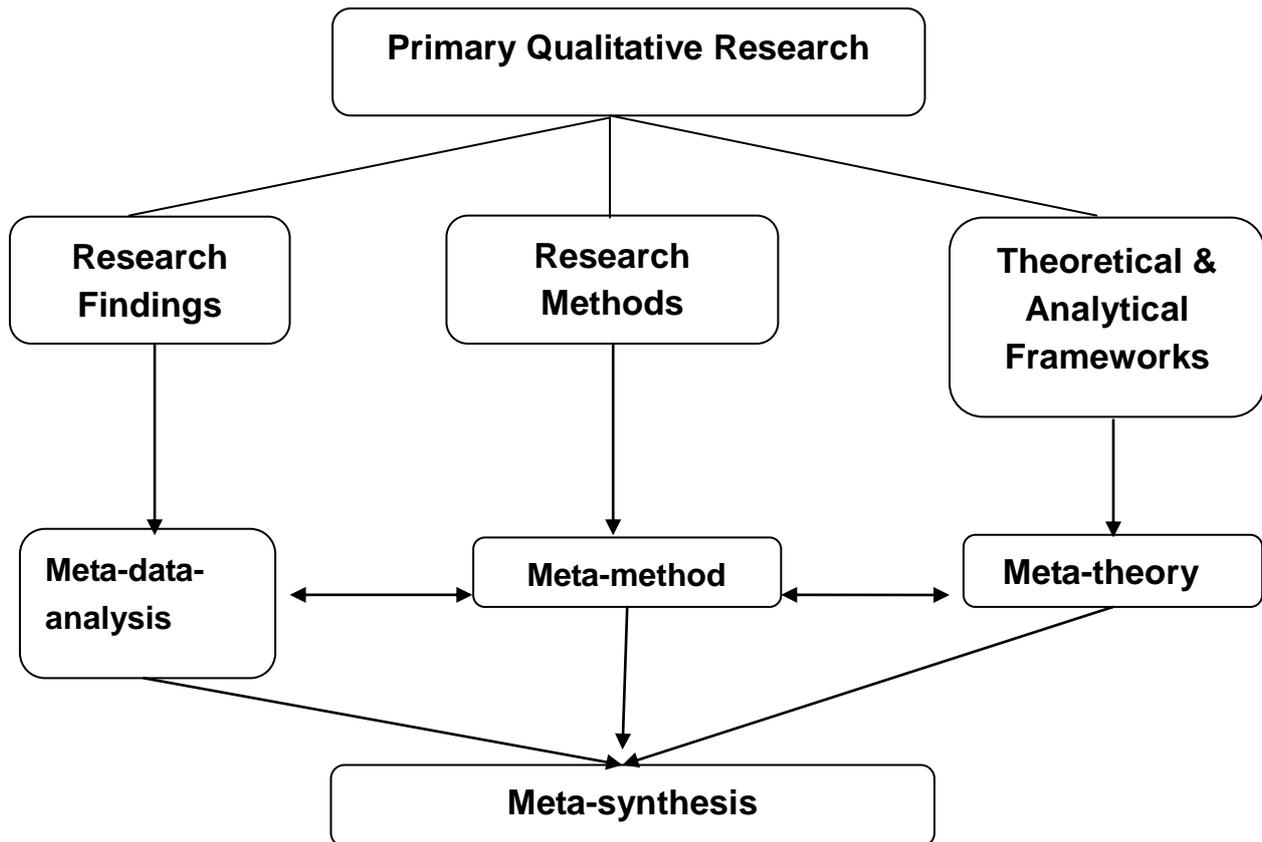
2.1 Overview

The meta-study is designed to produce a package of “usable knowledge” to enhance English learning and teaching at the primary level by evaluating the selected QEF projects. By using a meta-study approach, data were collected from multiple sources. According to Paterson *et al.* (2001), meta-study is “the research of research”. It is an interpretative and qualitative approach that is applied to produce a new inquiry based on a critical interpretation of existing qualitative research. By adopting a meta-study approach, a mechanism is produced to generate meanings that are well beyond those presented in the available body of knowledge. As Zhao (1991) pointed out, meta-studies can further analyse the theories, methods and data analysis of primary studies. Paterson *et al.* (2001) also stated that meta-studies can be applied to analyse the results of primary studies as well as to give more light to the relevant processes and perspectives. In addition to this, Stein (2011) explained that meta-studies can provide historical, critical and theoretical analytic approach that can make sense of qualitative knowledge. She believed that meta-studies can help researchers identify diverse ways of creating useful knowledge in terms of organising and articulating findings, building knowledge bases for improvement in education and highlighting useful project knowledge and successful outcomes that can be shared with others.

2.2 Components of Meta-study: Meta-data-analysis, Meta-method, and Meta-theory

Paterson *et al.* (2001) identified three components in a meta-study: meta-data-analysis, meta-method, and meta-theory. Meta-data-analysis refers to the studying of the findings of a research in a particular area by re-processing the processed data (Zhao, 1991), and to analyse the analysis of the selected reports of primary qualitative research (Paterson *et al.* 2001). Different accounts of a phenomenon are examined critically to identify the similarities and differences among accounts (Noblit and Hare, 1988). The meta-method is “the study of the rigor and epistemological soundness of the research methods used in the research studies” (Paterson *et al.* 2001, p.10). Richman (1983) demonstrated how the meta-method is used to determine the appropriateness of certain methods in investigating a specific field of study. Meta-theory refers to analysing the underlying framework on which the research is grounded. It is concerned with the philosophical, cognitive and theoretical perspectives behind the research designs, the assumptions and sources in the theories and the relationships between the theories and the contexts in which they are generated (Paterson *et al.* 2001; Ritzer, 1994) (See Figure 2).

Figure 2: Components of Meta-study



2.3 Research Process in Meta-study

There are seven parts to the research process. The first one is formulating a research question, which includes setting the research questions, formulating a theoretical framework, anticipating expected outcomes of the projects, refining the questions and developing evaluation criteria. The second part consists of the selection of primary-research and appraisals (which includes identifying the inclusion or exclusion criteria), the selection of appropriate data sources, screening, data retrieval and the development of a coding system. The third part consists of a meta-data-analysis, which is composed of the identification of an analytic strategy, the development of a coding system, data categorisation, the attainment of a consensus, and the interpretation of research findings. The fourth part consists of a meta-method, which includes the specification of the methodological characteristics of the selected projects and the explanations on how the characteristics affected research findings. The fifth part consists of a meta-theory, which comprises the identification of cognitive concepts, linking these concepts to the social, cultural, historical and political contexts, as well as revealing the important assumptions that underlie these theories. The sixth part consists of a meta-synthesis, which involves the interpretation of the strengths and limitations of the contributions to the field, uncovering the underlying assumptions of the theories, the formulation of alternative explanations, determining the compatibility of possible theories, and proposing alternative theoretical stances in order to

give further light to existing knowledge. The seventh part consists of the dissemination of the findings, which includes determining the audiences, suggesting vehicles for dissemination, and the writing and presentation of the findings.

2.4 Methodology of the Present Study

This section explains the methodology in terms of the study's components and data collection methods.

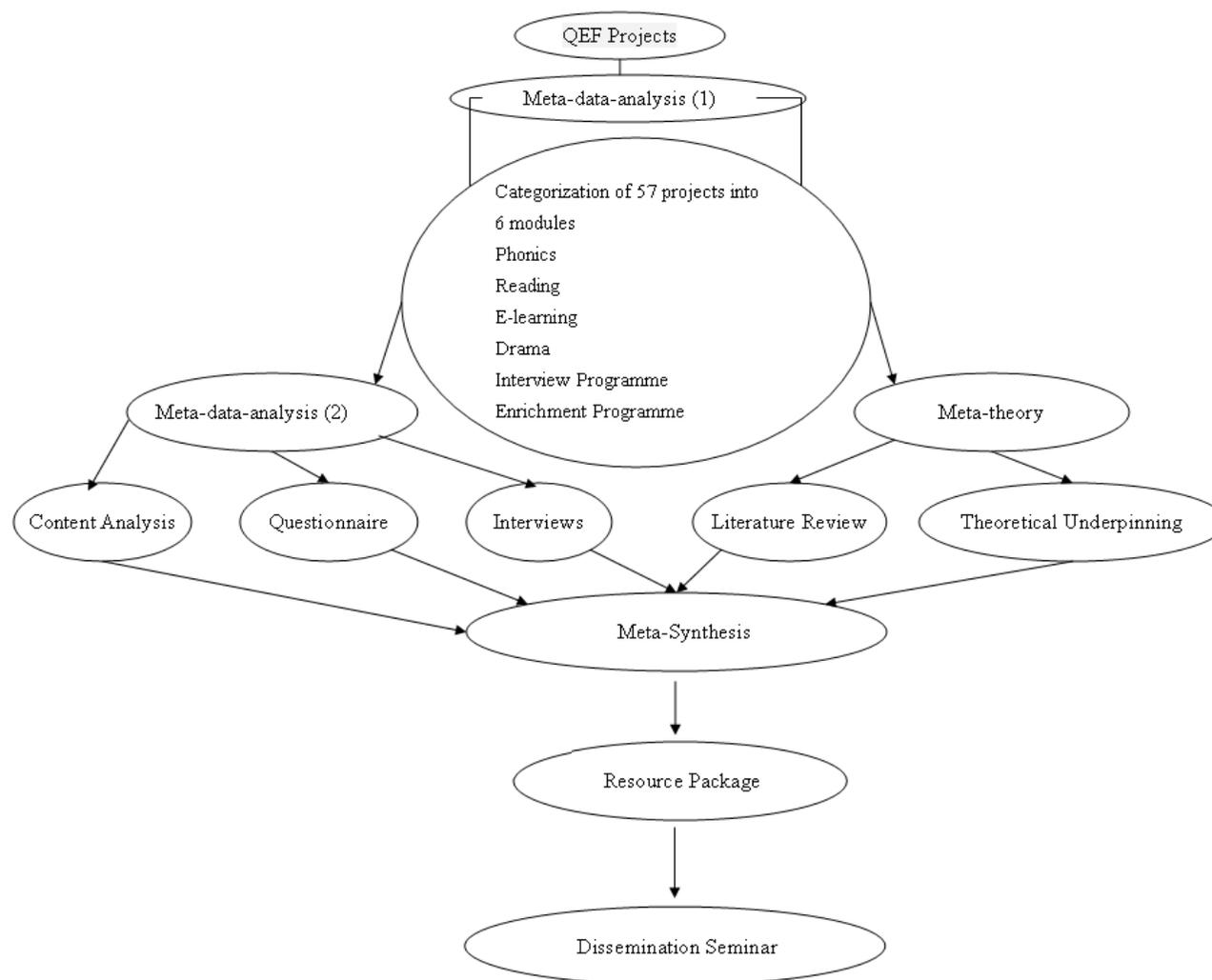
2.4.1 Components of the Present Study: Meta-data-analyses and Meta-theory

The relevant QEF projects were analysed by adopting a meta-data-analysis and meta-theory approach, making in reference to the framework and components of the meta-study stated by Paterson *et al.* (2001). As the QEF projects were mainly practice-based and did not use any research methodologies, the meta-method is excluded in this study.

The analytic framework in the present study includes an initial meta-data-analysis (hereafter called the first meta-data analysis) that was implemented by the researchers in order to generate themes regarding the topics of the 57 projects, through which a coding framework (hereafter called the first coding framework) was generated with the projects categorised and coded.

The projects were then analysed in two ways: firstly, there was a further meta-data analysis (hereafter called the second meta-data analysis), which encompassed a content analysis of the QEF documents, an analysis of the quantitative results from the questionnaires, and an analysis of the qualitative results obtained from interviews. Secondly, the development of meta-theory involves a literature review and the identification of the theoretical underpinnings of the projects. Based on the meta-data-analysis and the meta-theory, a meta-synthesis was carried out. (See Figure 3).

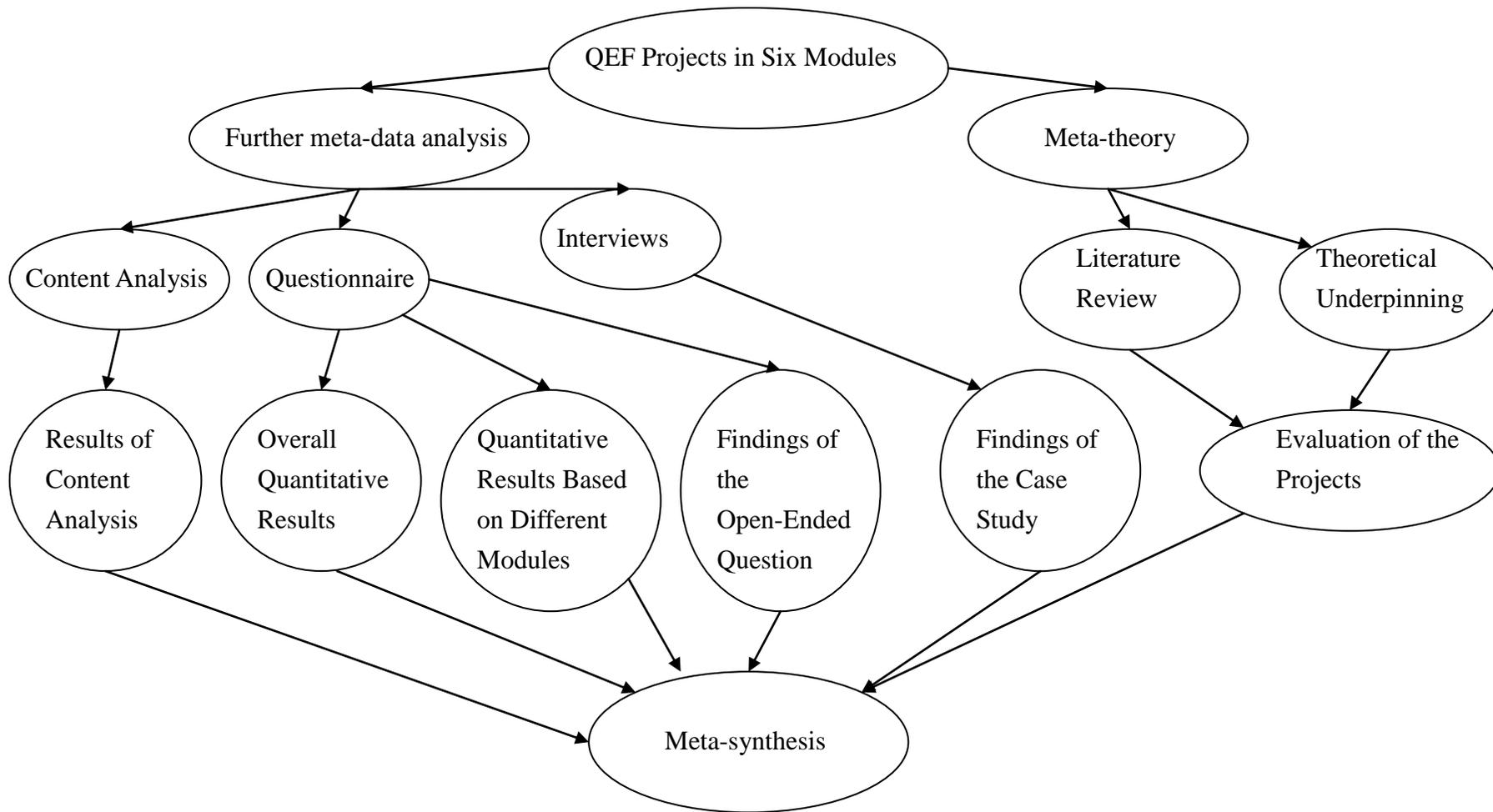
Figure 3: Analytic Framework in the Present Study (adapted from Paterson *et al.*, 2001)



Meta-data-analysis refers to the process of identifying analytic strategies, developing the coding system, categorising the data, obtaining consensus and interpreting findings relating to the research (Paterson *et al.*, 2001). Meta-data-analysis was employed in the present study because it can evaluate existing studies by comparing and contrasting the results of different studies. All the 57 QEF projects were examined in order to discover the most effective ways in helping teachers to apply useful knowledge and to improve the applicability of these projects as a whole (Stein, 2011). Meta-data-analyses were conducted twice; the first was conducted to generate the first coding framework so as to categorise the 57 projects into six modules, including Phonics, Reading, E-learning, Drama, Intervention Programmes and Enrichment Programmes.

The projects were then analysed by the second meta-data-analysis and meta-theory. A mixed-methods approach comprising content analysis and the use of questionnaires and interviews was carried out to examine the effectiveness of the 57 projects. A content analysis was conducted to investigate the QEF proposals, final reports and deliverables of the six modules using NVivo 9. With the common themes generated from the content analysis and the learning outcomes of the projects, a second coding system was then developed. Based on these themes, the projects from the six modules were analysed respectively. On top of this, a questionnaire was also designed and administered to understand teachers' perceptions on the implementation and enhancements of the QEF projects. In order to further understand how different project modules were implemented, the questionnaires were categorised and administered to the teachers according to the modules that their projects belonged to. The results were analysed and compared according to the respective modules. Follow-up interviews were also conducted using a case study approach in order to further investigate how the projects were carried out in different school contexts (See Figure 4).

Figure 4: Flowchart for the Meta-data-analyses and Meta-theory



Meta-theory refers to the analysis of the structures of the research (Paterson *et al.*, 2001). It requires detailed investigation of the philosophical, theoretical and cognitive perspectives in the research designs, the assumptions in the emerging theories, and the relationship between the emerging theories and the larger contexts (Ritzer, 1990, 1992b, 1994). In this study, recent literature on the learning and teaching of English as a second language in the areas of phonics, reading, E-learning, drama, enrichment programmes and intervention programmes was reviewed. Reference was made to relevant curriculum documents on English Language education in Hong Kong. Using the literature and the documents reviewed, the theoretical underpinnings of the QEF projects were evaluated. Major paradigms of thought that are represented in the theoretical frameworks were identified. Theories that are related to the larger social, historical, cultural and political contexts were linked to the projects (See Figure 3).

2.4.2 Meta-synthesis

Meta-synthesis refers to “the creation of a new interpretation of a phenomenon that accounts for the data, method, and theory by which the phenomenon has been studied by others” (Paterson *et al.*, 2001, p.13). Noblit and Hare (1988) stated that meta-synthesis can be used to articulate the contradictions and complexities in the field. In this study, the results of the meta-data-analysis and meta-theory were analysed and summarised so as to consolidate successful pedagogic experience and to produce a useful teaching package that comprises six modules.

2.4.3 Data Collection

Data of the present study was collected from the appraisal of identified projects and using questionnaires for gauging the perceptions of the project leaders and participating teachers on the implementation of the QEF projects. The appraisal work included a review of the 57 QEF proposals, the final school reports and the deliverables of the projects was also conducted. Interviews on project leaders were also conducted to shed more light in this regard.

There were 57 questions in the questionnaire (See Appendix 2), covering eight areas, including the achievement of project objectives, project impact, difficulties/ways to improve, success factors, good practices, sustainability, QEF support measures and other project applications. A 4-point Likert scale was employed for all the questions except Q4 and Q57. Five copies of the questionnaire were sent to each participating school/organisation. A total of 134 copies of the questionnaire were received from 32 schools, representing a 63.2% response rate. A 4-point Likert scale was used for all the questions except Q4 and Q57.

There were nine questions in the interviews (See Appendix 3). The project leaders were questioned on their preparation (if any) prior to the application of the QEF projects, how they got involved in the projects, the activities they had included in the projects, their thoughts on the

activities, their subjective evaluation and if they were to sustain their projects, how they would achieve these. Interviews with the project leaders were conducted on grounds of tapping into the good practices, successful experiences, and solutions to the complications that have arisen from implementing the projects. The overall implications of the projects were also identified. In total, 11 project leaders were interviewed and each interview lasted for about 10 to 20 minutes (See Table 1).

Table 1: Data Collection Details

Data Collection	Nature of Participants	No. of Participants
Project Documents	Schools/organisations involved	51
	No. of projects involved	57
	QEF project proposals and final reports collected	57
	Deliverables collected	31
Questionnaires	No. of schools/organisations involved	32
	Projects involved	36
	Questionnaires collected	134
Interviews	Schools/organisations involved	11
	Projects involved	13
	Project leaders interviewed	11

2.5 Meta-data-analysis 1: Categorisation of the Projects

Data analysis of the present study comprises meta-data-analyses and a meta-theory. Meta-data analysis is the analysis of the processed data on the selected QEF projects that have been implemented by schools and organisations. In this study, the first meta-data-analysis was completed by generating a set of selection criteria in order to place the 57 projects into categories. The selection criteria, which were based on the topics, objectives and contents obtained from the proposals, final reports and deliverables, match the characteristics of the modules.

Based on the selection criteria, the 57 projects were categorised into six modules, namely Phonics, Reading, E-Learning, Drama, Intervention Programmes, and Enrichment Programmes.

The Phonics module included six projects. They featured the introduction of phonics into the English Language curriculum, learning and teaching of phonics in context, and the knowledge application of phonics to English Language learning.

The Reading module included ten projects. They featured the integration of reading materials, the integration of reading skills with other skills, and the implementation of reading schemes.

The E-Learning module included 14 projects on the development of IT facilities and the application of IT in learning and teaching.

The Drama module included five projects; they were related to the integration of drama activities into the English Language curriculum and the development of drama activities for performance inside and outside the classrooms.

The Intervention module included 11 projects. These projects aimed at helping lower achievers and students with special needs, and in addition, to provide support for student learning.

The Enrichment module included 11 projects that aimed to further enrich higher achievers and gifted learners in their learning experiences (See Table 2).

Table 2: The First Coding Framework for Categorisation of the Projects into Six Modules

Module	Selection Criteria	No. of Projects
Phonics	<ul style="list-style-type: none"> ● Introducing phonics to the curriculum ● Learning and teaching phonics in context ● Applying phonic knowledge to English Language learning 	6
Reading	<ul style="list-style-type: none"> ● Integrating reading materials ● Integrating reading skills to other skills ● Implementing reading scheme 	10
E-Learning	<ul style="list-style-type: none"> ● Developing IT facilities ● Applying IT in learning and teaching 	14
Drama	<ul style="list-style-type: none"> ● Integrating drama activities to the curriculum ● Developing drama activities for performance 	5
Intervention	<ul style="list-style-type: none"> ● Aimed at engaging lower achievers or special needs students ● Providing support to student learning 	11
Enrichment	<ul style="list-style-type: none"> ● Aimed at stretching higher achievers or gifted students ● Further enriching students' learning experience 	11
		Total: 57

2.6 Meta-data-analysis 2: Content Analysis

After the projects were coded and categorised into six modules, they were analysed in the second meta-data-analysis. The second meta-data-analysis consists of three parts: (1) content analysis, (2) questionnaires, and (3) interviews.

The content analysis in this study refers to the analysis of the contents of the project documents by generating common themes using NVivo 9. The second coding framework comprising four themes was generated. The four themes are “aims and objectives”, “project achievement and impact”, “success factors”, as well as “sustainability” (See Table 3). The results of the content analysis in each module will be explained below.

Table 3: The Second Coding Framework Generated from the Content Analysis

Themes Generated	Contents
Aims and objectives	<ul style="list-style-type: none"> ● title/aims ● background/objectives
Project achievement and impact	<ul style="list-style-type: none"> ● funding ● achievement of objectives ● language skills ● benefits
Success factors	<ul style="list-style-type: none"> ● activities of the projects ● impact on schools/teachers/students ● integration of language skills ● evaluation of projects ● experience sharing from teachers/interviews with project leaders ● research findings/products
Sustainability	<ul style="list-style-type: none"> ● research findings/products ● experience sharing

2.6.1 Phonics Module

The projects categorised as Phonics are listed below:

- “English Teaching Support Network for Tsuen Wan Primary Schools”
- “English Language Enhancement Scheme”, “Reading and Spelling with Phonics – The Letterland Way”
- “Learning to Learn through IPA and Literary Arts”
- “A Phonic Interactive Learning Programme to Lay a Solid Foundation”
- “Co-teaching Plan with Native-speaking English Teacher”.

The aims and objectives of the Phonics projects are to enhance students’ reading skills, spelling and/or motivation through the learning and teaching of phonics.

The projects had a positive impact on schools, students, teachers as well as parents. Participating schools reported that the projects enhanced school image, team spirit and professional exchange between schools. For students, the project was viewed as an opportunity and an initiative to promote students’ self-learning ability, read-to-learn culture and language proficiency. For teachers, the development of skills was quite frequently mentioned. The participating schools generally believed that such skills development was sustainable as teachers developed effective ways of teaching phonics, making good use of information technology, and by integrating it into the curriculum. Parents were reportedly motivated to support and were eager to learn more about phonics teaching, as well as to assist in monitoring students’ progress. In one of the projects, parents were granted free access to the phonics programme, so they could support and monitor their children’s learning at home.

There were difficulties – one or two problems were identified during the teaching of phonics. There was a comment related to the issue of teachers’ training; it was suggested that local teachers do not possess adequate background knowledge on the teaching of phonics, thus they have adopted a learning-by-observation approach while they were working with the NETs, as well as by reading reference books and attending workshops. Another concern revolved around the delivery of phonics rules. While a participant appreciated the value of phonics, he wondered whether teaching the phonics rules would confuse students. Another participant expressed difficulties in embedding phonics in context.

The success factors of the projects focused on curriculum and materials development. One of the participating schools systematically integrated phonics into their school-based English Language curriculum to enhance the effectiveness of phonics teaching. Phonics courseware was also built to provide multi-sensory stimulation for more effective learning of students and for better monitoring by teachers. In another instance, a series of short stories incorporating phonics was

produced to increase students' motivation.

A variety of phonics activities were implemented. First, phonics training that combined theory and practice was provided to teachers during after-school sessions or at the weekends. Phonics became one of the topics in the 'English week' in one of the schools. A phonics readers-section was set up in one of the school's library. A spelling bee – a spelling competition – was a popular activity among primary students.

Regarding good practices, a participant observed that it was most desirable to teach phonics in context by using texts such as poems, stories, big books and phonics storybooks at the beginning of the curriculum rather than giving isolated phonics exercises. Activities that drew on phonics resources from the internet or some which focuses on word building were also deemed helpful.

Many participants reported that the activities initiated in the projects were sustainable. For example, school-based phonics or phonics-related programmes, such as *Young Writers*, could be hosted again. Teaching materials on phonics would be updated regularly for continued use. English teachers would also be encouraged to participate in the re-running of the projects so as to extend the impact of phonics teaching.

A variety of deliverables were developed. They included – on the macro level – a school-based phonics curriculum with lesson plans and worksheets, and a hosting platform composed of a learning management system, an online assessment system, and a reporting system. Teaching materials were developed, which included poems, drama scripts and songs. The deliverables were disseminated in a number of ways, which includes posting of the phonics materials on the Internet and sharing them with other schools. A participating school that strived to promote the International Phonetic Alphabet (IPA) recommended to textbook publishers that the IPA symbols for some words be shown to enhance pronunciation accuracy.

2.6.2 Reading Module

The projects categorised as Reading are listed below:

- “Parent-child Reading Scheme”
- “Happy Learning through Humorous Stories: An English Enhancement Programme for Primary 1 to Primary 3 Students”
- “Creative Kids’ Writings: Reading and Writing Project”
- “Let’s Sing, Read and Write Programme”
- “Teaching Students with Different Abilities: An English Reading Programme to Enhance Learning Effectiveness and Interest of Students through Modern Humorous Texts”
- “Professional Development on the English Curriculum – From Textbook to a Literacy-based Approach for English Language Learning”

(The original title of the project is “Professional Development on English Curriculum – From Textbook to a Literacy-based Approach for English Language Learning”)

- “Creating a Reading Atmosphere – Whole School Reading Scheme”

(The original title of the project is “Creating Reading Atmosphere – Whole School Reading Scheme”)

- “Research on Accelerated English Reading Effectiveness”
- “Ready, Steady, Read!”
- “Writing Garden”.

The aims and objectives of the projects in Reading are to develop students’ reading skills by using different teaching strategies, involve different stakeholders in the process, develop an English reading programme and/or implement professional development courses for teachers teaching reading.

Positive project impact included the effective implementation of the project on the teaching of English readers. Students’ English proficiency was enhanced and they were motivated to learn in class. They learnt to appreciate the English readers. It was also mentioned that group work and the teaching of speaking could also be done. For example, through the meaningful activities in the lessons, students worked collaboratively and expressed their opinions in English. These activities helped students develop their collaboration skills and strengthened their self-confidence. In addition, a school reported that their reading programme led students to develop a positive view of life. Asking students “questions for thought” provided opportunities for students to develop their critical thinking skills. In the project relating to the teaching of creative reading and writing, the school mentioned that the quantity of students’ writing increased substantially. Another school reported that the project could cater for learner diversity through the design of suitable reading tasks for more and less able students.

It was reported that the QEF projects on reading improved the quality of learning and teaching of English in schools and provided a happy learning and teaching environment for both teachers and students. They also allowed different stakeholders (teachers, students and parents) to get involved in the reading programme. Most teacher respondents mentioned that the projects helped them enrich their teaching-of-reading repertoires. Some teachers claimed that they learnt how to teach English readers in a humorous way. Some reported that they learnt how to use contextualized activities to teach stories. One school stated that the project allowed them to teach reading and writing creatively. In addition, a school reported that a good teacher-student rapport was developed through the implementation of the project. A stronger link between home and school was formed. It was found that the projects of teaching reading also had a positive impact on parents. One of the participating schools mentioned that the project allowed parents to take a more active role in students' learning. For example, the school invited parents to be the members of their Editorial Board for helping students to publish a booklet after the reading and writing programme. Another school reported that the programme of shared-reading with parents facilitated the participation of parents in students' learning of reading.

Different kinds of activities were implemented in the projects, including role-play, show and tell, drama, readers' theatre, singing and peer-learning activities. One school reported that they published a booklet of students' writing. Group activities were also carried out in some schools.

The following activities were the good practices mentioned by schools:

1) Reading the humorous rhymed stories, 2) understanding the meanings of the stories, 3) using the bulletin board in the classroom, 4) reading additional nursery rhymes and children's poems, 5) integration of the teaching of creative reading and writing, 6) class discussion, 7) role-play, 8) selecting appropriate student literature to suit students' levels, and 9) integrating the reading projects into the regular curriculum. Some teaching strategies such as guessing, games and competitions were employed and proved to be effective.

With reference to sustainability it was found that the reading projects could be integrated into the regular English curriculum. One school mentioned that they had a literacy programme that formed a significant part of the reading workshop in the new curriculum.

The deliverables of the projects were fivefold, which included a set of teaching manuals, a set of supplementary materials for the reading classes, students' artwork and crafts for display, the publication of a booklet, and fifteen sets of writing guidelines for three levels of students.

2.6.3 E-Learning Module

Projects categorised as using Information Technology (IT) in the learning and teaching of English are listed below:

- “Establishment of a Multi-media Language Centre to Improve the Teaching and Learning of Phonics”
- “A Breakthrough in I.T. Learning”
- “Promoting Chinese and English Reading”
- “Bilingual Self-learning Platform”
- “The First English Electronic Book for Primary Pupils (Learning and Teaching Action Research)”
- “Quality Teaching Courseware”
- “Quality Learning and Teaching – E-campus Project”
- “Web-based Language Awareness Learning Package for English Teachers”
- “Catering for Learner Diversity in English Language Learning through Cooperative Learning and ICT Platform”
- “From Increasing Students’ Learning Interest and Confidence to Enhancing Students’ English Language Skills”
- “Interactive English Speaking Platform”
- “English Fun Pac”

(The original title of the project is “English Fun Pack”)

- “Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project”
- “Think Wide and Fly High for a Bright Future”.

(The original title of the project is “Think Wide and Fly High for Bright Future”)

The aims and objectives of the projects in E-Learning are to improve the quality of learning and teaching and to enhance students’ learning and motivation by means of building or upgrading the IT facilities.

Overall, the projects allowed the schools to achieve either one or both of the two aims:

1) to establish or upgrade IT facilities, and 2) to integrate IT into regular teaching. One of the project schools, for example, set up two interactive digital classrooms in which Primary 4 to Primary 6 students had four regular English lessons every week. In another school, an interactive web platform was put in place to bridge classroom learning and home learning.

The IT facilities made available by the projects helped teachers on two levels. First, teachers were offered chances to use self-access learning. For example, one phonics project established a self-access platform that provided phonological knowledge to teachers who were to teach phonics with the use of IT. Another project that focused on English writing utilized the

web-based learning package offered by *HKedCity* so as to raise English teachers' language awareness of written text types. With reference to the English teaching process, IT gave teachers greater power to address learner diversity – for example – by providing multi-level and multi-sensory learning experiences. Teachers also demonstrated greater efficiency and effectiveness in teaching, given that they were reasonably competent in IT. It was observed that lower-form students adapted better to the learning modes IT than those higher-form students.

The main difficulty appeared to be teachers' insufficient experience in using IT. This affected their motivation to use IT in their teaching. To solve this, one of the schools arranged workshops in which teachers did hands-on activities and exchanged ideas about how to exploit the new teaching tool – a tablet computer – in teaching. Another school purchased and installed some software with a school subsidy to ensure more efficient use of IT in the classroom. The second difficulty concerned time. Schools reported that teachers did not have enough time to prepare IT teaching aids. For one school that purchased a speed-reading software, the teaching schedule was affected when the supplier failed to provide the software on time. In the end, the teachers had to adjust the teaching/learning pace and design activities themselves. Problems were also reported on using IT in assessment. Two of the schools described how the inclusion of IT could affect students' performance. One of them commented that students inevitably made typing mistakes, which counted against their grades. In another school, as many students did not have a computer at home and the computer rooms were constantly full, some students were unable to finish the tasks for assessment.

The promotion of the phonics activities was deemed necessary to amplify project impacts. One participating school noted that the teachers and students did not capitalize on the idea of IT ambassadors until their roles were clarified on a promotional video. To further refine learning experiences beyond the classroom, one school suggested converting teaching software into internet resources.

It was recommended that the following features be built into school-based IT software: revision materials of what was taught in class, individualized learning by allowing students to repeat the exercises, and escalated learning materials that extends from easy to advanced level knowledge of facts to materials that promote critical thinking. In implementing IT as part of teaching practices, it was suggested that IT helpers - whether IT technicians or IT ambassadors - be in the classroom to assist teachers and young learners. It was also suggested that students would benefit more from IT workshops if the workshops were held during long holidays.

With reference to the sustainability of the projects, many participants commented that the projects assisted the schools in setting up IT facilities (e.g. IT room), systems (e.g. Learning Management System) and courseware that were all very useful to the schools in the long run. Many schools planned to make use of the IT resources again in future years. One school reported

that they would cover the maintenance fee and purchase new software with the regular annual subsidies for IT or from other source of funding.

The projects generated a range of deliverables. Online courseware included the internet courseware that was open to all schools in Hong Kong (<http://www.bwcss.edu.hk/~e-schoolbag/>), a learning management system that keeps records of the pupils' performance in different language skills (listening, reading, writing and speaking), an online courseware that promotes co-operative learning in Primary three English lessons, the Sense Kids Yearn (SKY) website, the SKY School curriculum, as well as an instructional plan that consists of three modules including language arts (songs and popular culture) and non-language arts (social issues).

The offline courseware included a three-level interactive courseware; 24 lessons in total, which includes a CD, containing photos and supporting materials, a courseware with speed reading stories and practices for Primary one to Primary six, as well as four sets of courseware for Primary one to Primary three (two for each school term). In addition, there were ten cooperative learning activities for Primary three students, and a Multimedia room user manual for teachers.

One project school disseminated the project results in the school newsletter.

2.6.4 Drama Module

Projects categorised as using drama to teach English are listed below:

- “To Promote Teaching and Learning English through Drama”
- “Learning English with Puppets”

(The original title of the project is “Learning English with the Puppets”)

- “Drama in English Education: Building Up Confidence and Bridging Individual Difference with Drama”
- “English Funland”
- “SimCity – English is Everywhere”.

The aims and objectives of the Drama projects are to enhance students’ speaking skills, build up their confidence and to increase their motivation to learn.

Two project schools developed drama activities for performance and both reported that English learning have become more lively and interactive because of the drama initiative. In one of the schools, it was observed that not only were the student puppeteers eager to speak English, the students in the audience were also enthusiastic in mimicking the puppets. The project facilitated

the collaboration within the school and as well as across schools. Another positive outcome was the enhanced school image. In one of the schools, puppets are now a motif in English learning activities.

The schools commented that the professionalism of the teachers was enhanced as a result of training. In both schools, the techniques that the teachers acquired during training or through the preparation of shows — for example, drama teaching techniques and puppeteering — were applied in the regular classrooms so as to provoke students' interest in learning English. The preparation for shows also strengthened teachers' generic skills (e.g. knowledge in stage planning and collaboration skills). One of the schools reported that the projects had also broadened the horizon of the teachers. Activities were previously been regarded as peripheral to textbooks are now viewed as beneficial to students through the teaching of English through Drama; thus the enhanced cooperation between teachers and professional organisations have proven to show fruition.

Parents strongly supported the projects and their participation was one of the keys to success - as according to both schools. One school mentioned that the parents showed confidence that students were capable of applying their skills in producing puppet shows. Parents also demonstrated recognition and support to students at the students' drama performances.

Numerous benefits were reported regarding students' development. Other than the improved confidence and increased chances to speak English, both participating schools observed that the project had nurtured students' generic skills in terms of communication, collaboration and creativity. The projects have had a lasting effect – apart from exposing students to a greater variety of learning approaches, they have created a more genial, lively and interactive English learning environment. One of the schools observed that the students had a greater sense of belonging to their school after they had represented their school in inter-school performances and sharing.

With reference to the difficulties encountered in these projects, the production processes – a puppet show for example - was long and complicated, thus the students' dedication and unity were indispensable.

With reference to the success factors and good practices, since not all students can be included in a drama show, schools had to decide the roles of each and every student based on the goals and objectives of the Drama project. In a Drama project of one of the schools, the goal was to enhance students' interest and confidence in using English through inter- and intra- school performances. In light of this, the P.5 English teachers and the drama teacher chose 60 students to take part in the English through drama enrichment course. Other than taking into account of the students' interests and abilities, these 60 students were chosen since they were more passive

and less confident. Not only was the goal duly achieved, the students also developed generic abilities; especially in communication skills. It was also recommended that performances could go beyond the school. In one case, students performed not only in their own school but also in kindergartens and in other schools. The school felt that these sharing would effectively extend students' vision and a heightened willingness to participate in the community. The experience also convinced them of their ability to contribute to the community.

The sustainability of the Drama projects was achieved through experience-sharing sessions and documentation such as a booklet on English through drama activities, lesson plans on English through drama and a demonstration video disc. In one school, the "Puppet Theatre" and "Friends of Puppets" will be run every year so that different cohorts of students will have a chance to prepare and perform plays in front of their schoolmates.

2.6.5 Intervention Module

Projects categorised as Intervention Module are listed below:

- "Strengthening Learning and Eliminating Failures — Support Programme on School-based Curriculum and Teaching Design"

(The original title of the project is "Strengthening Learning and Eliminate Failures — Support Programme on School-based Curriculum and Teaching Design")

- "Remedial Teaching for Parents and Students"
- "Strengthening Learning and Eliminating Failures – Support Programme on School-based Curriculum and Teaching Design (Second Stage)"

(The original title of the project is "Strengthen Learning and Eliminate Failures – Support Programme on School-based Curriculum and Teaching Design (Second Stage)")

- "School-based Changes in Teaching and Learning"
- "Learning to Learn English Language Project"
- "School-based English Programme for Learning Difficulties"
- "Enjoy Co-reading Fun"
- "Enhancing Students' Ability and Interest in English Writing: Learning, Teaching and Assessment"
- "English Enhancement Programme for Underprivileged Students"

(The original title of the project is "English Enhancement Programme for the Underprivileged Students")

- "An Interactive School-based English Curriculum That Addresses Pupils' Different Learning Needs and Abilities".
- "Fostering the Development of English as a Foreign Language — Co-operative Learning Contexts"

The aims and objectives of the projects in the Intervention Programme are to help lower achievers or special needs students as well as to provide support for student learning. One project developed school-based Chinese, English and Mathematics curricula for less able students in order to cater for learner diversity. A system to identify and assist students with English learning difficulties was also established. In another case, the seed teacher (one of the first patch of teachers who received relevant professional training for the project) complemented the education experts in developing a curriculum for dyslexic students. The projects also had an impact on parents in such a way that they took more initiative to support, guide and encourage their children to learn English.

In the project that aimed at helping special needs students, the outcome was so visibly significant that additional teachers joined the project. Primary six students with special needs demonstrated major improvements in learning within the regular classroom after receiving training, which motivated other teachers to learn more about and participate in the project.

The good practices of the Intervention Programmes were the establishment of highly motivating activities at some schools. They also allowed students to work in small teams and limited the number of activities.

Despite the many advantages of the Intervention Programmes, some parents found it difficult to locate supplementary exercises suitable for their children. One of the solutions that the relevant school adopted was to introduce an online platform. Another project was affected due to school suspension during the SARS period. The singing competition originally planned was replaced by a writing competition but the purpose, nature and target participants remained unchanged.

2.6.6 Enrichment Module

The projects in the Enrichment Module aimed to enhance the learning of high achievers and gifted students. Among the 57 projects examined, only one project claimed that it implemented an Enrichment Programme. However, according to the definition by Renzulli (1977), an Enrichment Programme aims to develop talent in all children, to provide a wide range of enrichment experiences that are at an advanced level, and to provide advanced learning experiences based on students' interests. However, ten Enrichment projects did not give emphasis to gifted education but were still included as part of the Enrichment Programme module. These projects are listed below:

- “Creative English: An English Enhancement Programme for Primary Students”
- “Fun Fun English Super Camp”
- “Language Octopus”
- “Gifted Education in School-based Curriculum”
- “The Little Hong Kong English Ambassador”
- “Power Upgraded”
- “Pre-secondary English Enhancement Scheme”
- “Green Reporter Scheme”
- “Chatteris Schools English Development Programme”
- “Fun with English”
- “School-based All Round Language Enhancement Scheme”

The aims and objectives of these projects are to enrich students' English learning experience beyond classroom environments. These aims and objectives are formulated based on students' interests and are targeted at developing students' higher thinking skills, creativity, as well as personal and social skills. One project was a cross-curricular programme which aimed at nurturing gifted students. An Individualized Education Programme was also implemented for cross-curricular project learning. Some projects developed a set of curricula for Key Stage 2, which served as an extension of the existing school-based curriculum for Key Stage 1 so that students' generic skills could be further developed. Another project organized joint school reading activities, whereby children and parents from different schools could tell stories, organize short talks and perform radio dramas so as to promote the outcome, benefits and strategies of parent-child reading.

In order to bring success to English learning for young children, the focus of the activities has to be very clear so that everyone knew what to do and say. With reference to the sustainability of the Enrichment projects, some of the activities could be repeated and carried on forward. For example, the project “Green Reporters” would take the new title – *English Ambassadors* – and produce programmes of a greater variety for the school's English Channel. The radio programmes and scripts could also be re-used in the future so as to enrich the overall English

learning environment at school. They could also be uploaded onto the school website so that self-learning can be made possible for students at home.

2.7 Meta-data-analysis 2: Quantitative Results from the Questionnaires

2.7.1 Background

In addition to the content analysis, a questionnaire was used to investigate teachers' perceptions of the implementation of their QEF projects. Based on the themes generated from content analysis, a questionnaire comprising 57 questions was administered to collect teachers' perceptions of project achievements, impacts, success factors and sustainability. Five questionnaires were sent to each school/organisation. A total of 134 questionnaires were collected.

The questionnaire is composed of nine sections that are categorized into two main parts, which aims to gauge both the short-term and long-term outcomes of the projects. The first part consists of eight sections soliciting participants' responses on the (1) achievement of project objectives, (2) project impact, (3) difficulties/ways for improvement, (4) success factors, (5) good practices/extended good practices, (6) sustainability of the QEF projects, (7) QEF support measures and (8) other project applications. The second part consists of the demographic section.

Demographic profiles showed that most respondents came from aided primary schools/organisations (95.2%), with only a few from the private sector (4.0%). Only one respondent came from a government school (0.8%) (Question B5) (See Figure 5). The respondents represented a good range of positions, with most in the post of Certified Master/Mistress (35.0%), followed by Primary School Master/Mistress (26.7%) and Assistant Primary School Master/Mistress (26.7%). A few (11.7%) held an Assistant Master/Mistress position (Question B3) (See Figure 6).

Figure 5: School Types of the Respondents (Question B5)

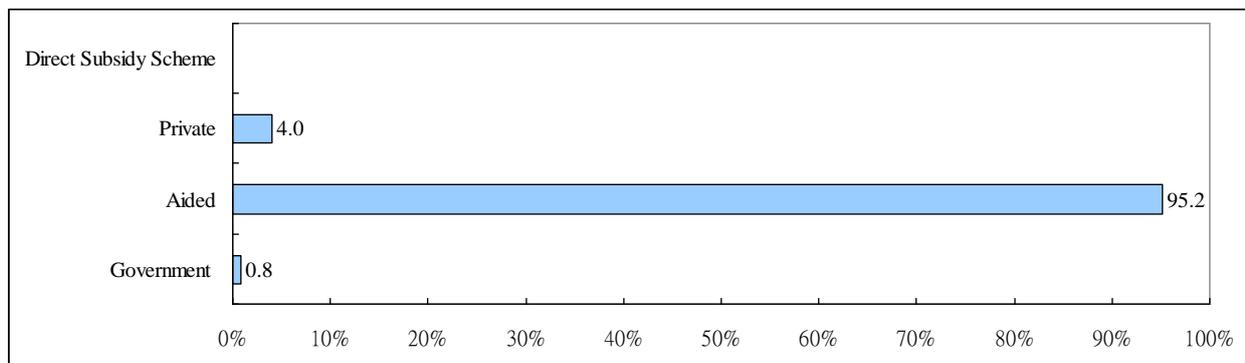
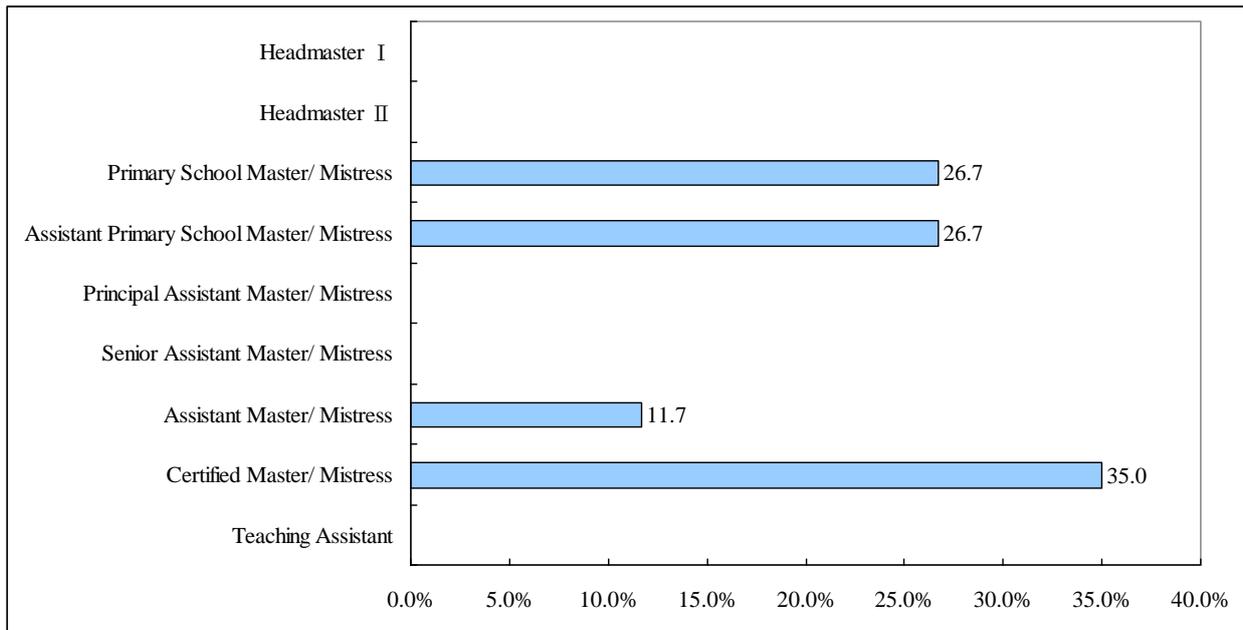


Figure 6: Current Positions of the Respondents (Question B3)



Respondents were predominantly local teachers (97.6%), with Native English Teachers making up the minorities (2.4%) (Question B1) (See Figure 7). Fewer than a third were English panel chairpersons (22.4%) or assistant English panel chairpersons (9.0%). A good proportion of the respondents were class teachers (38.3%). About a quarter (28.4%) had other administrative duties, ranging from academic panel head to administrators such as miscellaneous master/mistress (Question B4) (See Figure 8).

Figure 7: Roles of Respondents (Whether Respondents are Native English Teachers or Not) (Question B1)

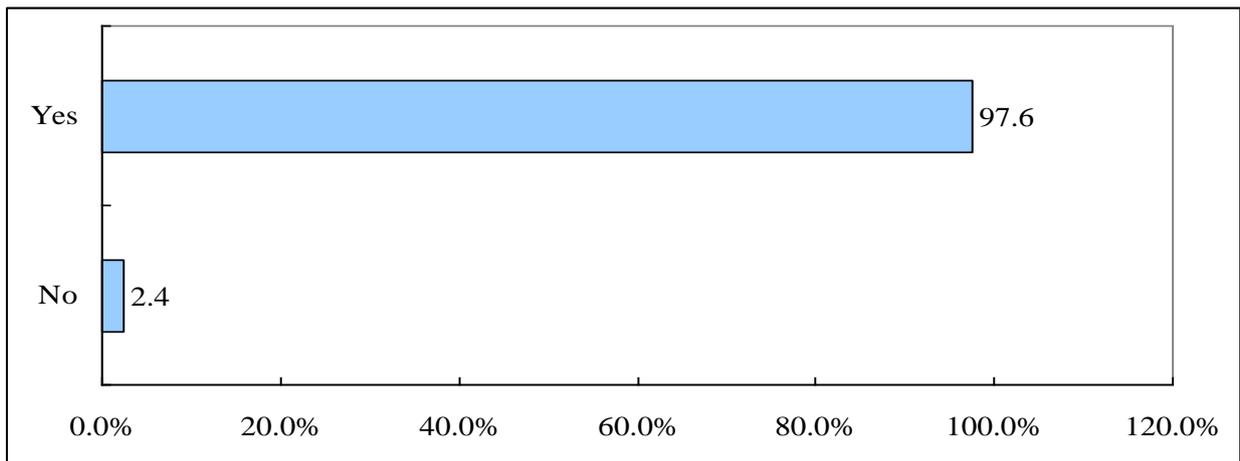
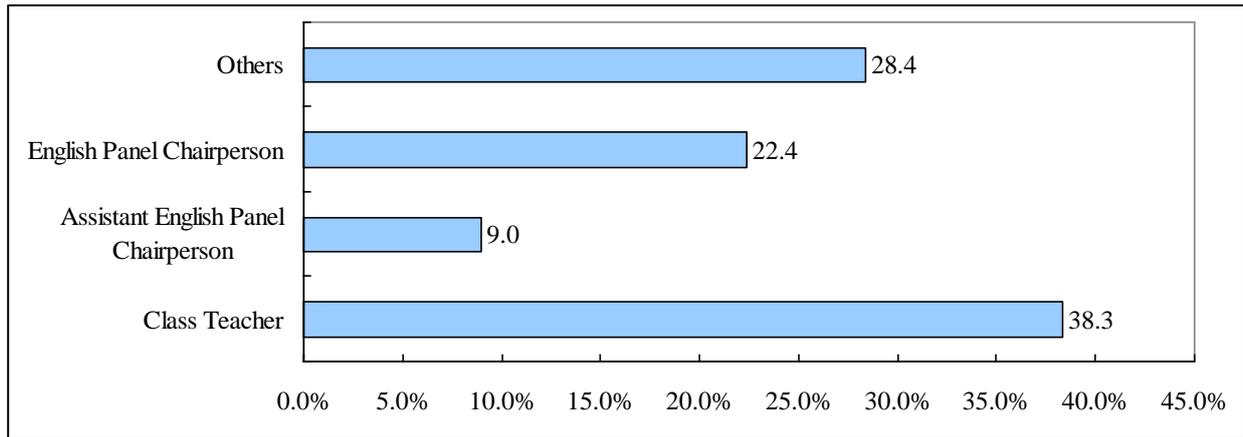


Figure 8: Administrative Responsibilities of Respondents in Schools (Question B4)



With reference to their teaching profiles, English was the major teaching subject for over three quarters of the respondents (79.9%). A third of all respondents (35.1%) taught subjects in addition to English (Question B2) (See Figure 9). Their other major subject(s) encompassed the whole spectrum of primary school subjects, including Chinese, Music, General Studies and Mathematics. Slightly more respondents taught English at the levels of P4 – P6 (72.4%) than at P1 – P3 (53.4%) (Question B6) (See Figure 10).

Figure 9: Major Subjects Taught by the Respondents in Schools (Question B2)

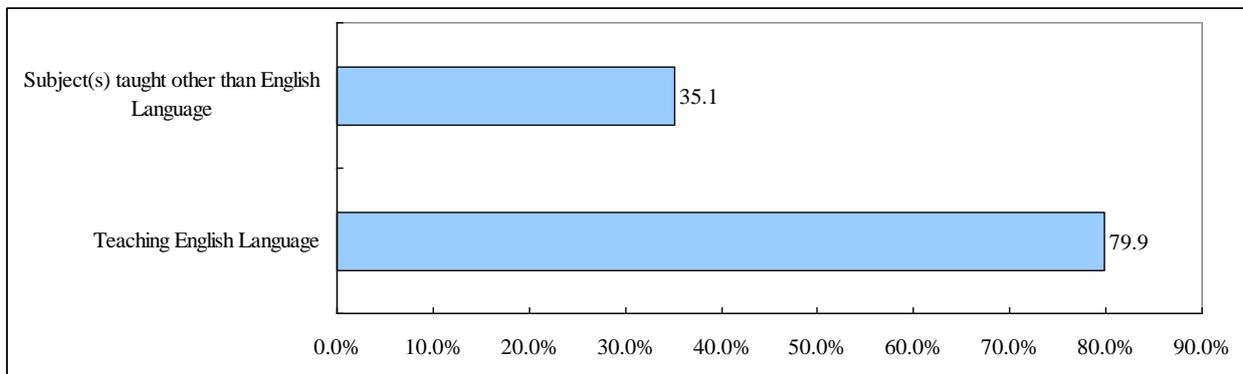
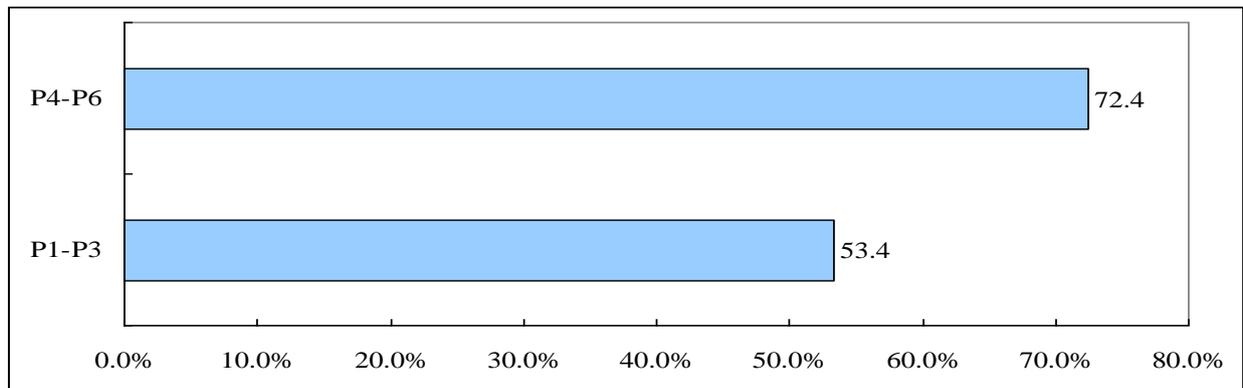
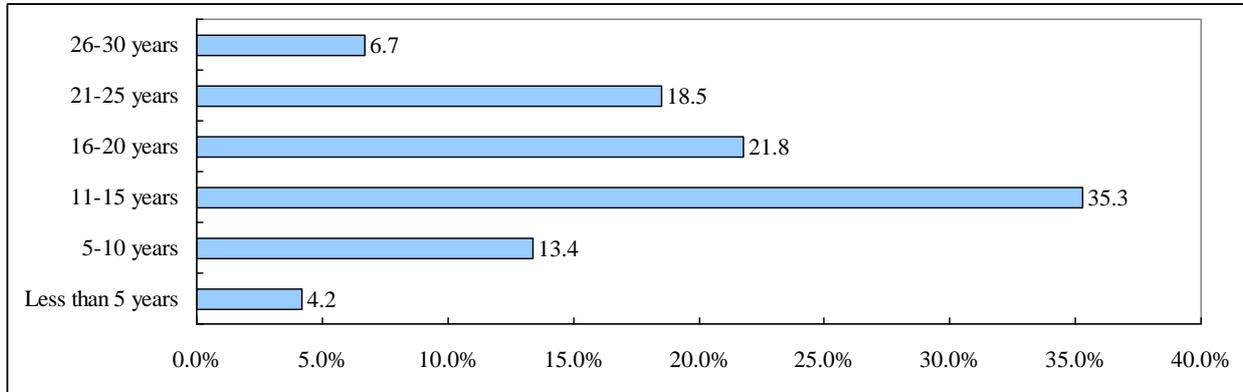


Figure 10: Levels of Students Taught by the Respondents (Question B6)



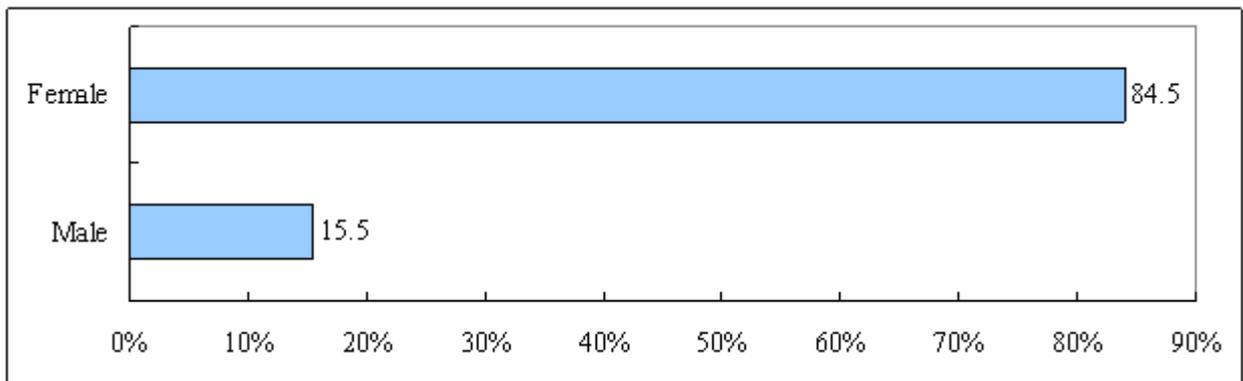
Respondents' total number of years of teaching English varied widely. Some (17.6%) of them had 1-10 years of experience. More than half (57.1%) have 11-20 years of experience and fewer than a third (25.2%) had 21-25 years of experience. (Question B8) (See Figure 11).

Figure 11: Respondents' Total Number of Years of Teaching English (Question B8)



Most respondents were female (84.5%; male: 15.5%) (Question B10) (See Figure 12).

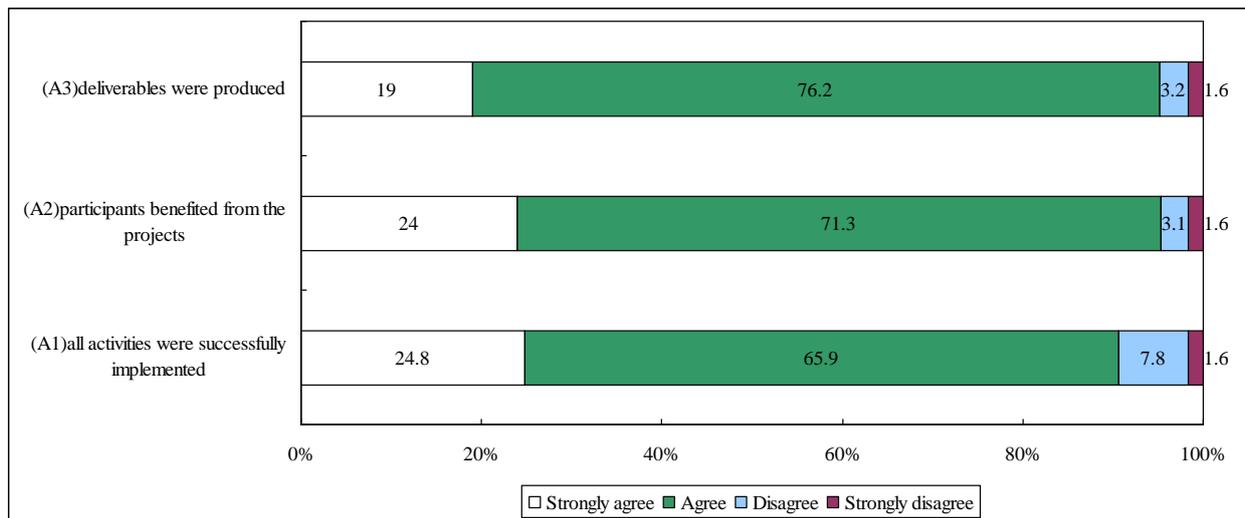
Figure 12: Gender of the Respondents (Question B10)



2.7.2 Overall Descriptive Results

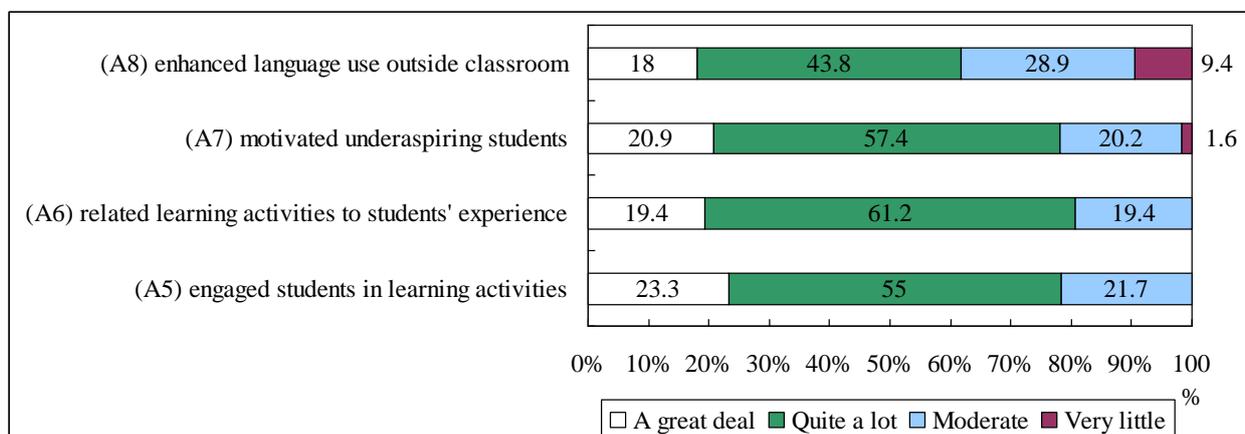
Results showed that project objectives were largely achieved. All activities were successfully implemented as planned according to about 90% of the respondents (90.7%) (Question A1). Close to 95% of the respondents agreed that the participants have benefited from the projects as expected (95.3%) (Question A2) and that the deliverables were produced as needed (95.2%) (Question A3) (See Figure 13).

Figure 13: Percentage Distribution of Achievement of Project Objectives (Questions A1-A3)



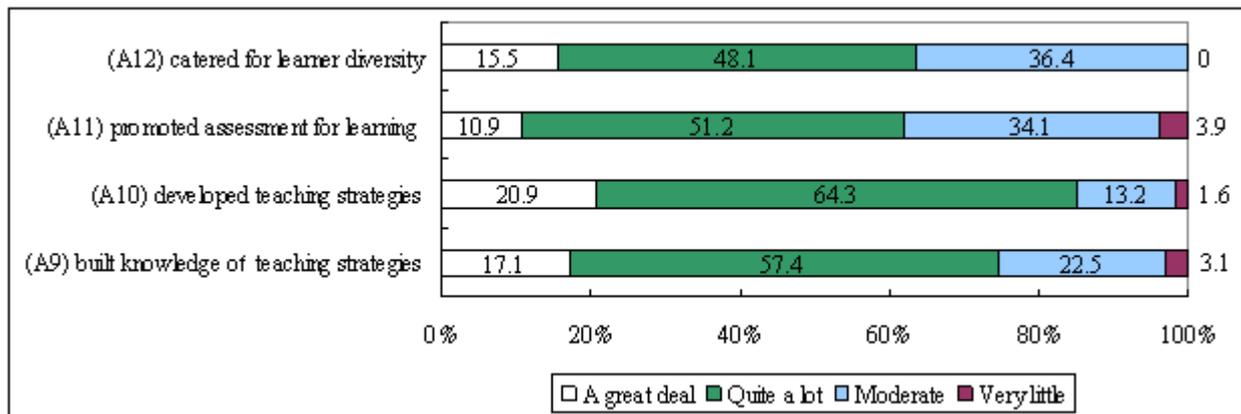
Results also suggested that the projects had at least a moderate impact on students' performance. About 80% of the respondents reported that the projects had quite a lot of impacts in the following areas related to students: being engaged in learning activities (78.3%) (Question A5), relating learning activities to learners' experiences (80.6%) (Question A6) and motivating underaspiring students (78.3%) (Question A7). Only slightly over 60% of the respondents felt that the project has enhanced language use outside classroom (61.8%) (Question A8) (See Figure 14).

Figure 14: Percentage Distribution of the Impacts of Projects on Students' Performance (Questions A5-A8)



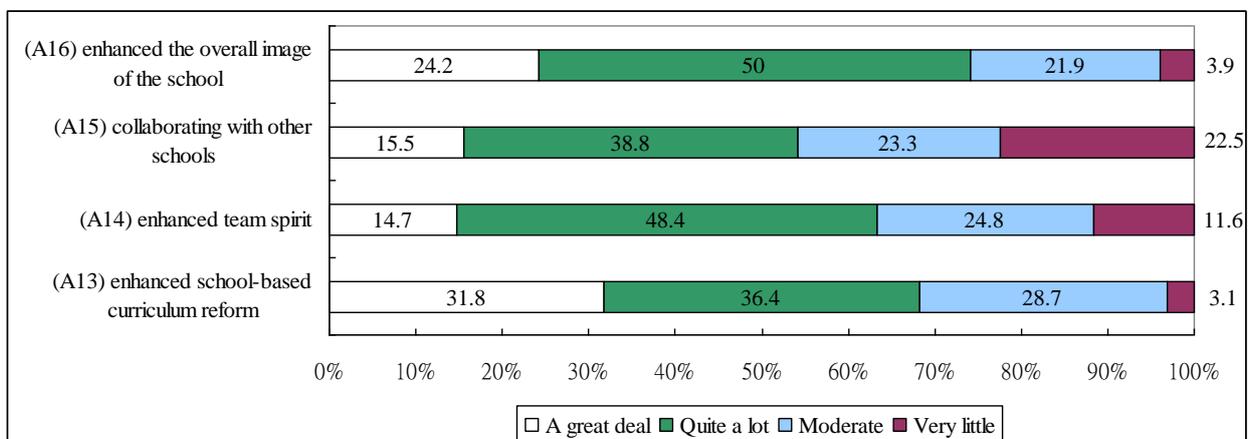
The results showed that the projects in general enhanced teachers' experience in the aspects surveyed. Over 80% of respondents thought the projects offered at least "quite a lot" of experience to teachers with regard to developing learning and teaching strategies (85.2%) (Question A10) and knowledge of learning and teaching strategies (74.5%) (Question A9). Nevertheless, only slightly over 60% of the respondents felt that the projects have quite significantly enhanced teachers' experience in promoting assessment for learning (62.1%) (Question A11) or in catering for learner diversity (63.6%) (Question A12) (See Figure 15).

Figure 15: Percentage Distribution of the Impacts of Projects on Teachers' Professional Development (Questions A9-A12)



With reference to the impacts of the projects on school development, about 70% of the respondents agreed that the projects have quite significantly enhanced the overall image of the school (74.2%) (Question A16) and school-based curriculum reform (68.2%) (Question A13). Comparatively fewer respondents agreed that the projects have significantly promoted team spirit (63.1%) (Question A14), or have enhanced collaboration with other schools/professional organisations/higher education institutions (54.3%) (Question A15) (See Figure 16).

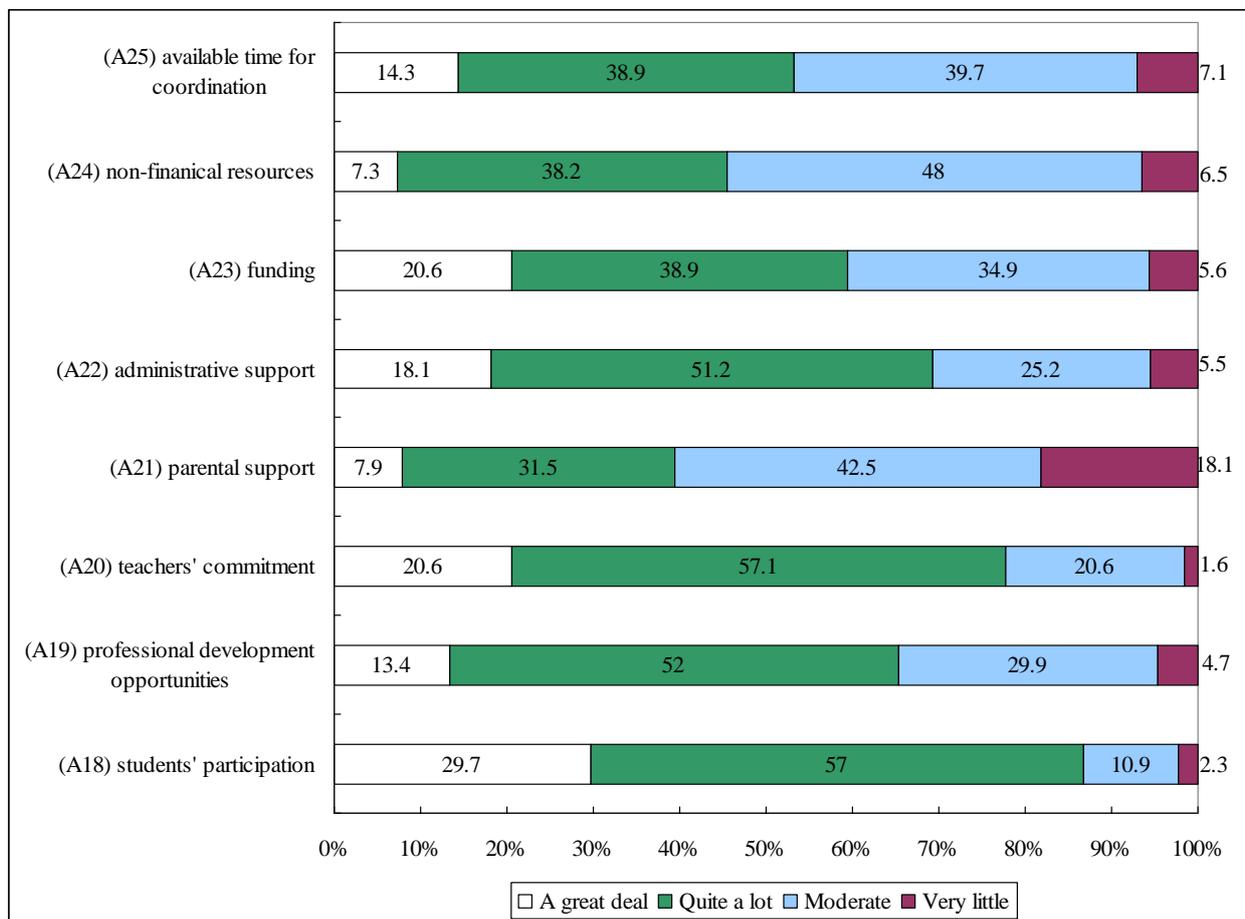
Figure 16: Percentage Distribution of the Impacts of Projects on School Development (Questions A13-A16)



With reference to the difficulties and ways to improve, most respondents reported that student participation (86.7%) (Question A18) and teachers' commitment (77.7%) (Question A20) helped them “a great deal” or “quite a lot”. Administrative support (69.3%) (Question A22) and professional development opportunities (65.4%) (Question A19) were also much appreciated.

Resource- and time-related items received relatively less positive ratings with fewer than 60% of the respondents reporting that they have had “quite a lot” of funding (59.5%) (Question A23), available time for coordination (53.2%) (Question A25) and non-financial resources (45.5%) (Question A24). Even fewer respondents reported that they have received a high degree of parental support (39.4%) (Question A21) (See Figure 17).

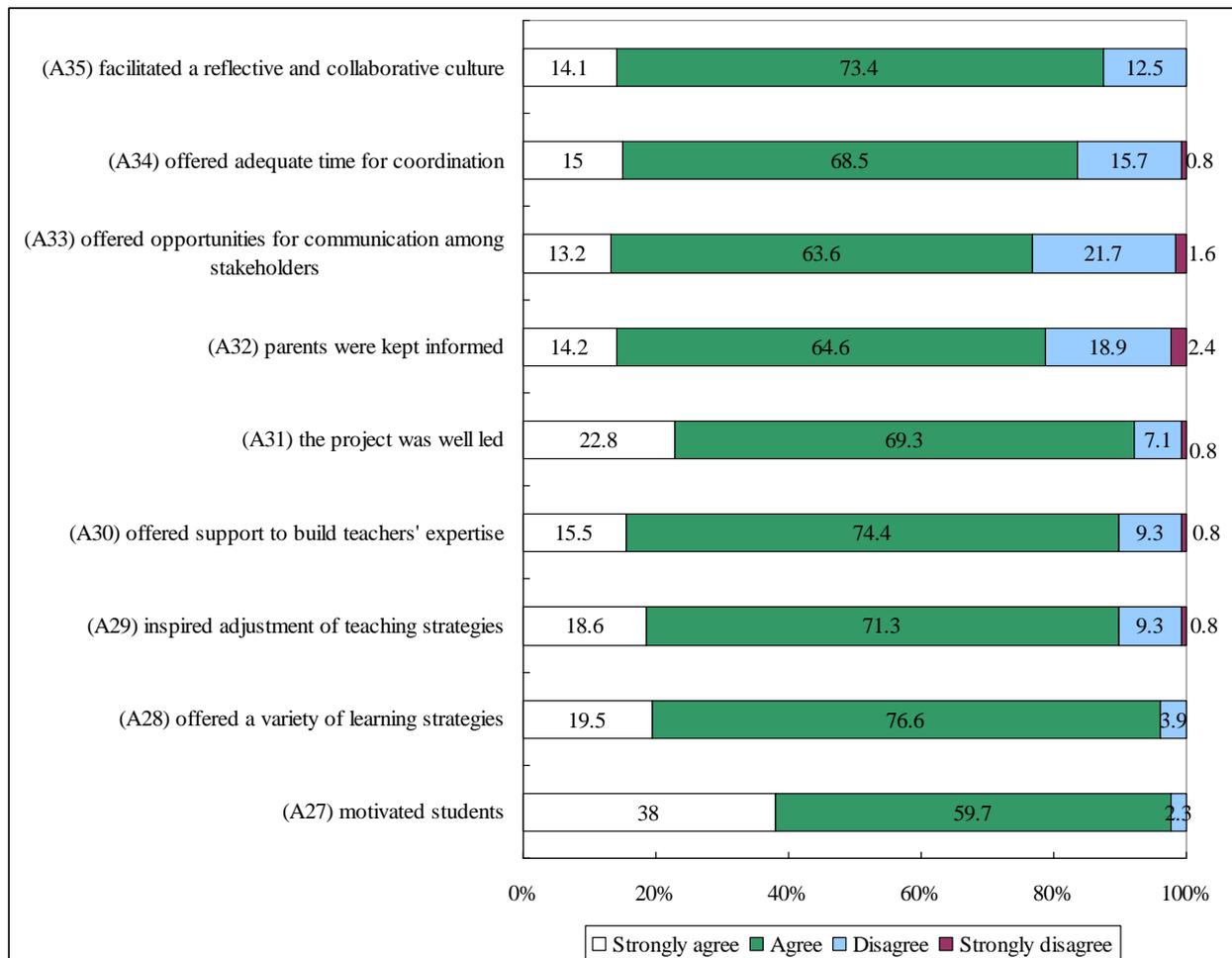
Figure 17: Percentage Distribution of Difficulties and Ways to Improve (Questions A18-A25)



In terms of success factors, an overwhelmingly large proportion of the respondents agreed that the projects motivated students (97.7%) (Question A27). It appeared that the projects also strongly contributed to the benefits of collaboration within and across the project schools or organisations. Respondents generally agreed that the projects were well-led by the project leaders (92.1%) (Question A31) and that they were offered adequate time for coordination of the projects (83.5%) (Question A34).

Most respondents affirmed that the project offered a variety of language learning strategies (96.1%) (Question A28), helped them build expertise in designing curriculum plans and exploring different learning and teaching strategies (89.9%) (Question A30) and inspired them to adjust teaching strategies (89.9%) (Question A29). Many reported that the projects facilitated a reflective and collaborative culture in the school (87.5%) (Question A35). In comparison, communication with stakeholders external to the project school or organisation team seemed to have benefited to a lesser extent. Just under 80% of the respondents suggested that the projects offered opportunities for communication and sharing among stakeholders (76.8%) (Question A33). Similarly, under 80% of the respondents agreed that parents were kept informed of the projects (78.8%) (Question A32) (See Figure 18).

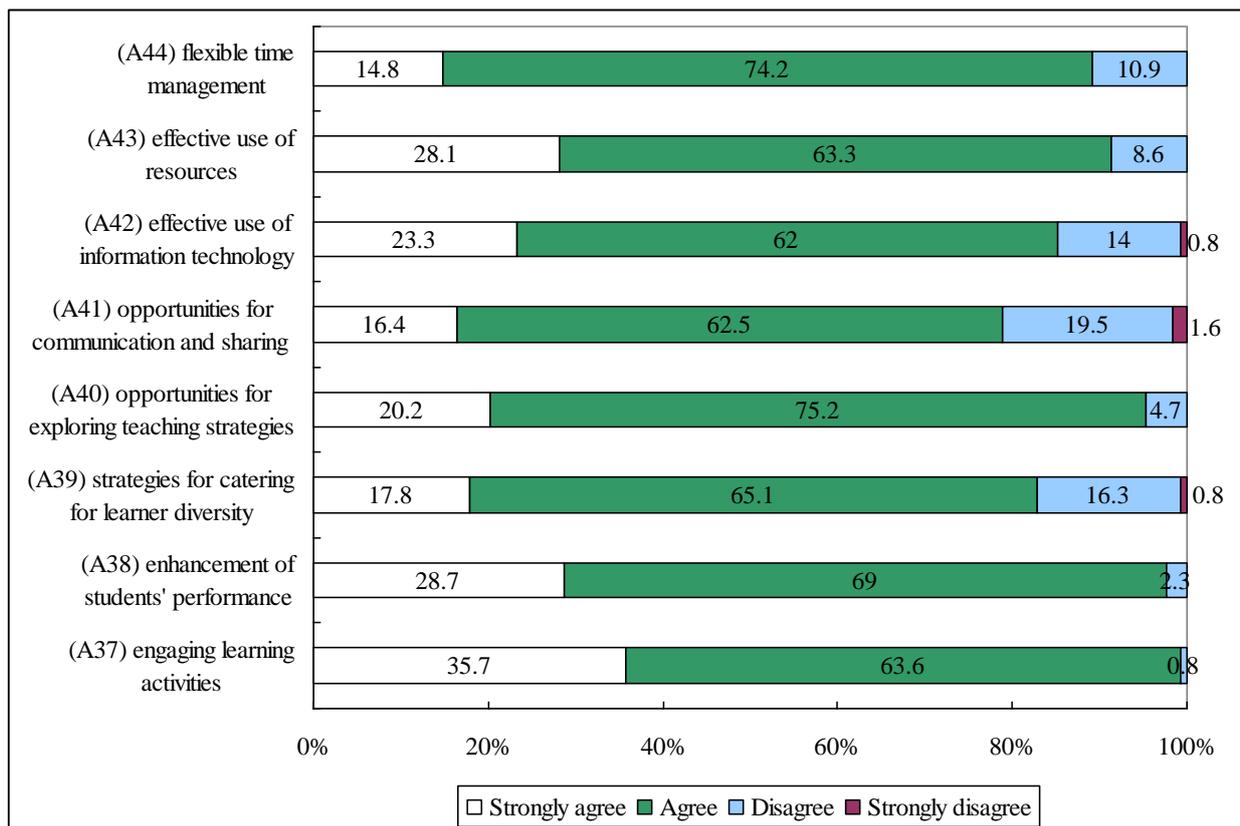
Figure 18: Percentage Distribution of Success Factors (Questions A27-A35)



Results suggested that good practices were observed in the projects. Overwhelmingly positive responses were recorded on items related to students' performance, and use of learning and teaching strategies, as well as resources. Nearly all respondents agreed that there were engaging learning activities for students (99.3%) (Question A37). Most agreed that there was enhancement of students' performance (97.7%) (Question A38), opportunities for exploring different learning and teaching strategies (95.4%) (Question A40), effective use of resources for language learning and teaching (91.4%) (Question A43) and of information technology in learning and teaching (85.3%) (Question A42). They also reported flexible time management during project implementation (89.0%) (Question A44).

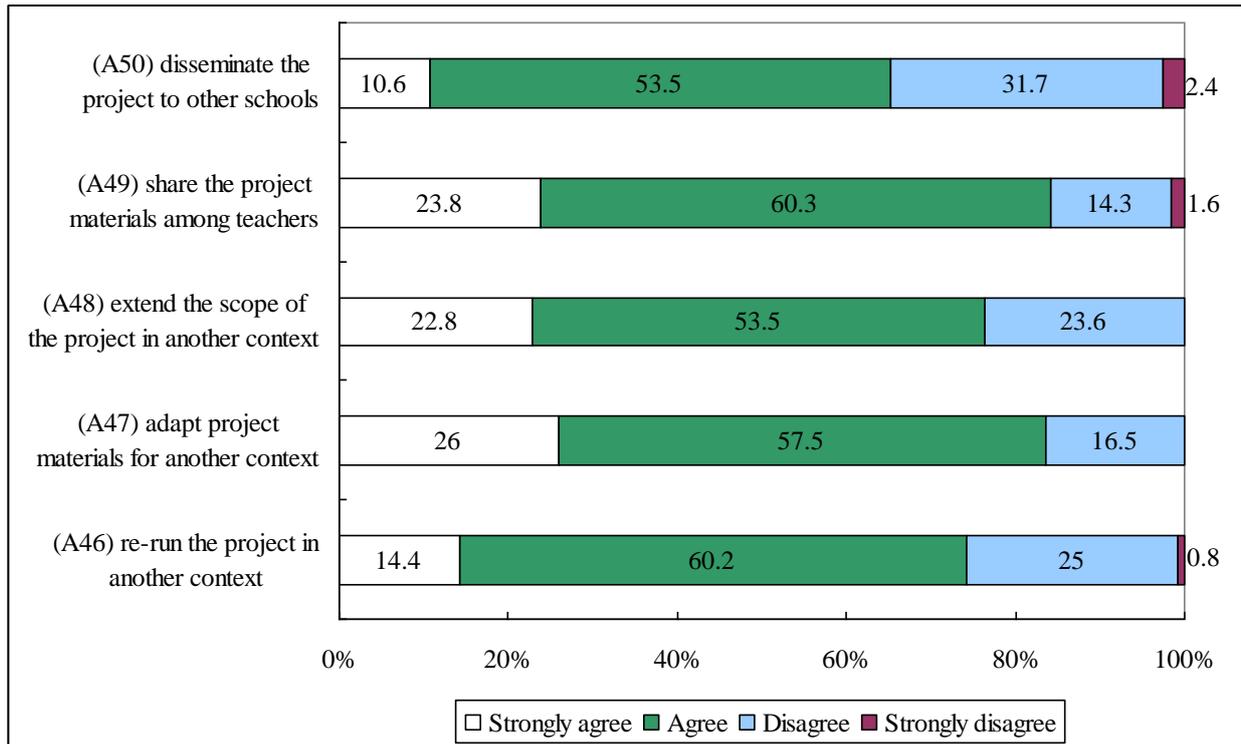
Many respondents also agreed that the project offered strategies for catering for learning diversity (82.9%) (Question A39) and there were opportunities for communication and sharing among teachers and parents during project implementation (78.9%) (Question A.41) (See Figure 19).

Figure 19: Percentage Distribution of Good Practices (Questions A37-44)



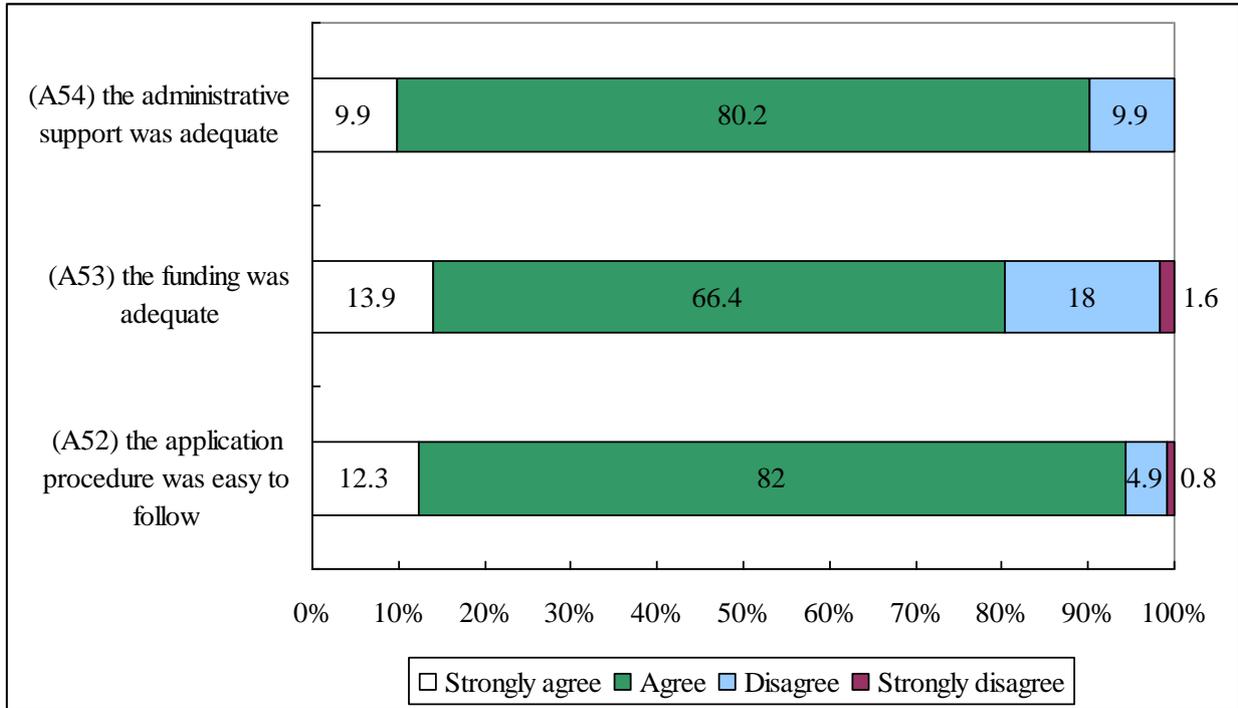
Results also indicated that the projects were sustained in various ways. A relatively high proportion of respondents indicated that they shared the project materials among teachers (84.1%) (Question A49) or adapted project materials for another context (83.5%) (Question A47). Many suggested that they have extended the scopes of the projects (76.3%) (Question A48) or re-ran the projects in another context (74.6%) (Question A46). Comparatively fewer respondents replied that they disseminated the projects to other schools (e.g. experience sharing seminars) (64.1%) (Question A50) (See Figure 20).

Figure 20: Percentage Distribution of Sustainability (Questions A46-50)



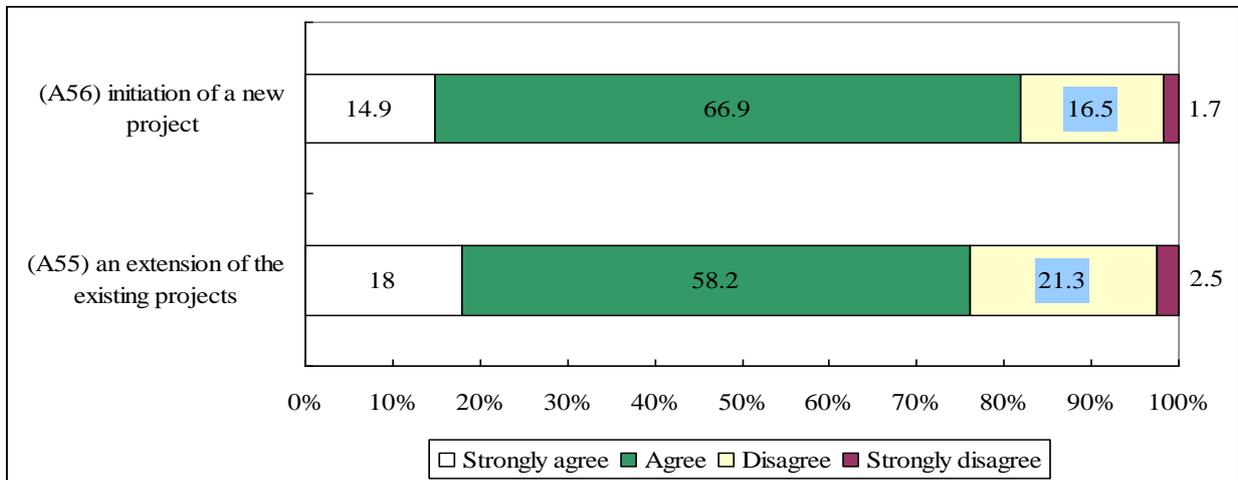
In comments on QEF support measures, respondents agreed that overall the support measures from QEF were adequate. More than 90% agreed that the application procedure was easy to follow (94.3%) (Question A52) and that the administrative support provided by QEF was adequate (90.1%) (Question A54). Many agreed that the funding was adequate (80.3%) (Question A53) (See Figure 21).

Figure 21: Percentage Distribution of Comments on QEF Support Measures (Questions A52-54)



Many respondents felt that the success of the projects would lead to an extension of the existing projects (76.2%) (Question A55) or the initiation of new projects (81.8%) (Question A56) (See Figure 22).

Figure 22: Percentage Distribution of Other Project Application (Questions A55-56)



In summary, respondents — mainly local English teachers and generally from aided primary schools — seemed to represent the mainstream in English Language education at the primary level. The majority agreed that the project objectives have been achieved. A good proportion thought that the projects have had a positive impact on students' performance, teachers' professional development and school development.

Most respondents believed that more student participation, teachers' commitment and teachers' professional development opportunities would be helpful to the further improvement of the projects.

Success factors and good practices of the projects were found to be greater motivation of students, better collaboration within and across the schools, more language learning strategies and help for teachers in curriculum design.

There was evidence that most of the projects were highly sustainable and it was generally reported that QEF support measures were adequate.

2.7.3 Quantitative Results Based on Different Modules

The respondents were categorised according to the modules that their projects belong to. It showed that there were 11 respondents for the Phonics module, nine respondents for the Reading module, 49 respondents for the E-learning module, nine respondents for the Drama module, 14 respondents for the Intervention Programme and 15 respondents for the Enrichment Programme (See Table 4). In the following section, descriptive results based on the six modules were presented.

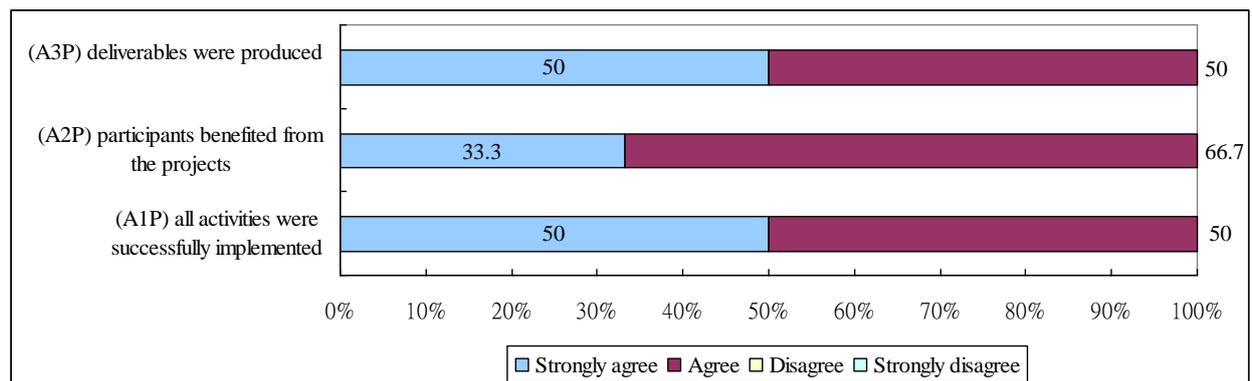
Table 4: Number of Respondents Based on Six Modules

Module	No. of Respondents	Coding of the Questions
Phonics	11	A1P - A56P
Reading	9	A1R - A56R
E-learning	49	A1IT - A56IT
Drama	9	A1D - A56D
Intervention Programme	14	A1In – A56In
Enrichment Programme	15	A1En – A56En

2.7.4 Phonics Module

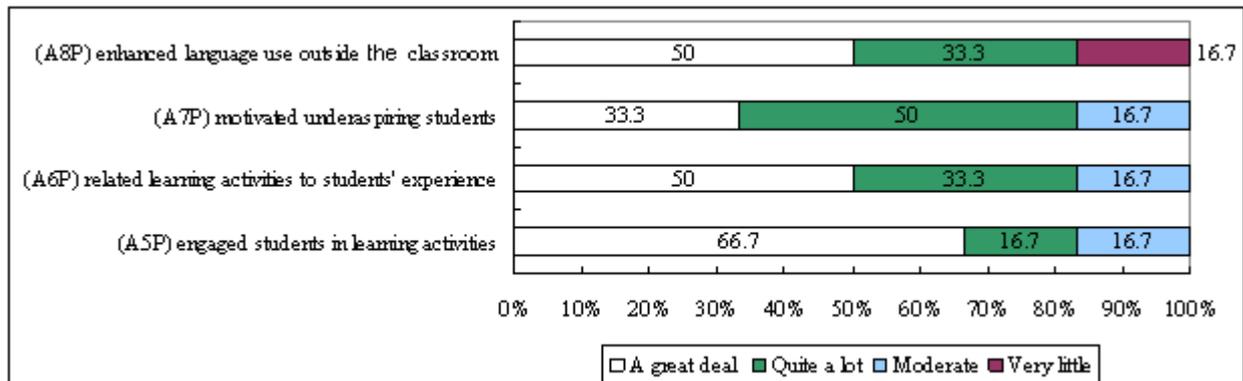
For the Phonics module, all of the respondents agreed that all activities were successfully implemented as planned (Question A1P), participants benefited from the project as expected (Question A2P), and the deliverables were produced as needed (Question A3P) (See Figure 23).

Figure 23: Percentage Distribution of Achievement of Project Objectives for the Phonics Module (A1P-A3P)



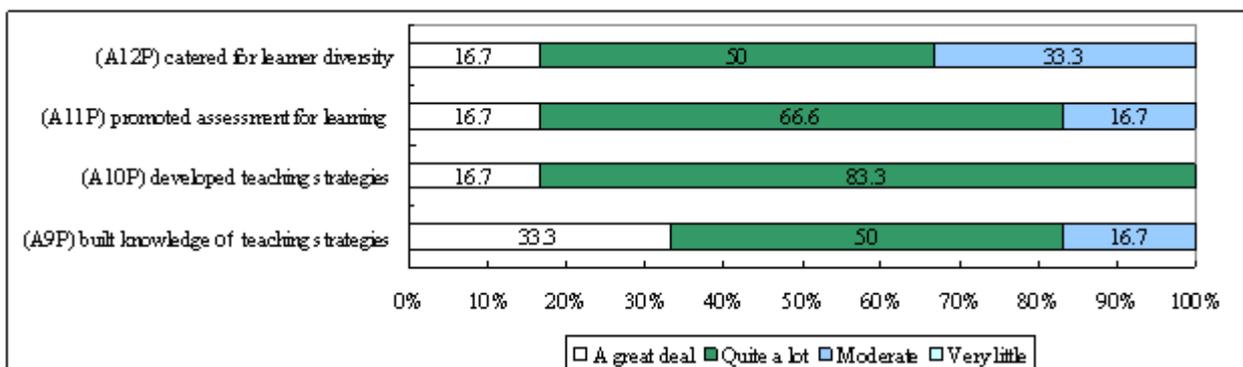
Regarding the impacts of Phonics-related projects on students' achievement, about 84% agreed that the project was very effective in engaging students in their learning activities (83.4%) (Question A5P), relating learning activities to students' learning experiences (83.3%) (Question A6P), motivating underaspiring students (83.3%) (Question A7P), and enhancing language use outside the classroom (83.3%) (Question A8P) (See Figure 24).

Figure 24: Percentage Distribution of the Impacts of Phonics-related Projects on Students' Performance (Questions A5P-A8P)



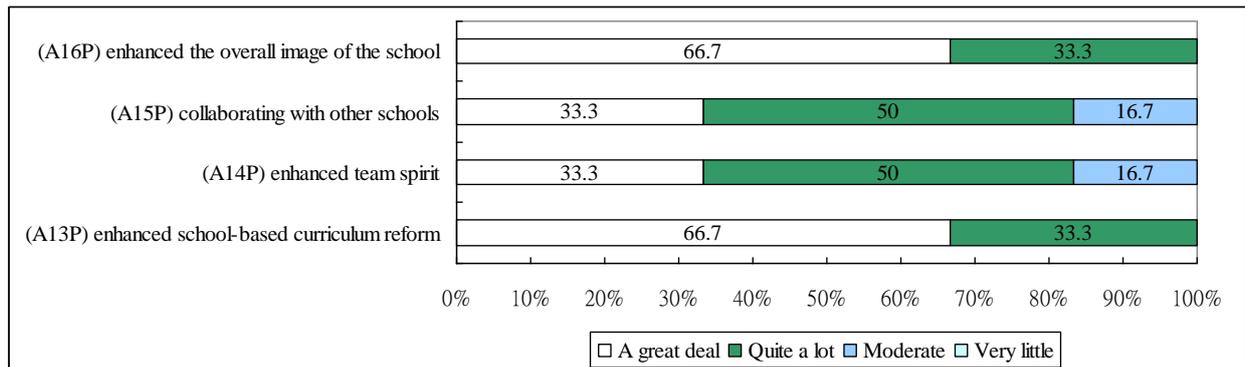
For the impacts of Phonics-related projects on teachers' professional development, all of the respondents agreed that the projects had a lot of impacts on developing learning and teaching strategies (Question A10P). 83.3% of the participating teachers agreed that the Phonics-projects had a lot of impacts on building knowledge of learning and teaching strategies (Question A9P) and promoting assessment for learning (Question A11P). 66.7% of the respondents agreed that the projects catered for learner diversity (Question A12P) (See Figure 25).

Figure 25: Percentage Distribution of the Impacts of Phonics-related Projects on Teachers' Professional Development (Questions A9P-A12P)



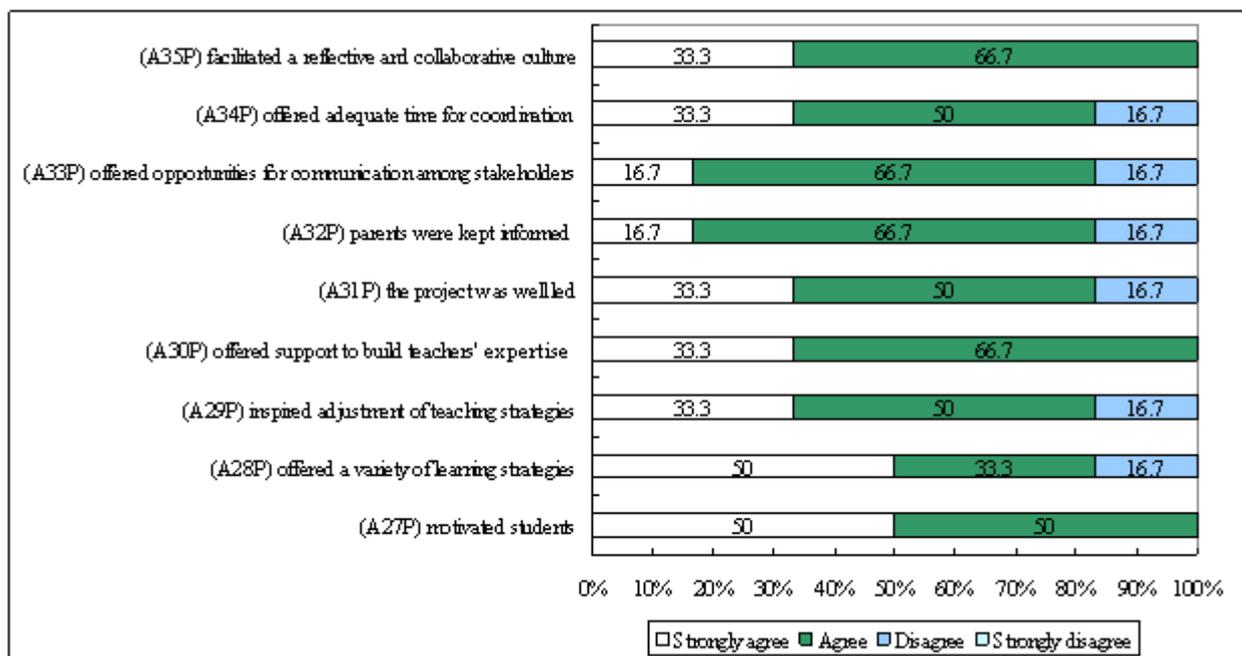
In terms of the impacts of Phonics-related projects on school development, all the respondents thought that the projects had quite a lot of impacts on enhancing school-based curriculum reform (Question A13P) and enhancing the overall image of the school (Question A16P). 83.3% of the respondents agreed that the projects enhanced team spirit (Question A14P) and there was quite a lot of collaboration with other schools (Question A15P) (See Figure 26).

Figure 26: Percentage Distribution of the Impacts of Phonics-related Projects on School Development (Questions A13P-A16P)



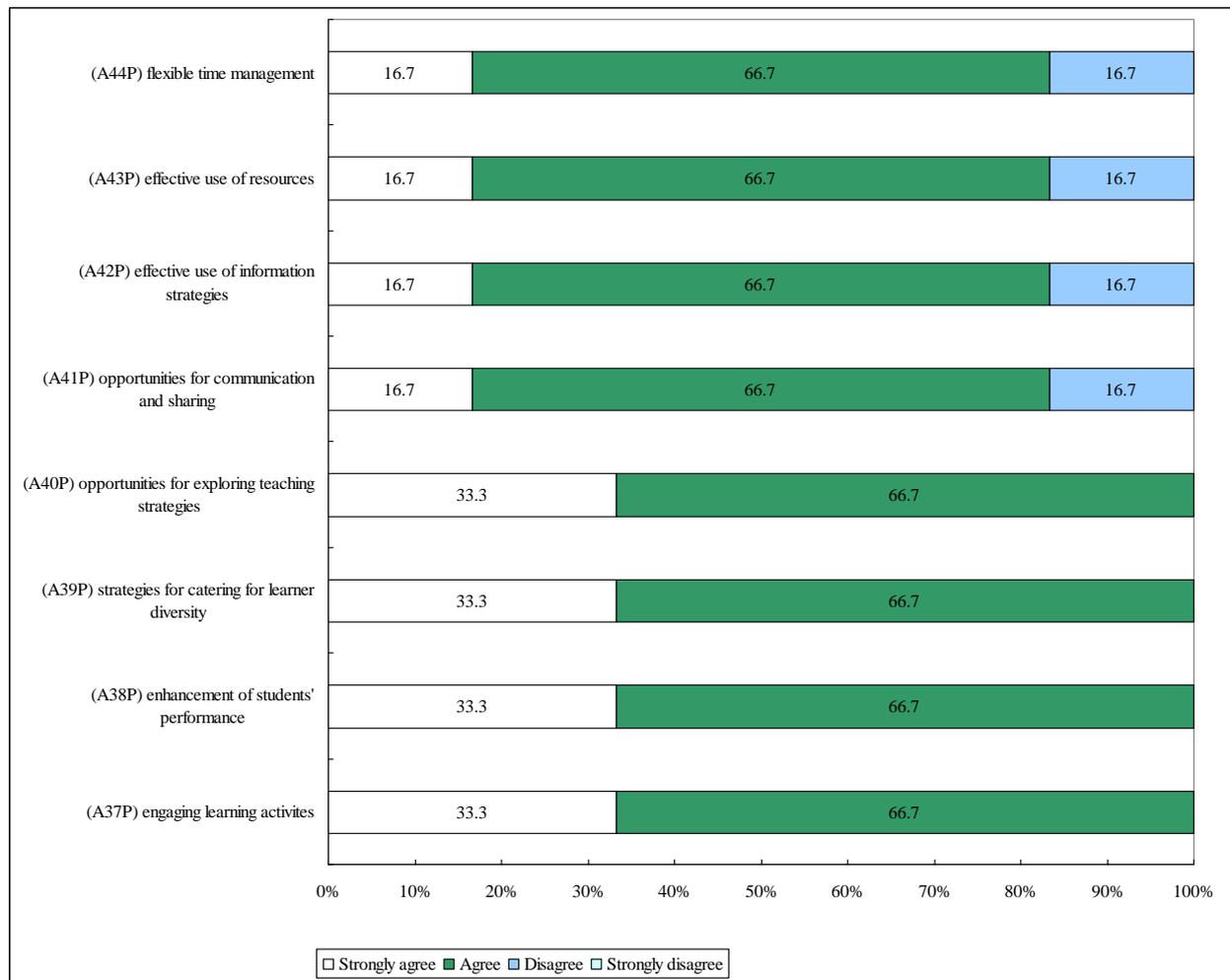
With regard to success factors, all of the respondents agreed that the Phonics-projects motivated students (Question A27P), offered support to build the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (Question A30P), and facilitated a reflective and collaborative culture (Question A35P). Most of the respondents (83.3%) agreed that the success factors included the following: (1) the projects offered a variety of language learning strategies (Question A28P), (2) the projects inspired adjustment of teaching strategies (Question A29P), (3) the projects were well led by the project leaders (Question A31P), (4) parents were kept informed of the projects (Question A32P), (5) the projects offered opportunities for communication and sharing among stakeholders (Question A33P), (6) the projects offered adequate time for coordination (Question A34P), and (7) the projects facilitated a reflective and collaborative culture in the school (Question A35P) (See Figure 27).

Figure 27: Percentage Distribution of Success Factors for the Phonics Module (Questions A27P-A35P)



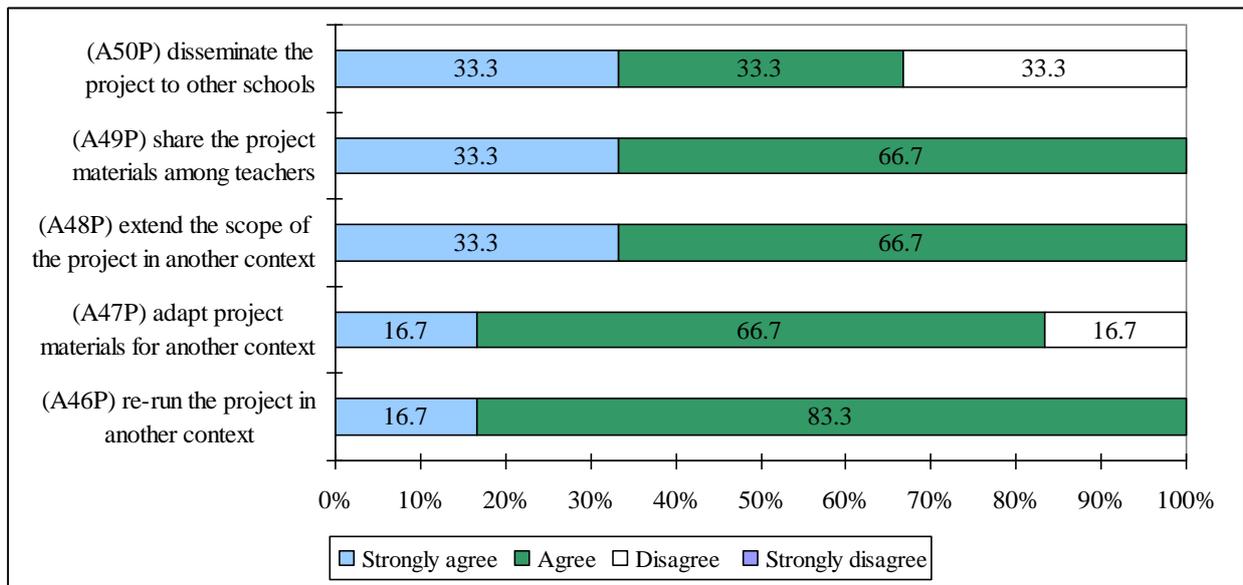
As for good practices, 100% of the teachers thought that good practices included engaging learning activities for students (Question A37P), enhancement of students' performance (Question A38P), teaching strategies for catering for learner diversity (Question A39P), and having opportunities for exploring different learning and teaching strategies (Question A40P). 83.4% of the teachers agreed that the good practices included opportunities for communication and sharing among teachers and parents during project implementation (Question A41P), the effective use of information technology in learning and teaching (Question A42P), the effective use of resources for language learning and teaching (Question A43P), and having flexible time management during project implementation (Question A44P) (See Figure 28).

Figure 28: Percentage Distribution of Good Practices for the Phonics Module (Questions A37P-A44P)



For sustainability, all the teachers agreed that the projects were sustained by re-running them in another context (Question A46P), extending the scope of the projects in another context (Question A48P), and sharing the project materials among teachers (Question A49P). 83.4% of the teachers agreed that projects were sustained by adapting project materials for another context (Question A47P). Only 66.6% of the teachers thought that the sustainability included disseminating the projects to other schools (Question A50P) (See Figure 29).

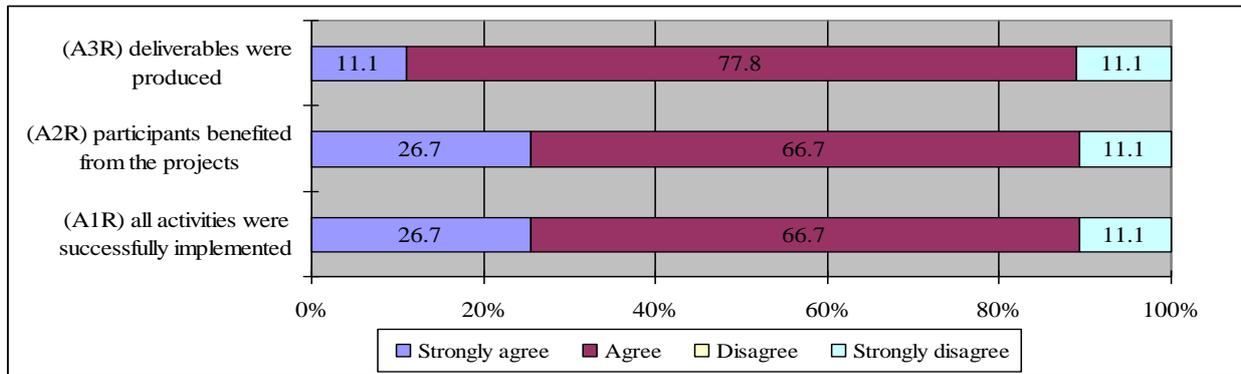
Figure 29: Percentage Distribution of Sustainability for the Phonics Module (Questions A46P-A50P)



2.7.5 Reading Module

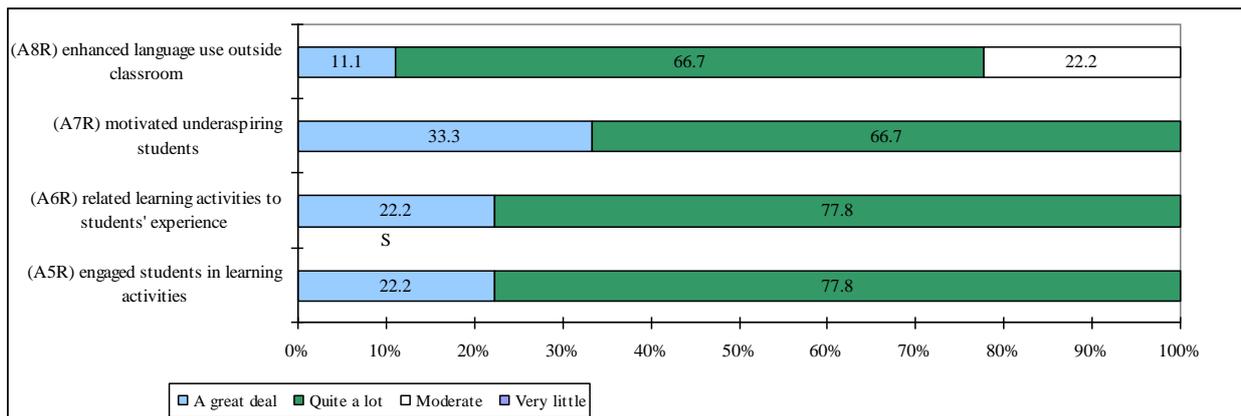
This section reports the results of the Reading module. For the achievement of objectives, 93.4% of the respondents agreed that all activities were successfully implemented as planned (Question A1R) and participants benefited from the projects as expected (Question A2R). 88.9% of the respondents agreed the deliverables were produced as needed (Question A3R) (See Figure 30).

Figure 30: Percentage Distribution of Achievement of Project Objectives for the Reading Module (A1R-A3R)



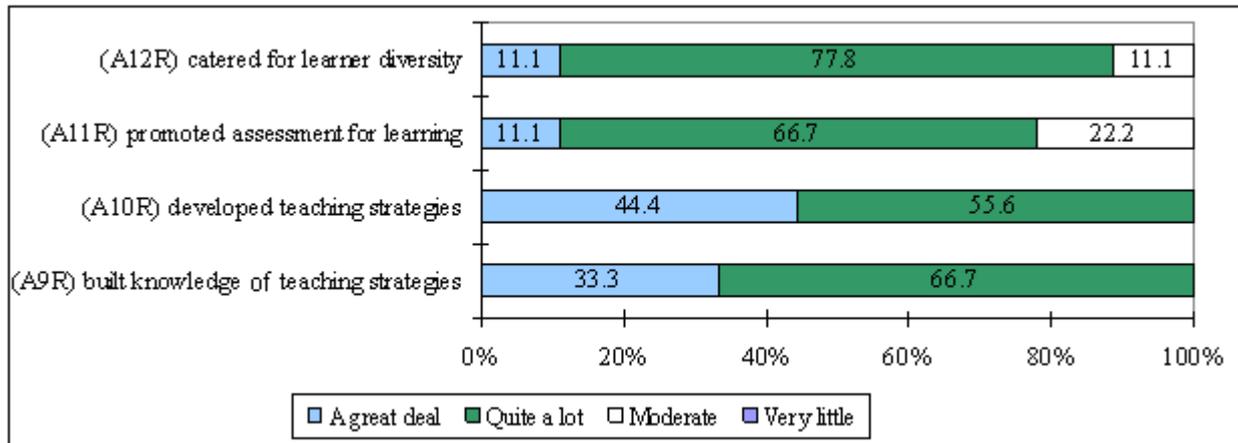
For the impacts of Reading-related projects on students' performance, all (100%) the respondents agreed that projects had quite a lot of impacts on engaging students in learning activities (Question A5R), relating learning activities to students' learning experiences (Question A6R), and motivating underaspiring students (Question A7R). 77.8% of the respondents agreed that the projects enhanced language use outside the classroom (Question A8R) (See Figure 31).

Figure 31: Percentage Distribution of the Impacts of Reading-related Projects on Students' Performance (Questions A5R-A8R)



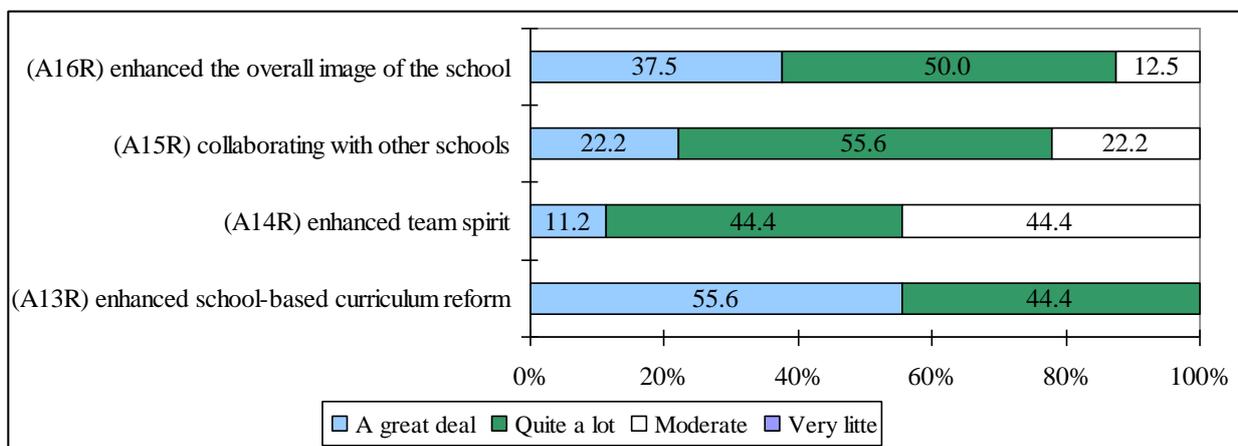
With reference to the impacts of Reading-related projects on teachers' professional development, all (100%) of the respondents agreed that the projects had a lot of impacts on building knowledge of learning and teaching strategies (Question A9R), and on developing learning and teaching strategies (Question A10R). 88.9% of the participating teachers agreed that the projects catered for learner diversity (Question A12R). 77.8% of the respondents thought that the projects had a lot of impacts on promoting assessment for learning (Question A11R) (See Figure 32).

Figure 32: Percentage Distribution of the Impacts of Reading-related Projects on Teachers' Professional Development (Questions A9R-A12R)



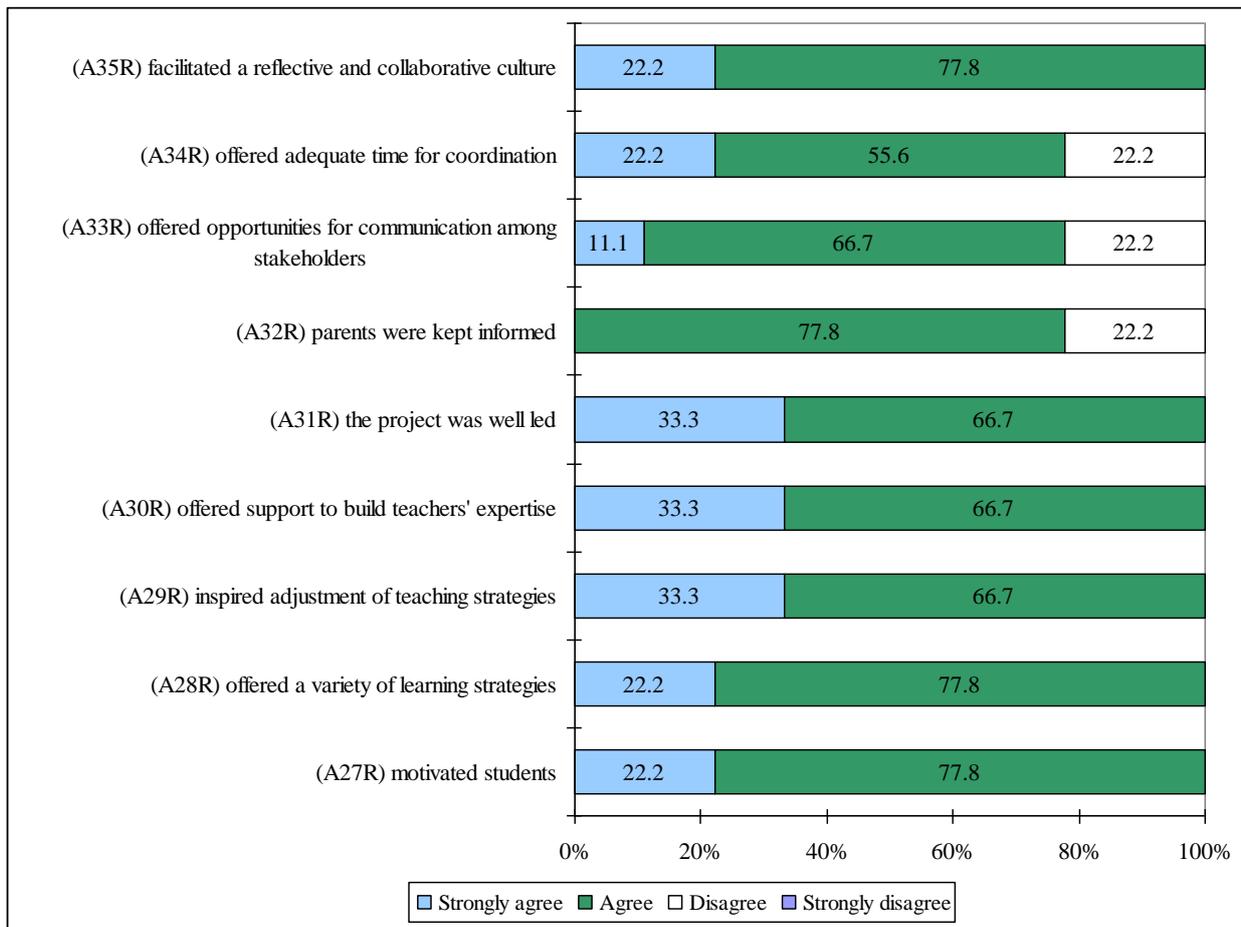
Projects regarding reading also had an impact on school development. All the respondents believed that the projects had positive impacts on enhancing school-based curriculum reform (Question A13R). 77.8% of the respondents thought that there was quite a lot of collaboration with other schools (Question A15R) and 87.5% of the respondents thought the projects enhanced the overall image of the school (Question A16R). 55.6% of the teachers agreed that the projects enhanced team spirit (Question A14P) (See Figure 33).

Figure 33: Percentage Distribution of the Impacts of Reading-related Projects on School Development (Questions A13R-A16R)



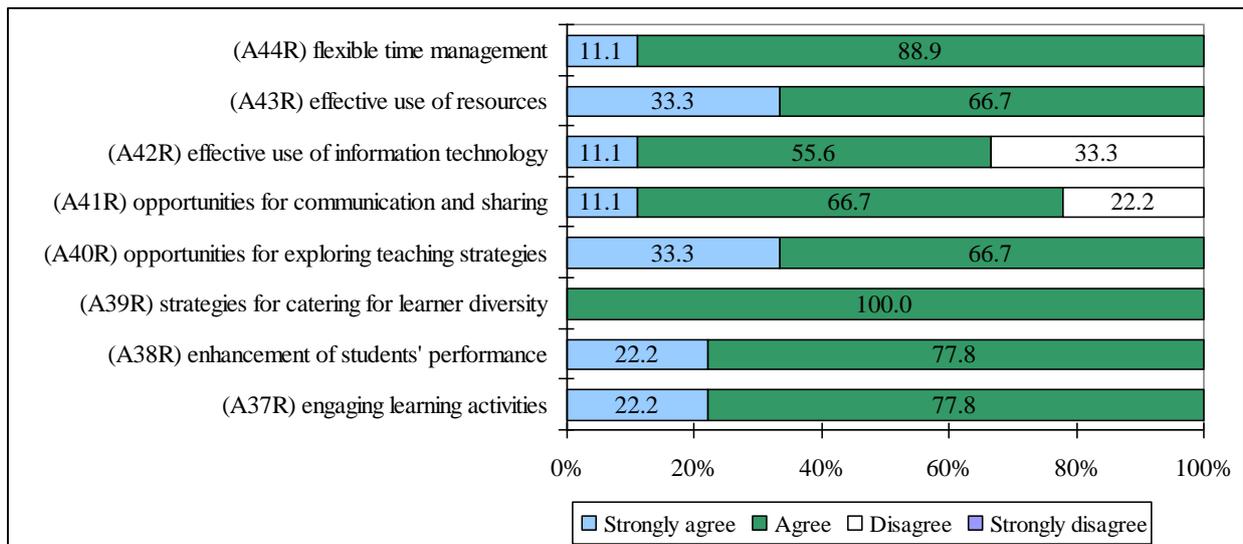
There were several success factors for the Reading module. All of the teachers agreed that the projects motivated students (Question A27R), offered a variety of language learning strategies (Question A28R), inspired adjustment of teaching strategies (Question A29R), offered support to build the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (Question A30R), were well led by the project leaders (Question A31R), and facilitated a reflective and collaborative culture in the school (Question A35R). 77.8% of the respondents agreed that parents were kept informed of the projects (Question A32R), the projects offered opportunities for communication and sharing among stakeholders (Question A33R), and the projects offered adequate time for coordination (Question A34R) (See Figure 33).

Figure 34: Percentage Distribution of Success Factors for the Reading Module (Questions A27P-A35P)



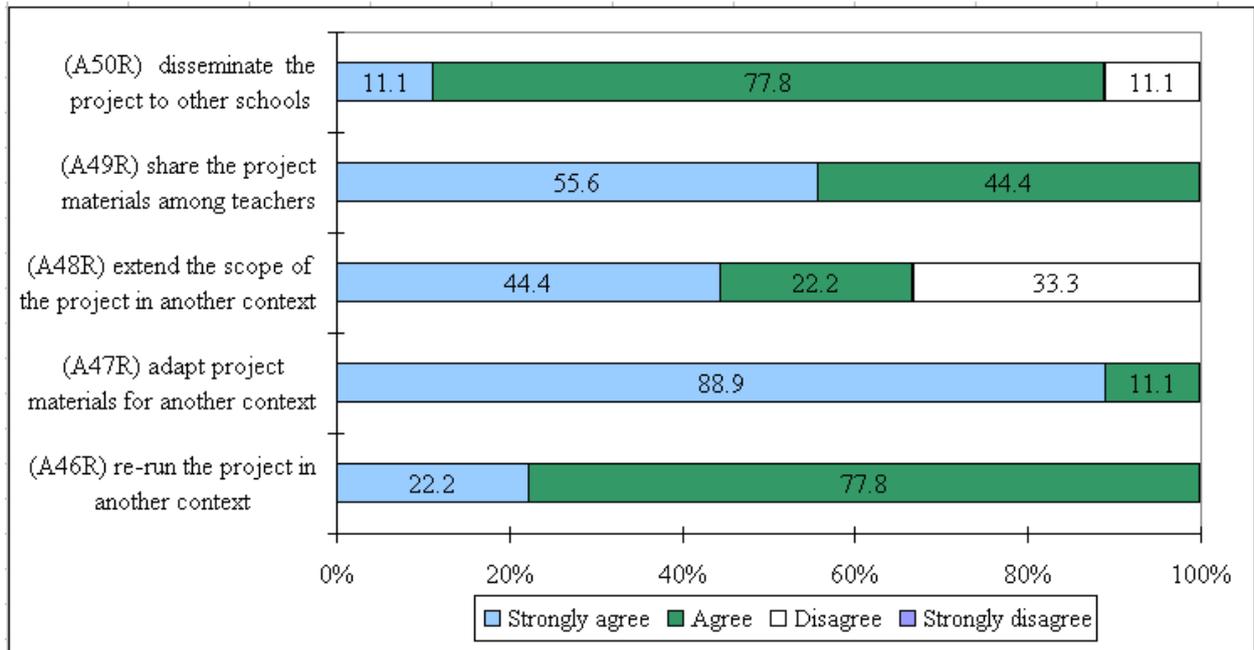
Regarding good practices for the Reading module, all respondents believed that the good practices included engaging learning activities for students (Question A37R), enhancement of students' performance (Question A38R), teaching strategies for catering for learner diversity (Question A39R), having opportunities for exploring different learning and teaching strategies (Question A40R), effective use of resources for language learning and teaching (Question A43R), and flexible time management during project implementation (Question A44R). 77.8% and 66.7% of the teachers thought that the good practices included sharing among teachers and parents during project implementation (Question A41P) and the use of information technology in learning and teaching (Question A42P) respectively (See Figure 35).

Figure 35: Percentage Distribution of Good Practices for the Reading Module (Questions A37R-A44R)



In reference to sustainability, all the teachers agreed that the projects were sustained by re-running them in another context (Question A46R), adapting project materials for another context (Question A47R), and sharing the project materials among teachers (Question A49R). 88.9% of the respondents agreed that the projects were sustained by disseminating them to other schools (Question A50R). Only 66.6% of the teachers believed that the projects could be sustained by extending the scope of the projects in another context (Question A48R) (See Figure 36).

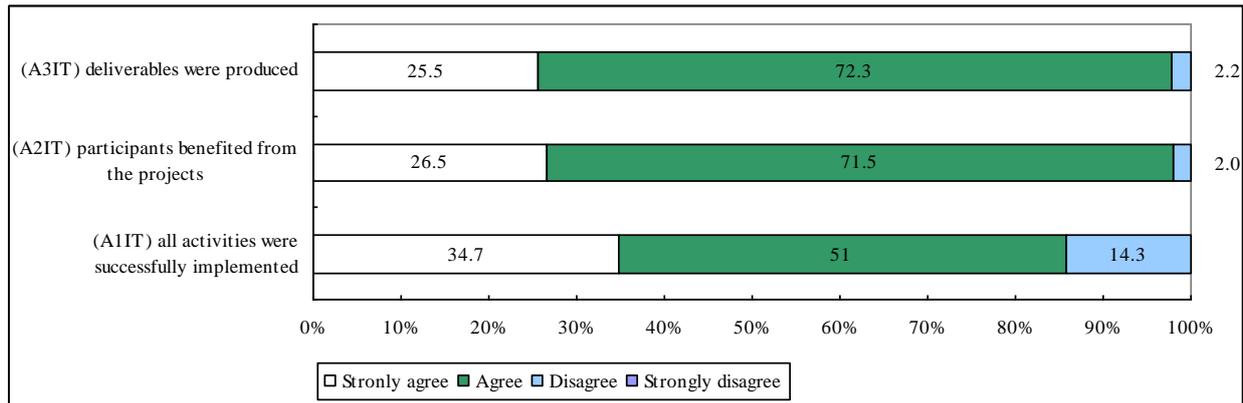
Figure 36: Percentage Distribution of Sustainability for the Reading Module (Questions A46R-A50R)



2.7.6 E-Learning Module

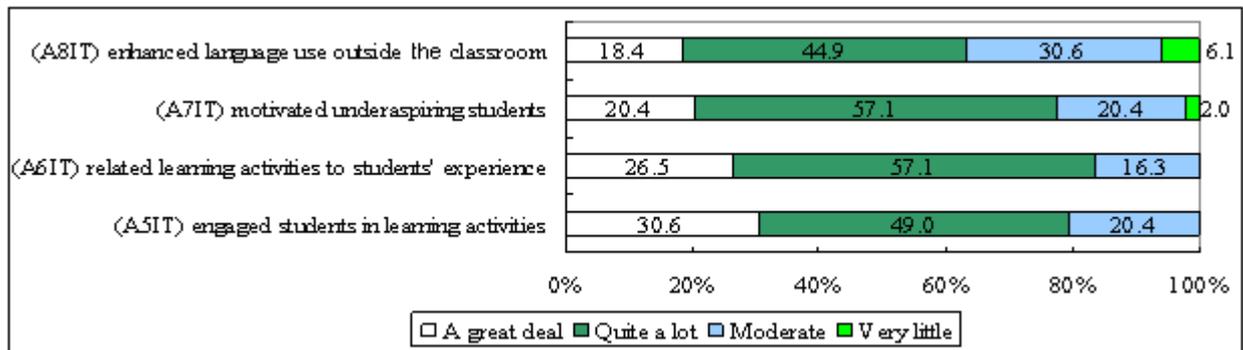
Most of the objectives of the E-learning projects for the E-learning module were achieved. Nearly all of the respondents agreed that the participants have benefited from the projects as expected (98.0%) (Question A2IT) and the deliverables were produced as needed (97.8%) (Question A3IT). Fewer respondents agreed that all the activities were successfully implemented as planned (Question A1IT) (See Figure 36).

Figure 37: Percentage Distribution of Achievement of Project Objectives for the E-learning Module (A1IT-A3IT)



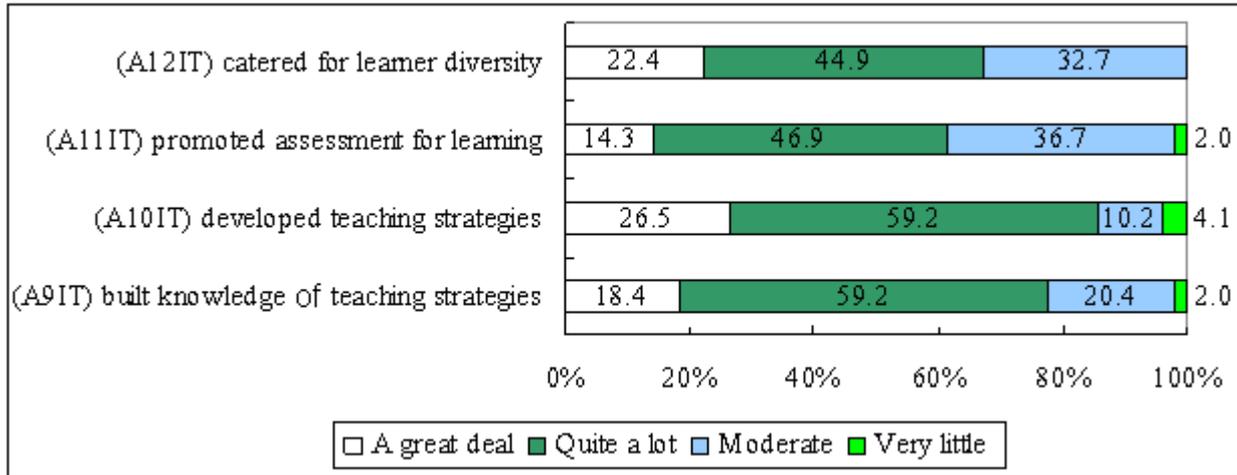
As for the impacts of E-learning projects on students' performance, about 80% of the respondents agreed that the projects had a lot of impacts on engaging students in learning activities (Question A5IT) and on relating learning activities to students' learning experiences (Question A6IT). 77.5% of the respondents agreed that the projects motivated underachieving students (Question A7IT). Only 63.3% of the participating teachers agreed that projects enhanced language use outside the classroom (Question A8IT) (See Figure 38).

Figure 38: Percentage Distribution of the Impacts of E-learning Projects on Students' Performance (Questions A5IT-A8IT)



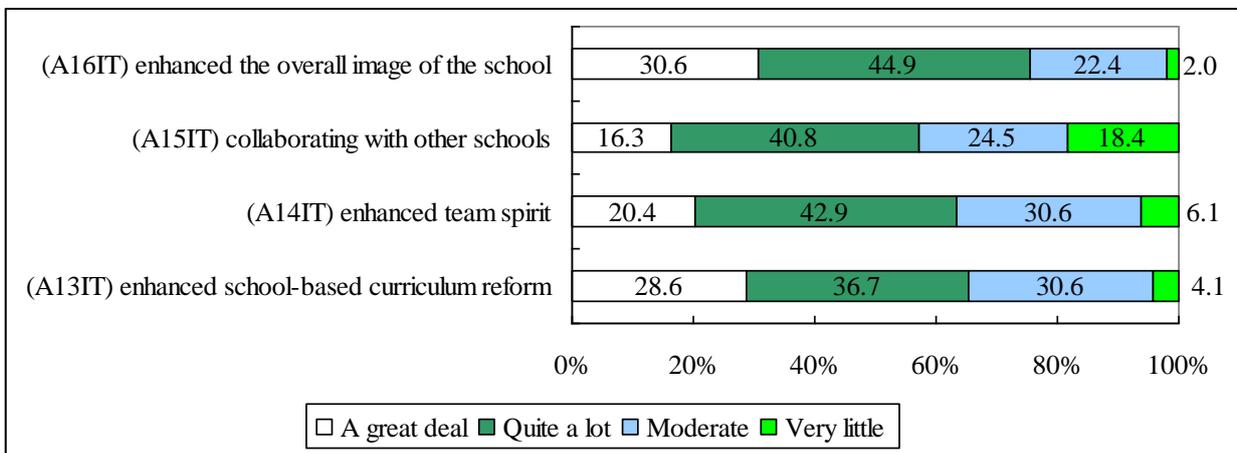
The E-learning projects had an impact on teachers. Most of the respondents (85.7%) agreed that teachers benefited from the projects in terms of developing learning and teaching strategies (Question A10IT). 77.6% of the respondents agreed that the projects built knowledge of learning and teaching strategies (Question A9IT). 61.2% and 67.3% of the respondents thought that the projects promoted assessment for learning (Question A11IT) and catered for learner diversity (Question A12IT) respectively (See Figure 39).

Figure 39: Percentage Distribution of the Impacts of E-learning Projects on Teachers' Professional Development for the E-learning Module (Questions A9IT-A12IT)



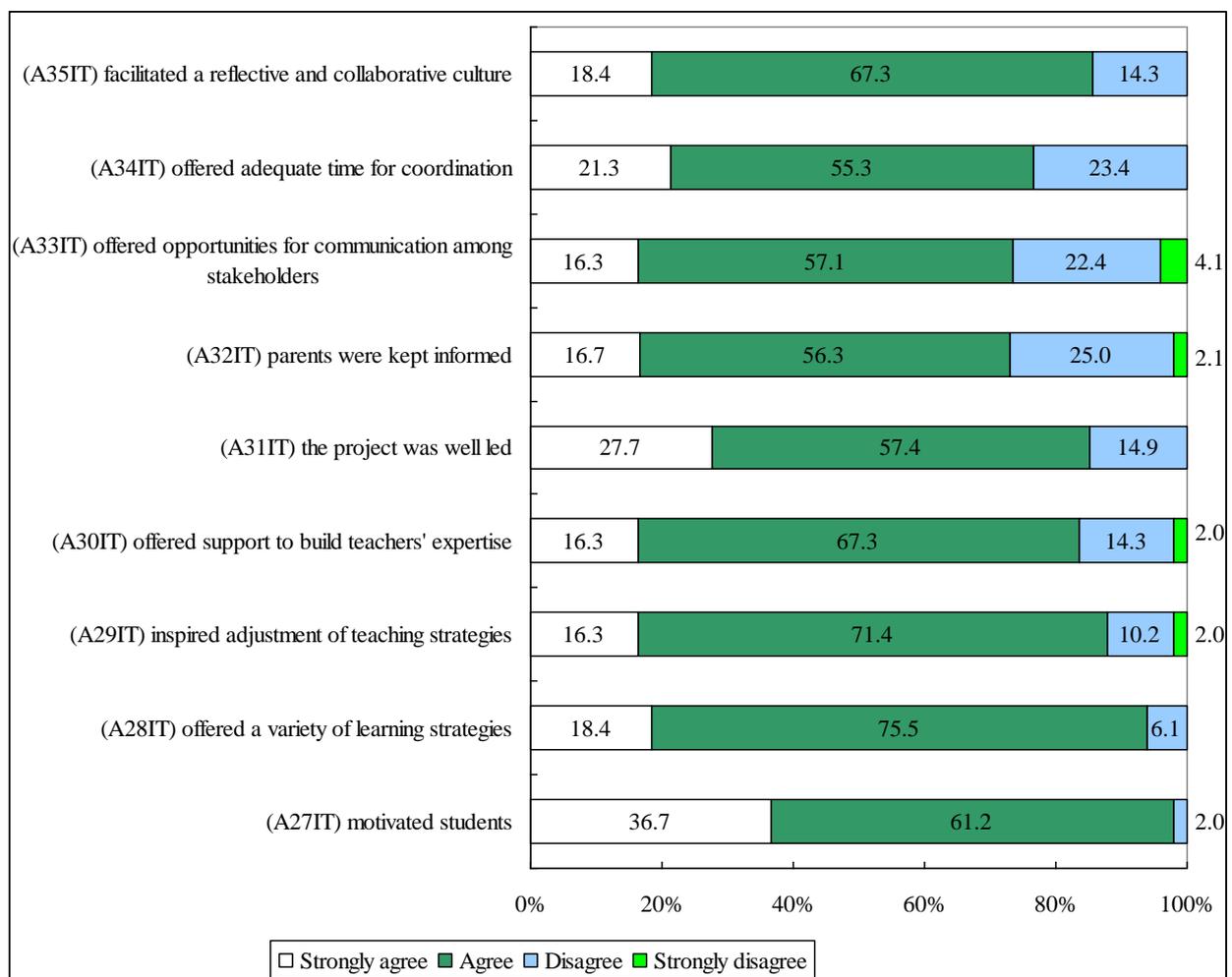
Regarding the impacts of E-learning projects on schools, 75.5% of the teachers thought that the projects had a lot of impacts on enhancing the school image (Question A16IT). About 65% of the teachers believed that projects had quite a lot of impacts on enhancing school-based curriculum reform (Question A13IT) and on enhancing team spirit (Question A14IT). 57.1% of the teachers agreed that there was quite a lot of collaboration with other schools (Question A15IT) (See Figure 40).

Figure 40: Percentage Distribution of the Impacts of E-learning Projects on School Development (Questions A13IT-A16IT)



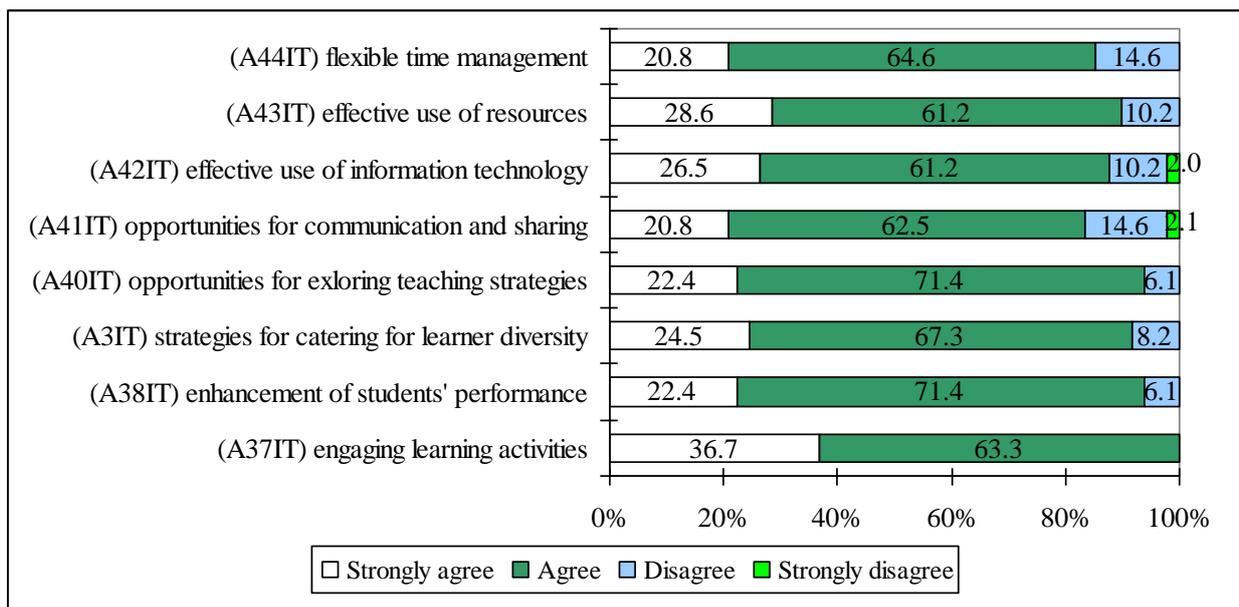
With reference to the success factors, over 90% of the respondents agreed that the projects motivated students (97.9%) (Question A27IT) and the projects offered a variety of language learning strategies (93.9%) (Question A28IT). Over 80% of the teachers agreed that the projects inspired the adjustment of teaching strategies (87.7%) (Question A29IT), offered support in building the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (83.6%) (Question A30IT), were well led by the project leaders (85.1%) (Question A31IT), and facilitated a reflective and collaborative culture in the school (85.7%) (Question A35IT). About 75% of the teachers agreed that parents were kept informed of the project (73%) (Question A32IT), the projects offered opportunities for communication and sharing among stakeholders (73.4%) (Question A33IT), and the projects offered adequate time for coordination (76.6%) (Question A34IT) (See Figure 41).

Figure 41: Percentage Distribution of Success Factors for the E-learning Module (Questions A27IT-A35IT)



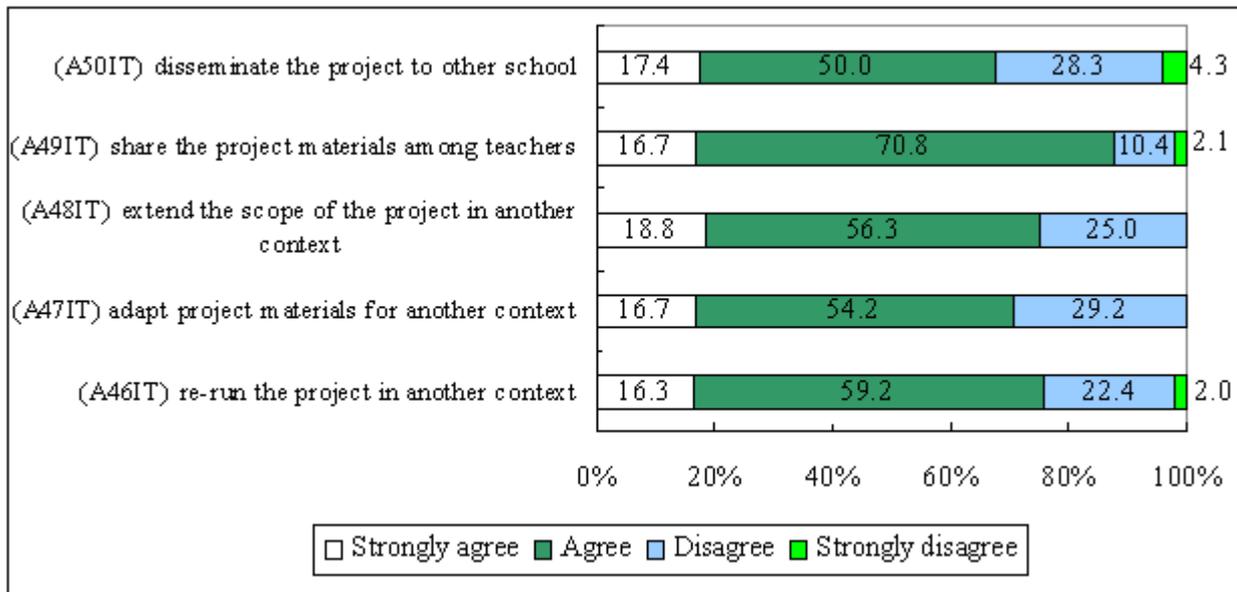
As for the good practices, all respondents thought that the good practices would include engaging learning activities for students (Question A37IT). Other good practices were ranked in descending order of importance: (1) enhancement of students' performance (93.8%) (Question A38IT), (2) having opportunities for exploring different learning and teaching strategies (93.8%) (Question A40IT), (3) teaching strategies for catering for learner diversity (91.8%) (Question A39IT), (4) effective use of resources for language learning and teaching (89.8%) (Question A43IT), (5) effective use of information technology in learning and teaching (87.7%) (Question A42IT), (6) flexible time management during project implementation (85.4%) (Question A44IT), and (7) sharing among teachers and parents during project implementation (Question A41P) (83.3%) (See Figure 42).

Figure 42: Percentage Distribution of Good Practices for the E-learning Module (Questions A37IT-A44IT)



The respondents agreed that the E-Learning projects could be sustained by (in descending order): (1) sharing the project materials among teachers (87.5%) (Question A49IT), (2) re-running them in another context (75.5%) (Question A46IT), (3) extending the scope of the projects in another context (75.1%) (Question A48IT), (4) adapting project materials for another context (70.9%) (Question A47IT), and (5) disseminating them to other schools (67.4%) (Question A50IT) (See Figure 43).

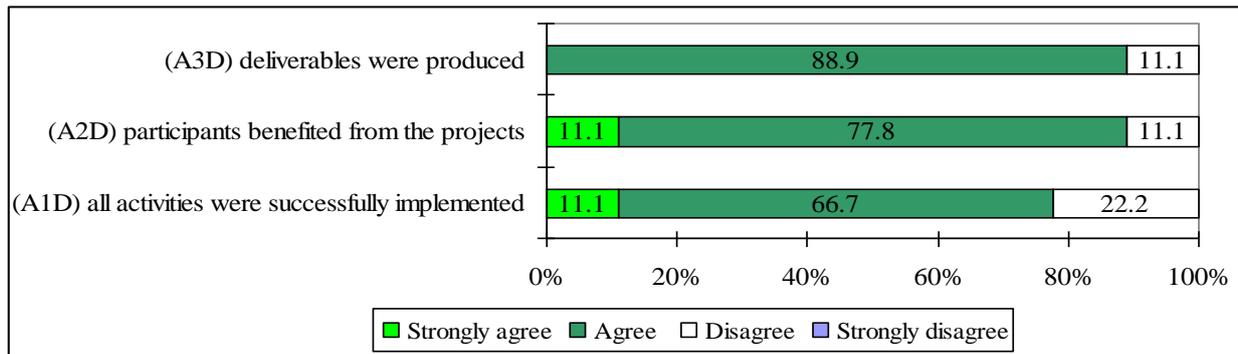
Figure 43: Percentage Distribution of Sustainability for the E-learning Module (Questions A46IT-A50IT)



2.7.7 Drama Module

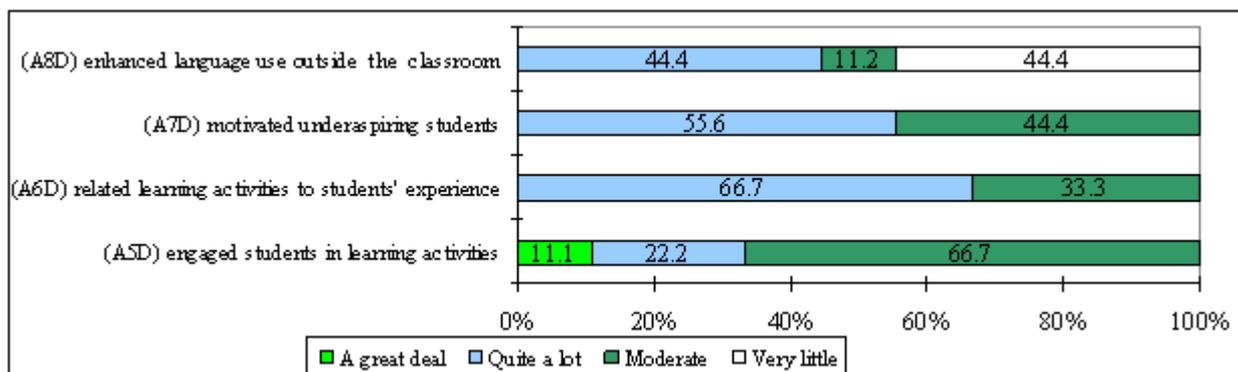
When compared with other modules, fewer respondents agreed with the achievement of project objectives for the Drama module. 88.9% of the respondents agreed that participants benefited from the project as expected (Question A2D), and the deliverables were produced as needed (Question A3D). 77.8% of the respondents said all activities were successfully implemented as planned (Question A1D) (See Figure 44).

Figure 44: Percentage Distribution of Achievement of Project Objectives for the Drama Module (A1D-A3D)



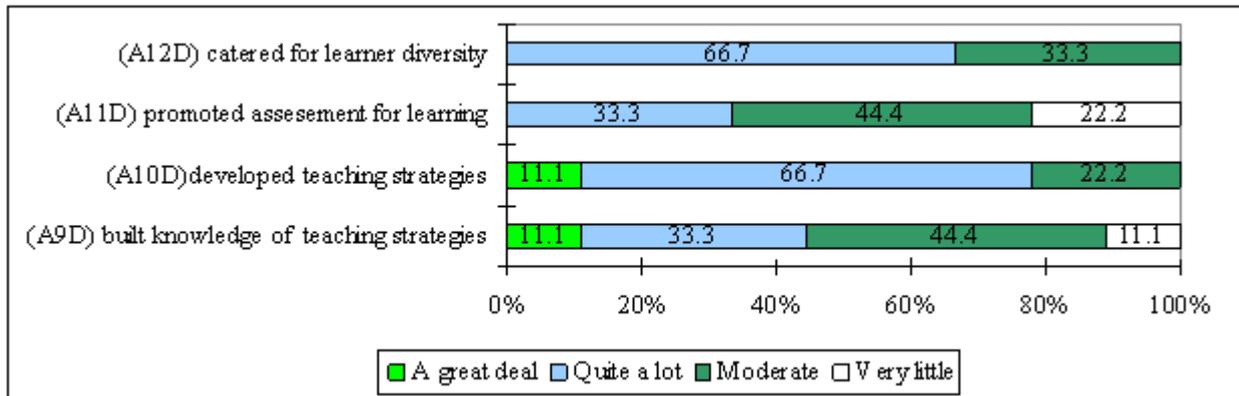
For the impacts of the Drama-related projects on students' performance, teachers were not very positive about the projects' impacts. More than half of the respondents agreed that the projects related learning activities to students' learning experiences (66.7%) (Question A6D) and motivated underaspiring students (55.6%) (Question A7D). Only 33.3% of the participating teachers agreed that projects engaged students in learning activities (Question A5D). More than half of the respondents (55.6%) even disagreed that projects enhanced language use outside the classroom (Question A8D) (See Figure 45).

Figure 45: Percentage Distribution of the Impacts of Drama-related Projects on Students' Performance (Questions A5D-A8D)



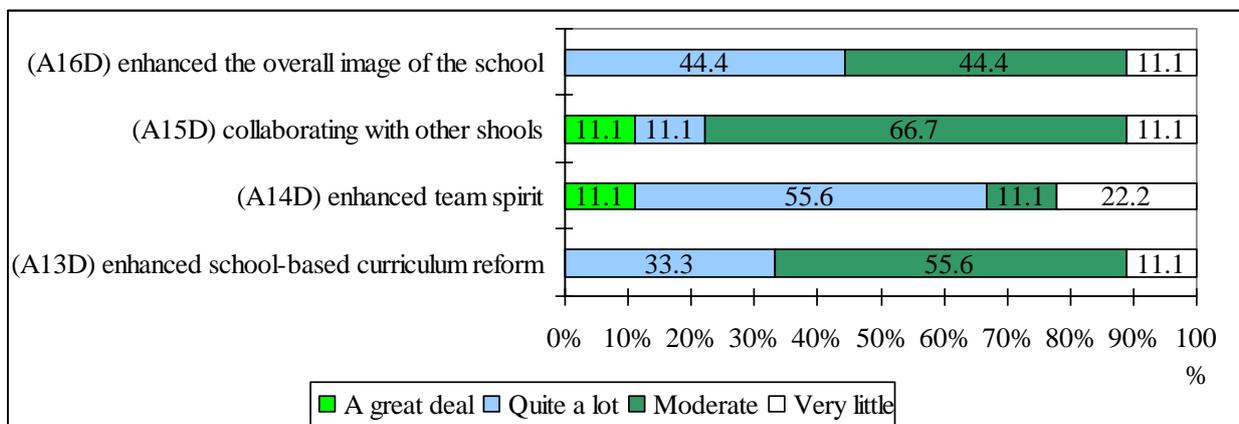
Regarding the impacts of Drama-related projects on teachers, most respondents (77.8%) agreed that the projects had a lot of impacts on developing learning and teaching strategies (Question A10D). 66.7% of the respondents thought that the projects catered for learner diversity (Question A12D). However, only 44.4% of the participating teachers agreed that projects built knowledge on learning and teaching strategies (Question A9D) and 33.3% of the respondents agreed that the projects promoted assessment for learning (Question A11D) (See Figure 46).

Figure 46: Percentage Distribution of the Impacts of Drama-related Projects on Teachers' Professional Development (Questions A9D-A12D)



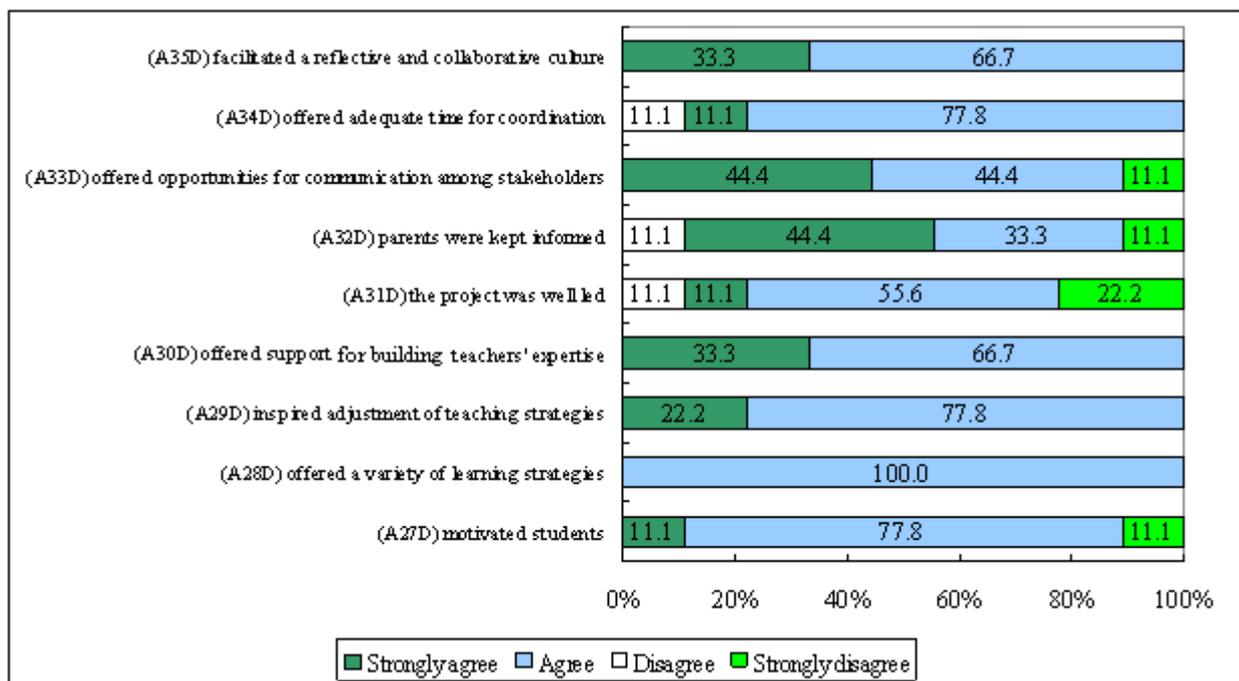
For the impacts of Drama-related projects on school, 66.7% of the teachers believed that the projects had quite a lot of impacts on enhancing team spirit (Question A14D). 44.4% of the respondents agreed that projects had a lot of impacts on enhancing the school's image (Question A16D). However, only 33.3% of the teachers believed that projects had quite a lot of impacts on enhancing school-based curriculum reform (Question A13D) and 22.2% of the teachers thought that there was quite a lot of collaboration with other schools (Question A15D) (See Figure 47).

Figure 47: Percentage Distribution of the Impacts of Drama-related Projects on School Development (Questions A13D-A16D)



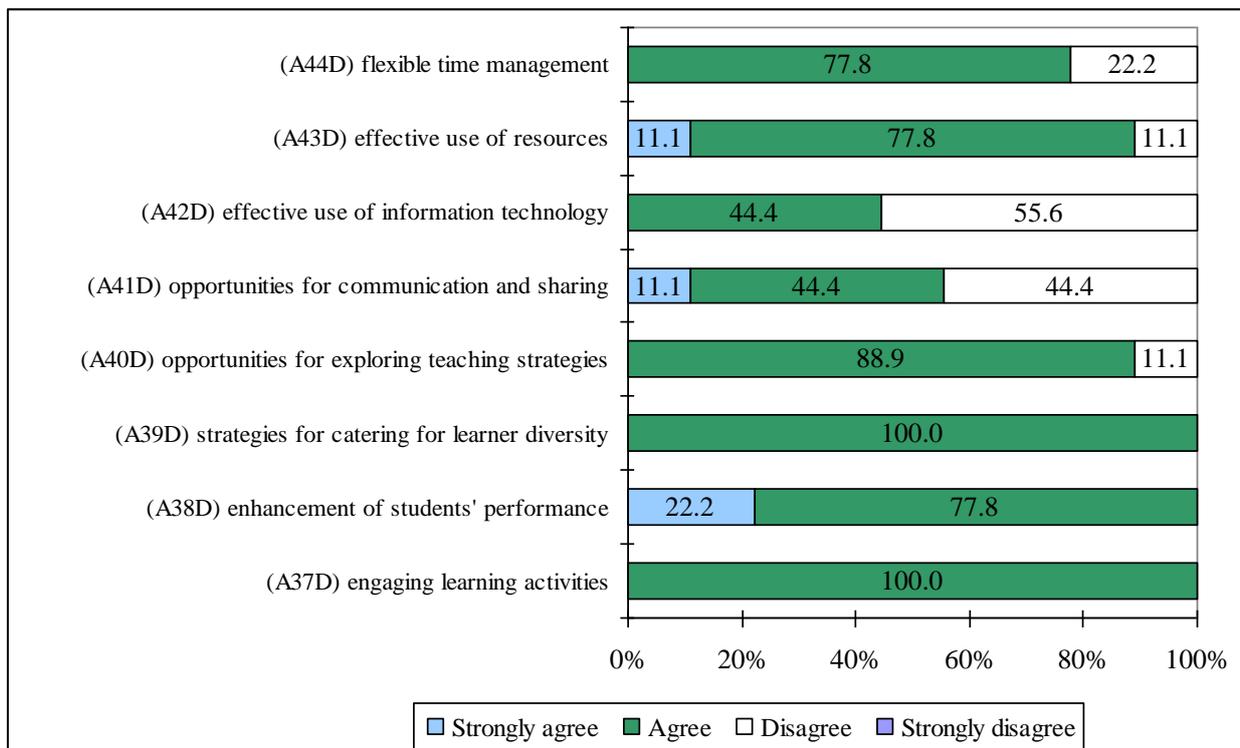
Regarding the success factors for the Drama module, all of the respondents agreed that the projects offered a variety of language learning strategies (Question A28D). More than 75% of the teachers thought that the projects motivated students (88.9%) (Question A27D), inspired adjustment of teaching strategies (77.8%) (Question A29D), were well led by the project leaders (77.8%) (Question A31D), and offered adequate time for coordination (77.8%) (Question A34D). 66.7% of the respondents agreed that the projects offered support for building the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (Question A30D) and facilitated a reflective and collaborative culture in the school (Question A35D). Fewer than 50% of the respondents agreed that parents were kept informed of the projects (44.4%) (Question A32D) and the projects offered opportunities for communication and sharing among stakeholders (55.5%) (Question A33D) (See Figure 48).

Figure 48: Percentage Distribution of Success Factors for the Drama Module (Questions A27D-A35D)



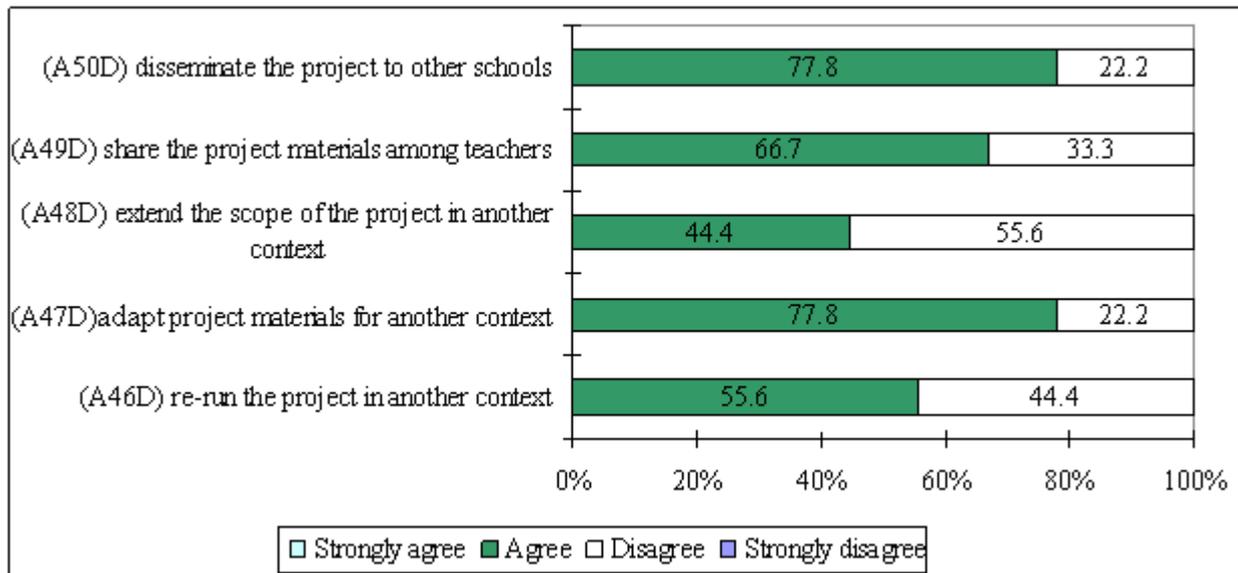
With regard to the good practices, the importance of good practices was ranked as below, in descending order: (1) there were engaging learning activities for students (100%) (Question A37D), (2) there was enhancement of students' performance (100%) (Question A38D), (3) the projects offered strategies for catering for learner diversity (100%) (Question A39D), (4) there were opportunities for exploring different learning and teaching strategies (88.9%) (Question A40D), (5) there was effective use of resources for language learning and teaching (88.9%) (Question A43D), (6) there was flexible time management during project implementation (77.8%) (Question A44D), (7) there were opportunities for sharing among teachers and parents (55.5%) (Question A41D), (8) and there was effective use of information technology in learning and teaching (44.4%) (Question A42D) (See Figure 49).

Figure 49: Percentage Distribution of Good Practices for the Drama Module (Questions A37D-A44D)



Drama-related projects were sustained through various ways. 77.8% of the teachers thought that the projects were sustained by adapting project materials for another context (Question A47D) and disseminating them to other schools (Question A50D). Over 50% of the respondents believed that the projects were sustained by re-running them in another context (55.6%) (Question A46D) and sharing the project materials among teachers (66.7%) (Question A49D). Only 44.4% of the teachers agreed that the projects could be sustainable by extending the scope of the projects in another context (Question A48D) (See Figure 50).

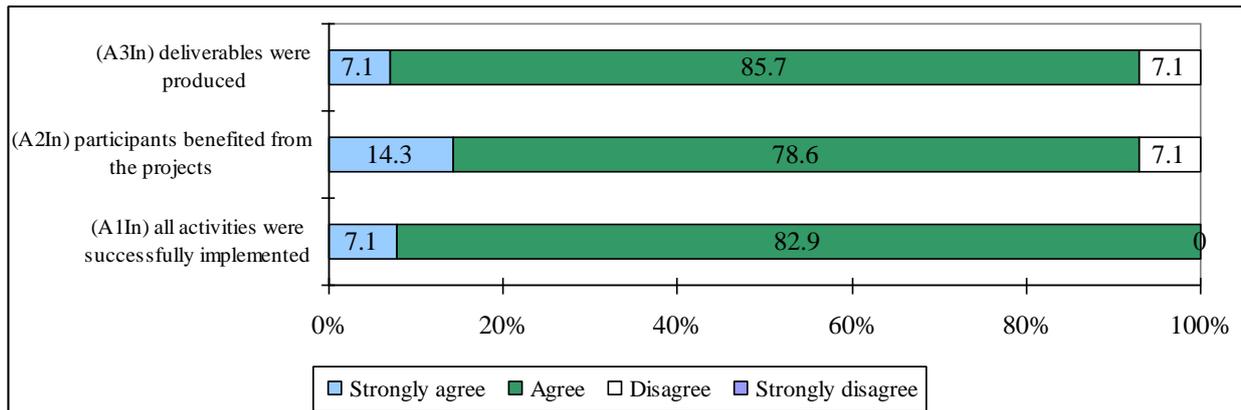
Figure 50: Percentage Distribution of Sustainability for the Drama Module (Questions A46D-A50D)



2.7.8 Intervention Module

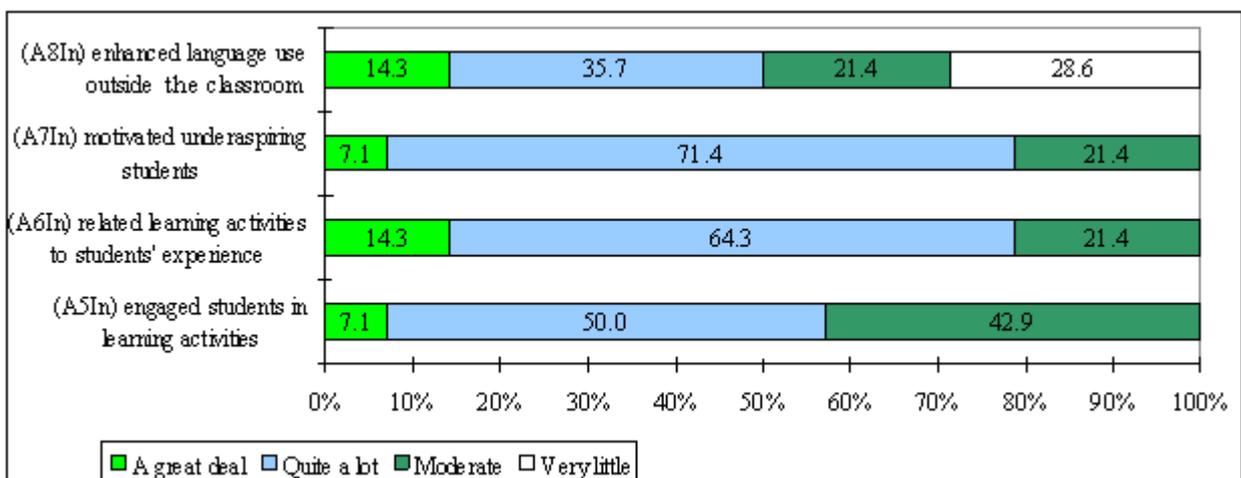
The objectives of the projects related to Intervention Programmes were well achieved. All respondents agreed that all activities were successfully implemented as planned (Question A1In). Nearly all respondents agreed that participants benefited from the projects as expected (92.9%) (Question A2In) and the deliverables were produced as needed (92.8%) (Question A3In) (See Figure 51).

Figure 51: Percentage Distribution of Achievement of Project Objectives for the Intervention Programmes (A1In-A3In)



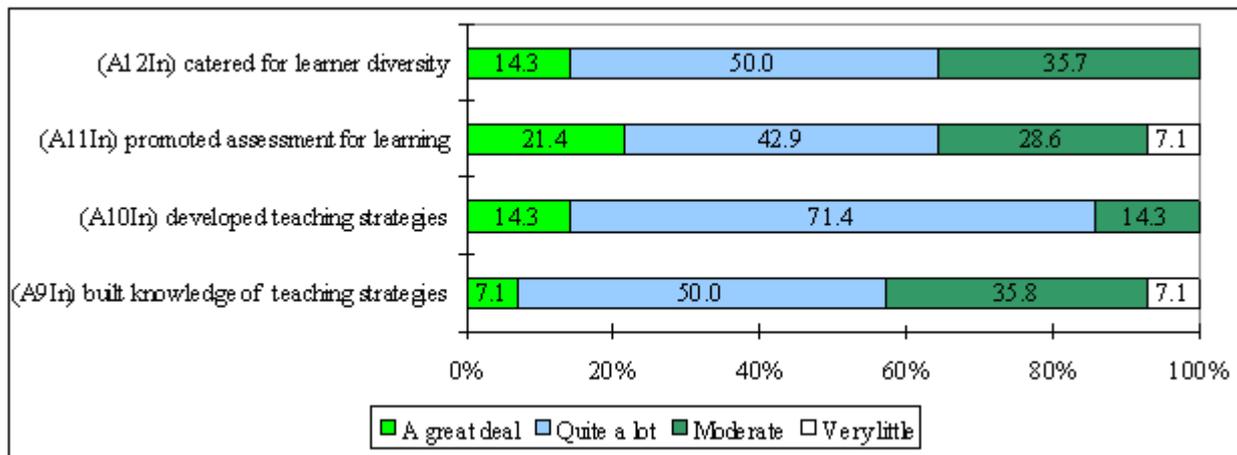
For the impacts of Intervention Programmes on students, about 78% of the respondents agreed that the projects related learning activities to students' learning experiences (78.6%) (Question A6In) and motivated under-achieving students (78.5%) (Question A7In). However, more than 40% of the respondents thought the projects had little impact on engaging students in learning activities (42.9%) (Question A5In) and in enhancing language use outside the classroom (Question A8In) (50.0%) (See Figure 52).

Figure 52: Percentage Distribution of the Impacts of Intervention Programmes on Students' Performance (Questions A5In-A8In)



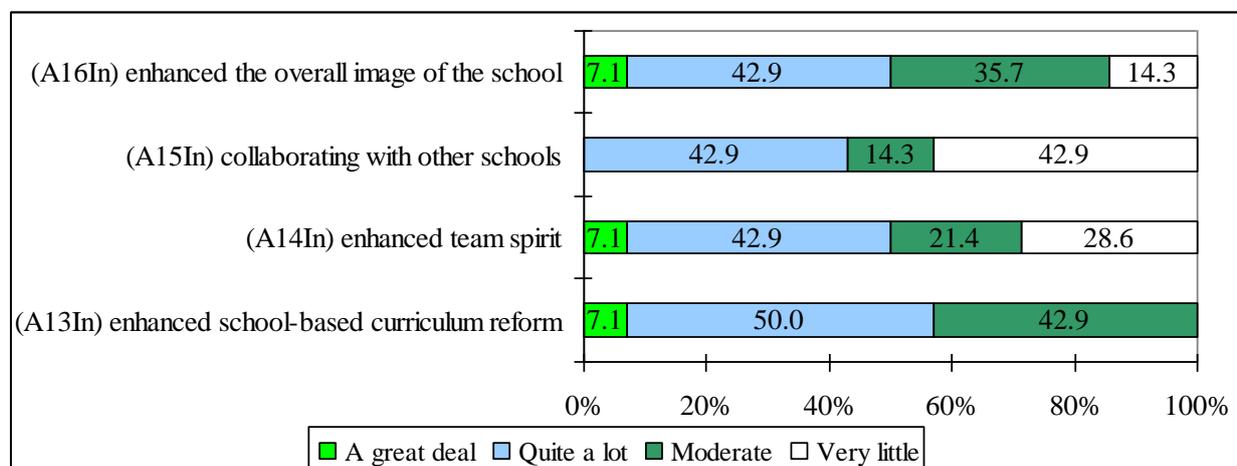
With regard to the impacts of Intervention Programmes on teachers, most of the participating teachers (85.7%) thought that the projects developed learning and teaching resources (Question A10In). 64.3% of the respondents agreed that the projects promoted assessment for learning (Question A11In) and catered for learner diversity (Question A12In). 57.1% of the respondents agreed that projects built knowledge of learning and teaching strategies (Question A9In) (See Figure 53).

Figure 53: Percentage Distribution of the Impacts of Intervention Programmes on Teachers’ Professional Development for the Intervention Programmes (Questions A9In-A12In)



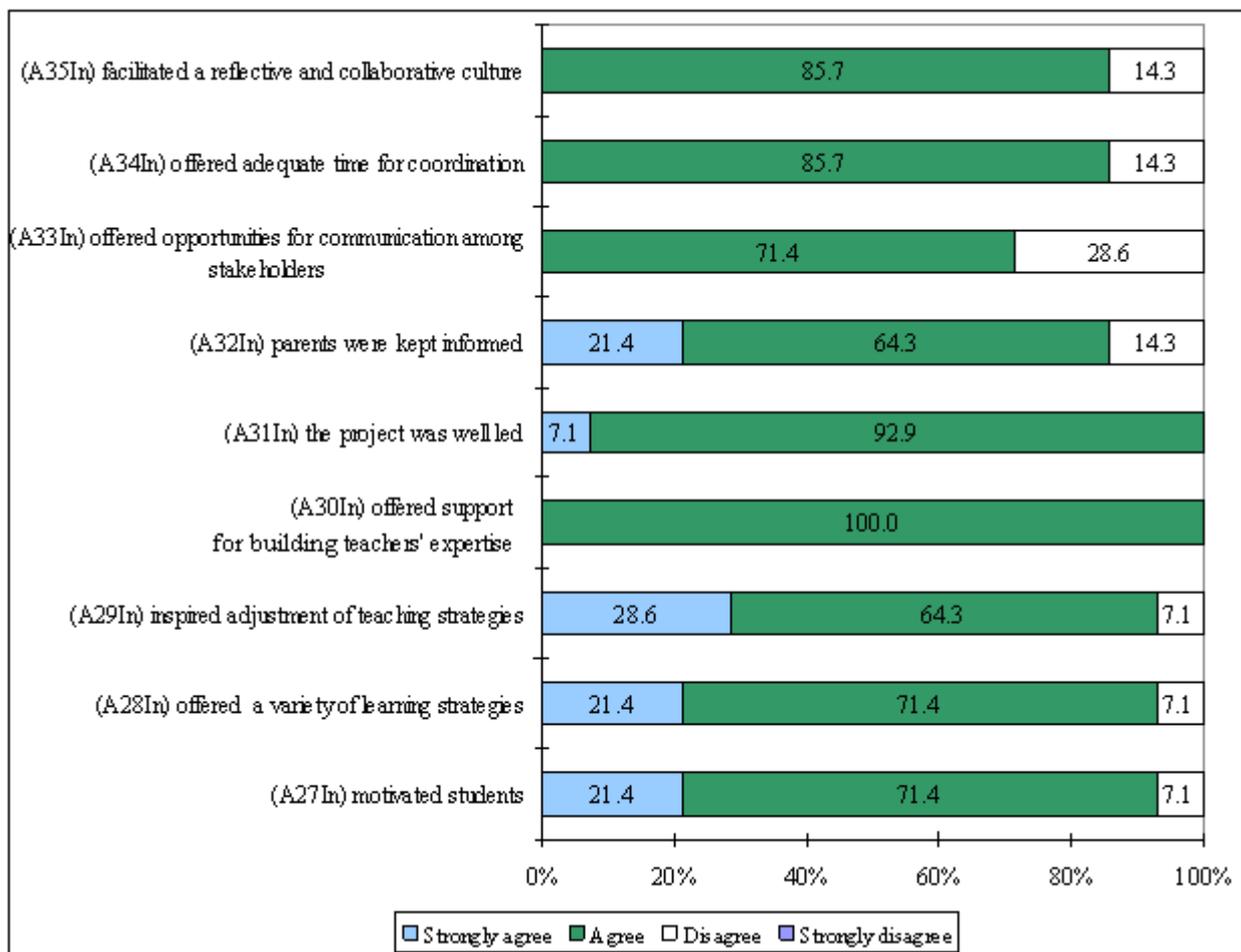
Intervention-related projects did not have a great impact on school development. Only about 50% of the respondents thought that the projects impacted a lot on enhancing school-based curriculum reform (57.1%) (Question A13In), enhancing team spirit (50%) (Question A14In), collaborating with other schools (42.9%) (Question A15In), and enhancing the school’s image (Question A16In) (See Figure 54).

Figure 54: Percentage Distribution of the Impacts of Intervention Programmes on School Development (Questions A13In-A16In)



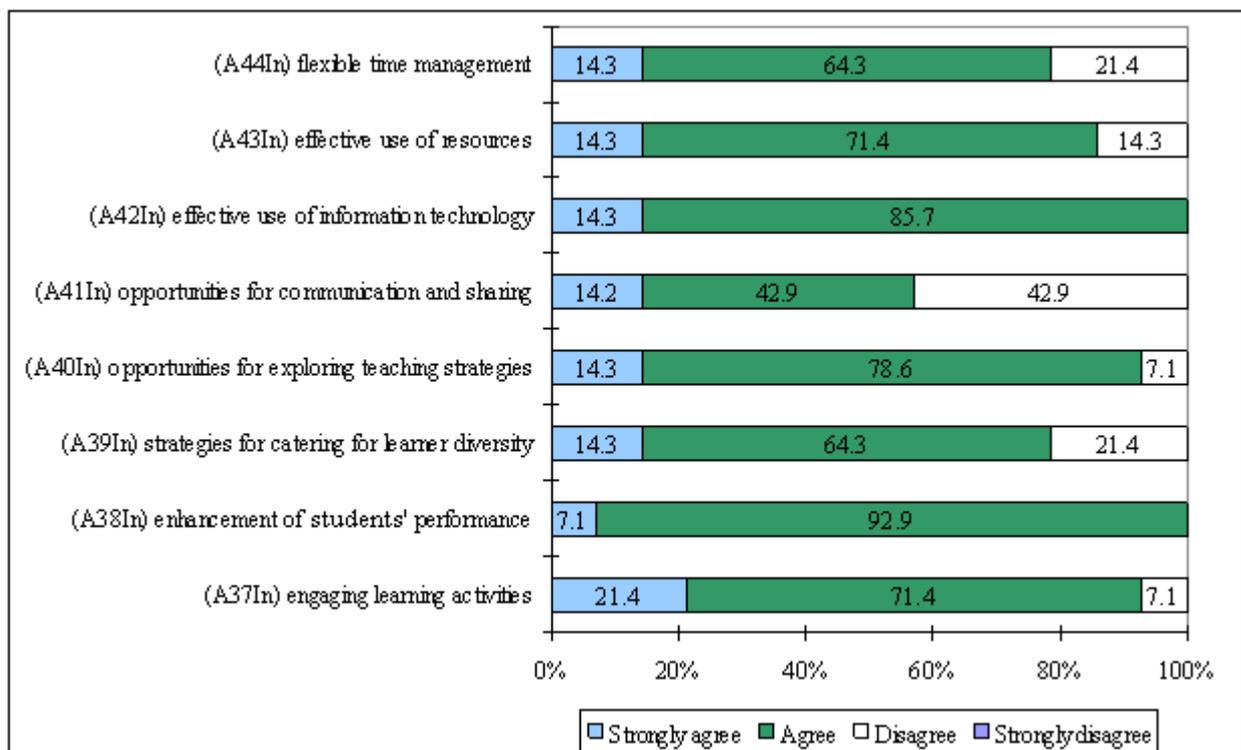
With reference to the success factors derived from the Intervention-related projects, all of the respondents agreed that the projects offered support for building the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (Question A30In) and were well led by the project leader (Question A31In). About 92% of the respondents agreed that the projects motivated students (92.8%) (Question A27In), offered a variety of language learning strategies (92.8%) (Question A28In), and inspired adjustment of teaching strategies (92.9%) (Question A29In). 85.7% of the teachers believed that parents were kept informed of the projects (Question A32In), that the projects offered adequate time for coordination (Question A34In), and facilitated a reflective and collaborative culture in the school (Question A35In). In addition, 71.4% of the teachers agreed that the projects offered opportunities for communication and sharing among stakeholders (Question A33In) (See Figure 55).

Figure 55: Percentage Distribution of Success Factors for the Intervention Programmes (Questions A27In-A35In)



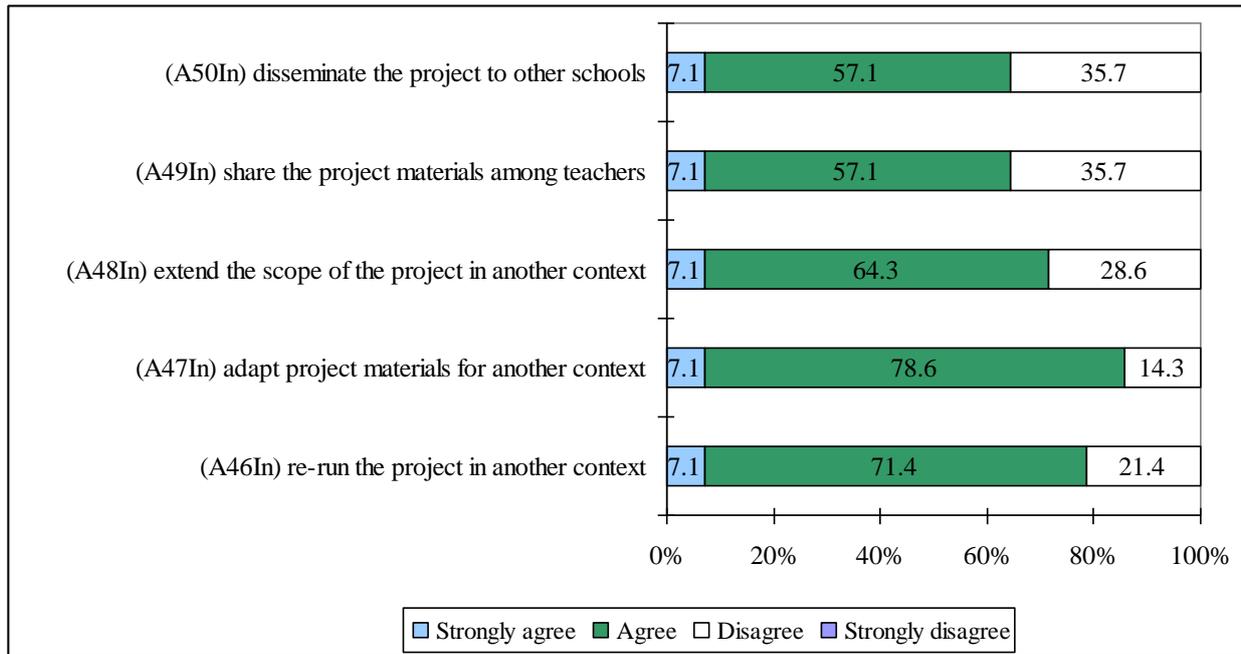
Good practices for the Intervention-related projects were ranked as below (in descending order): (1) the enhancement of students' performance (100%) (Question A38In), (2) the effective use of information technology in learning and teaching (100%) (Question A42In), (3) opportunities for exploring different learning and teaching strategies (92.9%) (Question A40In), (4) engaging learning activities for students (92.8%) (Question A37In), (5) the effective use of resources for language learning and teaching (85.7%) (Question A43In), (6) the offering of strategies for catering for learner diversity (78.6%) (Question A39In), and (7) flexible time management (78.6%) (Question A44In). The opportunities for sharing among teachers and parents (Question A41In) were perceived as the least important practice (57.1%) in the Intervention Programme module (See Figure 56).

Figure 56: Percentage Distribution of Good Practices for the Intervention Programmes (Questions A37In-A44In)



The activities for the sustainability of the Intervention Programme were ranked (in descending order): (1) adapting project materials for another context (85.7%) (Question A47In), (2) re-running the project in another context (78.5%) (Question A46In), (3) extending the scope of the project in another context (71.4%) (Question A48In), (4) sharing the project materials among teachers (64.2%) (Question A49In) and (5) disseminating the projects to other schools (64.2%) (Question A50In) (See Figure 57).

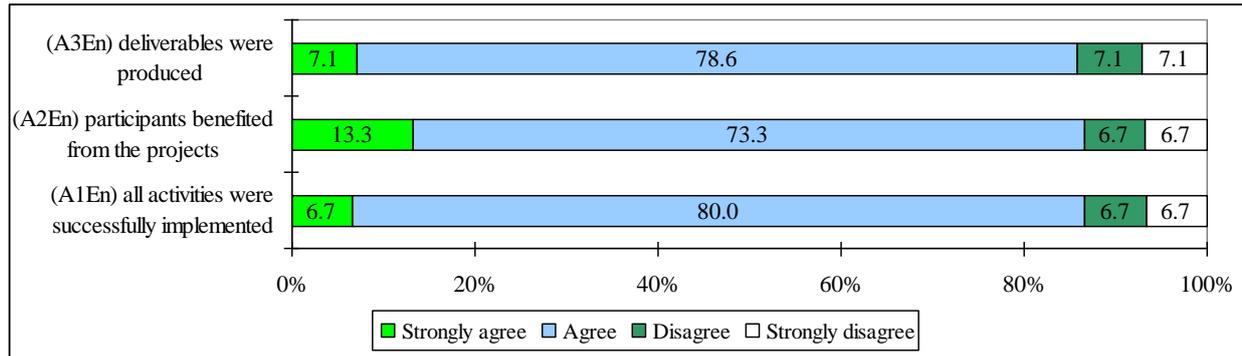
Figure 57: Percentage Distribution of Sustainability for the Intervention Programmes (Questions A46In-A50In)



2.7.9 Enrichment Module

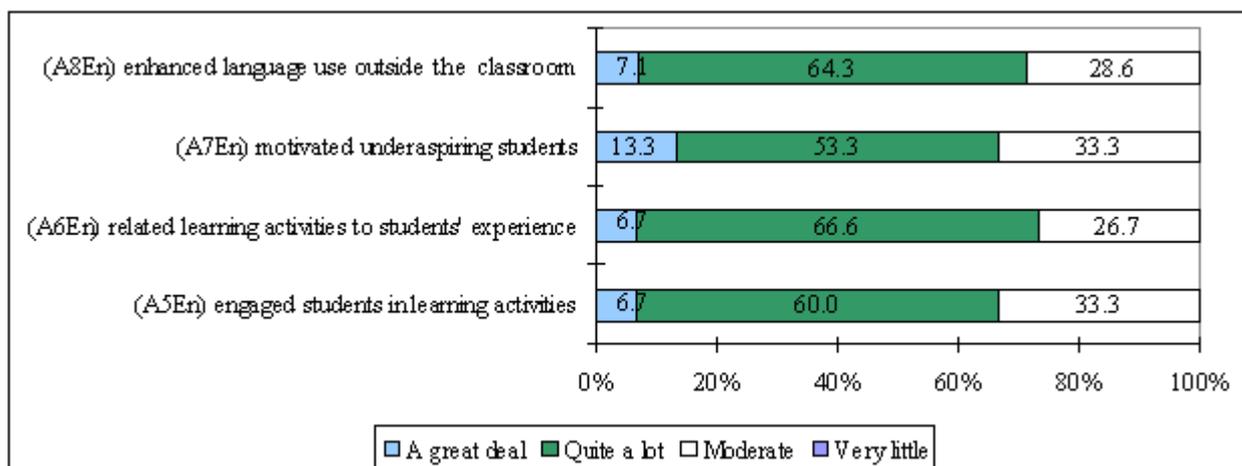
The objectives of the projects regarding Enrichment Programmes were fairly well achieved. About 85% of the respondents agreed that all activities were successfully implemented as planned (86.7%) (Question A1En), participants benefited from the projects as expected (86.6%) (Question A2En), and the deliverables were produced as needed (Question A3En) (85.7%) (See Figure 58).

Figure 58: Percentage Distribution of Achievement of Project Objectives for the Enrichment Programmes (A1En-A3En)



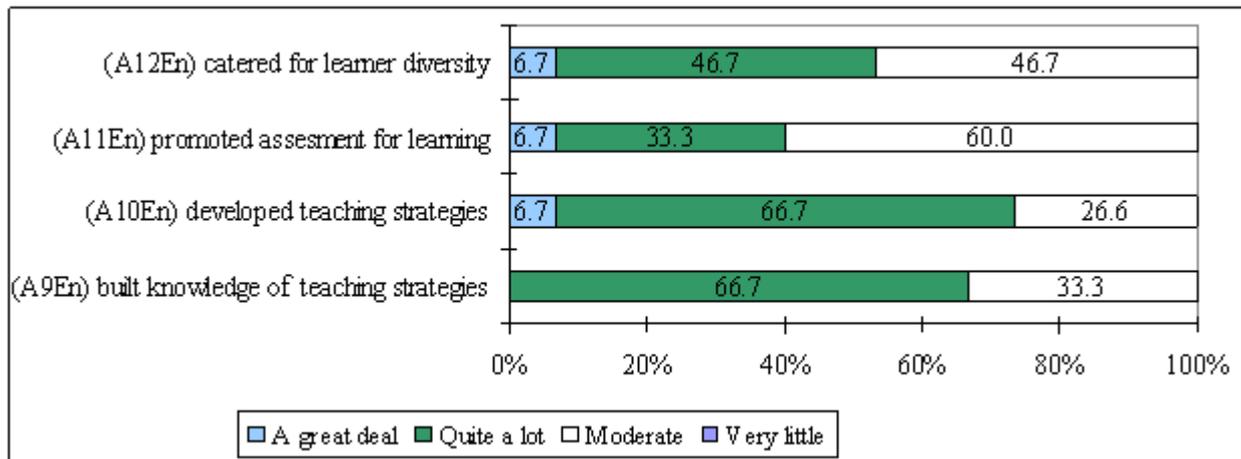
For the impacts of the Enrichment Programmes on students, about 70% of the respondents agreed that the projects had a lot of impacts on relating learning activities to students' learning experiences (73.3%) (Question A6En) and enhancing language use outside the classroom (71.4%) (Question A8En). About 65% of the respondents agreed that that projects engaged students in learning activities (66.7%) (Question A5En) and motivated underaspiring students (66.6%) (Question A7En) (See Figure 59).

Figure 59: Percentage Distribution of the Impacts of Enrichment Programmes on Students' Performance (Questions A5En-A8En)



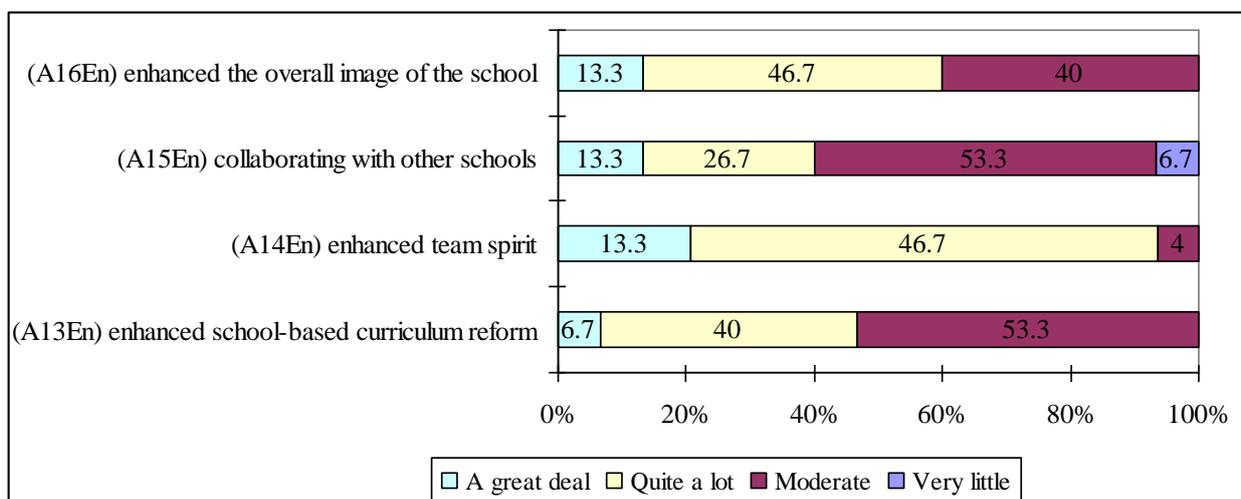
Enrichment-related projects also had a positive impact on teachers. 73.4% of the teachers agreed that there were quite a lot of impacts on developing learning and teaching strategies (Question A10En). 66.7% of the participating teachers thought that projects built knowledge of learning and teaching strategies (Question A9En). Only 40% and 53.4% of the respondents agreed that the projects promoted assessment for learning (Question A11En) and catered for learner diversity (Question A12En) respectively (See Figure 60).

Figure 60: Percentage Distribution of the Impacts of Enrichment Programmes on Teachers' Professional Development (Questions A9En-A12En)



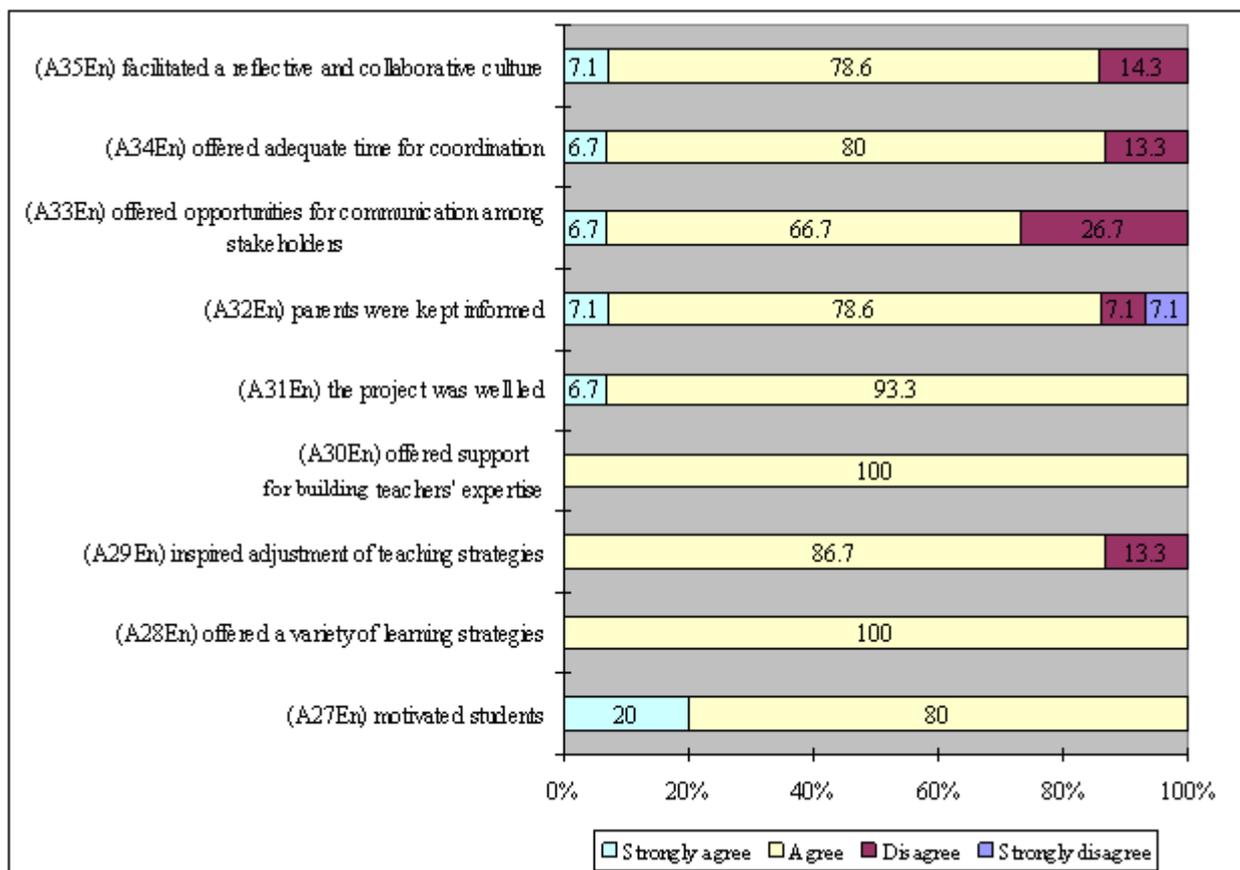
With reference to the impacts of the Enrichment Programmes on schools, 60% of the teachers agreed that the projects had a lot of impacts on enhancing team spirit (Question A14En) and enhancing the school's image (Question A16En). Fewer teachers thought that the projects had a lot of impacts on enhancing school-based curriculum reform (46.7%) (Question A13En) and collaborating with other schools (40%) (Question A15En) (See Figure 61).

Figure 61: Percentage Distribution of the Impacts of Enrichment Programmes on School Development (Questions A13En-A16En)



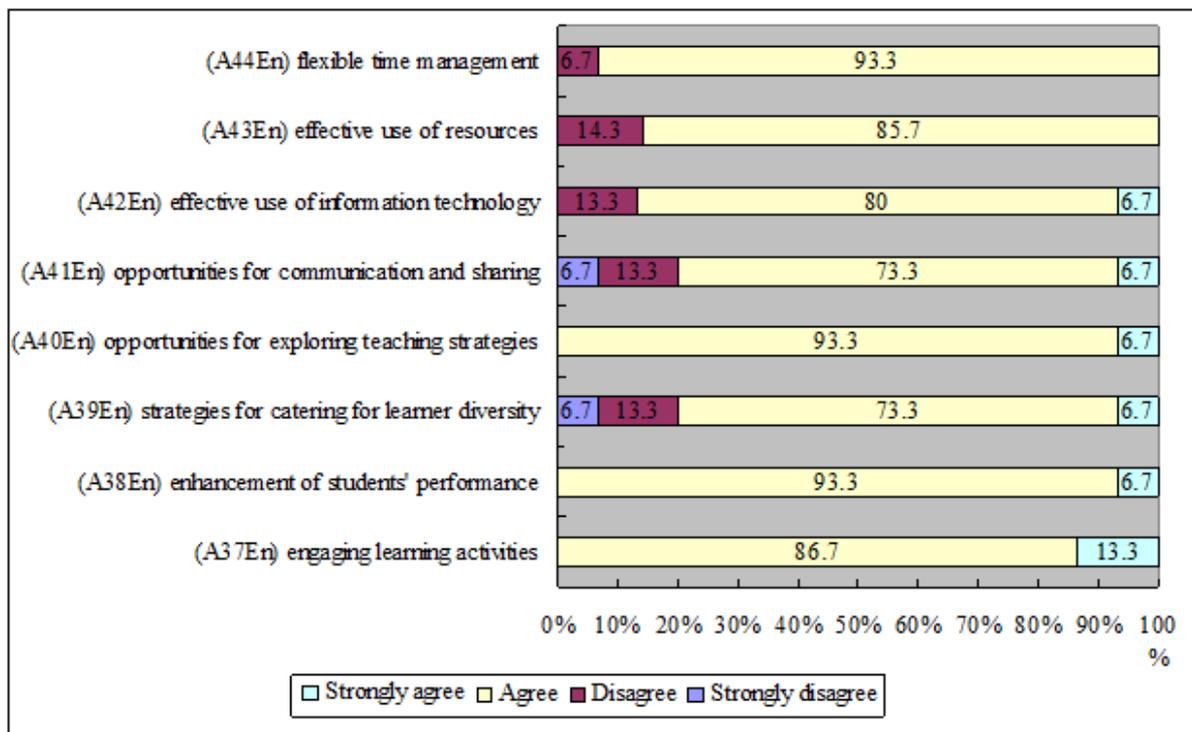
For success factors, all (100%) the respondents agreed that the projects motivated students (Question A27En), offered a variety of language learning strategies (Question A28En), offered support for building the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies (Question A30En), and were well led by the project leaders (Question A31En). About 85% of the respondents thought that the projects inspired adjustment of teaching strategies (86.7%) (Question A29En), parents were kept informed of the project (85.7%) (Question A32En), the projects offered adequate time for coordination (86.7%) (Question A34En), and facilitated a reflective and collaborative culture in the school (85.7%) (Question A35En). 73.4% of the teachers believed that the project offered opportunities for communication and sharing among stakeholders (Question A33En) (See Figure 62).

Figure 62: Percentage Distribution of Success Factors for the Enrichment Programmes (Questions A27En-A35En)



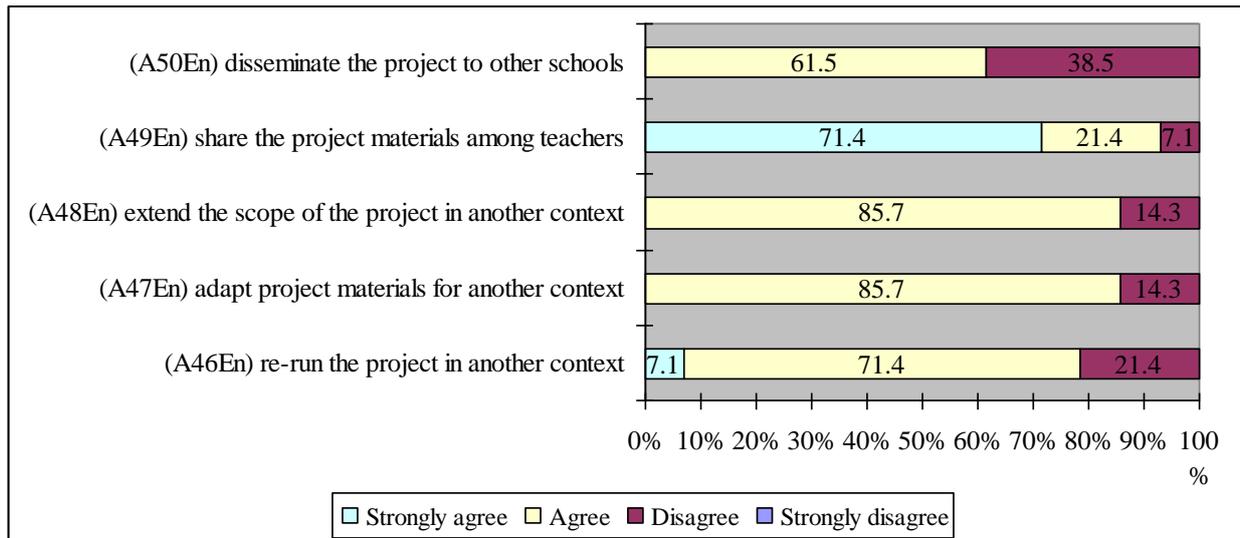
As for good practices, over 90% of the teachers agreed that the good practices involve engaging learning activities for students (100%) (Question A37En), enhancement of students' performance (100%) (Question A38En), having opportunities for exploring different learning and teaching strategies (100%) (Question A40En), and flexible time management (93.3%) (Question A44En). More than 80% of the respondents thought that the projects offered strategies for catering for learner diversity (80%) (Question A39En), there were opportunities for exploring different learning and teaching strategies (80%) (Question A40En), there was an effective use of information technology in learning and teaching (86.7%) (Question A42En), and an effective use of resources for language learning and teaching (85.7%) (Question A43En) (See Figure 63).

Figure 63: Percentage Distribution of Good Practices for the Enrichment Programmes (Questions A37En-A44En)



The sustainability of the activities in the Enrichment Programmes was ranked as follows in descending order: (1) sharing the project materials among teachers (92.8%) (A49En), (2) adapting the project materials for another context (85.7%) (A47En), extending the scope of the projects in another context (85.7%) (A48En), and (3) re-running the projects in another context (78.5%) (A46En). The most difficult activity was to disseminate the projects to other schools (61.5%) (A50En) (See Figure 64).

Figure 64: Percentage Distribution of Sustainability for the Enrichment Programmes (Questions A46En-A50En)



2.8 Meta-data-analysis: Interviews and Open-ended Questions

2.8.1 Findings from Interviews

Eleven project leaders representing 13 projects were interviewed. The first school implemented a project called “Learning English with the Puppets” in 2004. The leader believed that the projects were successful. With reference to the success factors of the project, she mentioned that the use of puppets for English teaching could be done inside and outside the classrooms. The use of puppets could encourage shy students to speak more frequently, develop their confidence, and as well as their speaking skills. The use of puppets was also motivating and engaging for students. It was easier for teachers to prepare for a puppet show than for a drama performance.

The leader thought that the project could cater for learner diversity because different students could take up different roles according to their needs and abilities. For example, students who were more active and willing to speak could be the main characters in the show while those who are shy could be the supporting characters. In addition, students of other levels could also watch and learn English from the show. Songs and simple tasks could be in place for less able students. Furthermore, small-scale performances held in the classroom could be sustained and some of the teachers could integrate puppetry in the regular English Language curriculum.

In general, parents were very supportive of the activity. They allowed their children to stay behind after school to train for the puppet show. There were also some workshops for the participating students and the parents were proud of them once they have seen their performances. They have also received a DVD of the performance and have complimented on their children.

With reference to the rationale for the choice of teaching materials, the leader stated that they used materials that were recommended in a study conducted by the Hong Kong Institute of Education (HKIEd), in regard to the use of puppets for English teaching. They generally chose materials that were classics and were relatively less difficult for the students.

With reference to teachers’ professional development, the leader said that some of the teachers have had received some training on drama thus further training was not needed at the beginning of the project. In her role as project leader, she mentioned that she has invited teachers who were interested in the QEF project to join the QEF team once a QEF English team was formed. Some Primary 3 and 4 students were chosen to be the actors and have received intensive training from the team teachers.

Difficulties included the fact that teachers did not have the experience of preparing for the facilities and the materials of the puppets, as a result of which they bought some facilities and

materials which cannot be re-used. For example, the quality of the headphones they bought was not good and the sound was too weak. The stage they bought was too large to be moved easily to other locations, so they cannot hold a performance in places other than the hall. Another difficulty they encountered was the fact that not all the students were able to participate in the puppet show as only some of them had roles. In addition, the leader noted that the big performance held in the hall had not been sustained because the stage had been broken; thus only a few students got a chance to participate in the show.

The second school implemented a project entitled “Promoting Chinese and English Reading” in 2001. While the current English panel head of the school was interviewed, she did not want to comment on the effectiveness of the project because she did not actively take part in the project. In spite of the above, she perceived that the use of IT for teaching reading was interesting and engaging. Thirty notebook computers were purchased, and in addition a network and reading software had also been developed, all of which were used in the following years. The notebook computers were used for teaching inside and outside the classrooms.

The panel head believed that the project catered for learner diversity because all students were interested in learning through IT. She stated that learning and teaching through IT was part of their regular English Language curriculum.

She also made comments on the need and importance of professional training as some teachers may require specific IT skills training for teaching English. It was still a new idea at that time and teachers must learn the skills through professional training.

The panel head did not have knowledge of how the team was led by the leader during the implementation of the project, nor how the students were motivated to learn English during the process. However, she stressed that parents were quite positive towards and during the project because they were willing to try new things in order to help their children learn better.

In terms of difficulties, the panel head claimed that most of the teachers did not know how to use the computer equipment at the beginning of the project. It took time for teachers to acquire these IT skills in using the computer hardware and software. In addition, she mentioned that the use of the reading software could no longer be sustained as all the participating teachers had left. However, the computer hardware remained functional and usable for the learning and teaching of English for students.

The panel head expressed her interest in applying to the QEF in order to develop a new reading project for all levels of students in the school. Instead of using IT to teach reading, she would like to have a reading project that aims at developing students’ reading strategies and exposing students to more text types.

The third school conducted a project entitled “Ready, Steady, Read!” in 2007, which was about using various learning and teaching strategies to enhance students’ reading skills. The project leader commented that the success factors were the addition of phonics skills to the reading curriculum and the motivation of students to participate in the activities. The reading curriculum and the booklet developed were highly sustainable.

The fourth school is a traditional Chinese primary school which implemented a project called “Let’s Sing, Read and Write Programme” in 2000. The aims of the project were to use various kinds of teaching strategies to help students appreciate Western literature and to improve their reading and writing skills. The project leader reported that the project was very successful and students’ response was better than expected. She commented that there were two success factors, namely the use of tailor-made learning and teaching materials which motivated students and encouraged the teaching of integrated skills to scaffold the tasks. The project is still used in the current curriculum.

The fifth school implemented a project named “The First English Electronic Book for Primary Pupils (Learning and Teaching Action Research)” in 2003. The project leader said that the project was not very successful because it was difficult for teachers to check the answers of the online exercises during the lessons. The hardware had also deteriorated and they did not want to spend too much money on maintenance, therefore it was not easy to sustain the project.

The sixth school implemented two projects. The first project, called “School-based Changes in Teaching and Learning”, was implemented in 1999. This was an integrated project consisting of the subjects such as Chinese, English and Mathematics. The English subject component aimed to help students develop their creative writing skills. A year later, the school conducted a similar project called “School-based All Round Language Enhancement” with the same objective. The project leader claimed that the two projects were not successful because the participants did not have clear objectives and targets. Also, she thought that teachers did not have a very good understanding of the concepts relating to an enrichment programme. The projects have not been sustained.

The seventh school conducted a project named “Fun with English” in 1999. This was a school-based project that aimed to develop students’ speaking skills through various kinds of English activities inside and outside the classroom. As noted by the project leader, success factors included raising students’ motivation, creating an English-rich environment within and outside the classroom and collaborating with students from international high schools. The leader reported that most of the English activities had been sustained.

The eighth school’s project, conducted in 2008, was called “SimCity – English is Everywhere”, and aimed to develop students’ speaking skills by means of a variety of English activities inside

and outside the classroom. The project leader deemed the project to have been successful, which have provided more opportunities for students to participate in the English activities.

The ninth school implemented a project called “School-based English Programme for Learning Difficulties” in 2004. The aim of the project was to help lower achievers build up a better English foundation through the learning and teaching of phonics. The project leader thought that the project was successful in terms of helping weaker students develop their phonics skills and improve their learning performance in their English lessons. The materials of the project have been sustained.

The tenth organisation conducted a project entitled “Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project” in 2008, which aimed to develop students’ writing and speaking skills through digital storytelling. The interviewee, who was one of the project team members, commented that the success factors of the project included holding inter-school competitions, developing an online platform for schools to share ideas, and providing opportunities for students to speak and write in English. The team member stated that the project is highly sustainable.

The last school implemented two projects. The first project, “Writing Garden”, was conducted in 1998. The second, called “Creative Kids’ Writings: Reading and Writing Project”, was conducted in 1999. In the present study, the current English panel head of the school was interviewed as the project leader has left. She commented that the projects were not sustained because the CDC’s English Language curriculum has changed and the contents of the projects no longer suit the current curriculum.

2.8.2 Findings from Open-ended Questions

Responses to open-ended questions can be summarised in three categories.

The first is schools’ attitudes. A few project organisations consider participating schools’ attitudes to be a deciding factor in project success:

“Schools that (are) open minded and took time to collaborate with Chatteris and the ELTAs (English Language Teaching Assistants) benefited most from the programme.”

“Collaboration with schools: They were too busy. They simply wanted cheap labour.”

Some project organisations chose not to join QEF-funded projects in future as this would probably allow them greater freedom in planning and implementing their projects:

“We managed to sustain our programme by ourselves. We don't want to work with QEF in the future as we enjoy the way we do things now. We choose to work with schools that make the commitment to make English learning fun and interactive. We ask schools who do not want to spend time on curriculum and staff development to leave our programme.”

Some noted that QEF might have helped initiate the projects:

“The QEF project has (laid) a solid foundation for the sustainability of the Chatteris English Development Programme for schools. We have managed to fund the project with direct funding from schools and upgraded the programme to benefit the students, teachers and schools better.”

The second category is the need for more resources. While one or two respondents complimented the QEF for helping them put learning theories into practice and giving them extra resources to enhance students' learning, a few of the comments pointed to the inadequacy of time or resources. More funding was desired so that “a more comprehensive programme” could be implemented. One wished that their obsolete hardware could be replaced to sustain the project. Another expressed concern over the limited time available to produce teaching resources, particularly when IT was first used in the school.

The third category is sustainability. Both positive and negative comments were received about the sustainability of projects. One respondent mentioned that the school continued to implement other English activities similar to the QEF project. However, another deemed the QEF project to be “a luxury at that time”, stating that it was difficult for teachers to maintain the practice.

2.8.3 Themes Generated from the Findings

The findings of the case studies and the open-ended questions enabled the researchers to generate three common themes. The first theme is project success factors, which include (1) providing opportunities for students to learn English inside and outside the classroom, (2) providing opportunities for students to develop their reading, writing and/or speaking skills and (3) designing a variety of learning and teaching strategies which are motivating to students.

The second theme is project implementation difficulties, which include (1) the lack of teachers' experience before the implementation of the projects, (2) the lack of teachers' expertise during the implementation of the projects and (3) unclear project objectives.

The third theme is project sustainability difficulties, which include (1) the lack of funding to sustain the IT equipment after the end of the projects and (2) the difficulty in sustaining projects which do not have long-term goals.

2.9 Meta-theory

Recent literature on the six module areas was reviewed, the assumptions underlying the projects were identified and the theories behind the projects were linked to larger social contexts.

2.9.1 Learning and Teaching of Phonics

In Hong Kong, the learning and teaching of phonics was recommended as part of the regular English Language curriculum at primary level in 2004 (Curriculum Development Council, 2004). With reference to the L1 context, it has long been found that teaching phonics can facilitate students' development of alphabetic principles, which means that students can map the sounds of spoken words onto written words in systematic ways. It is also believed that phonics instruction is important in developing students' fluency and early reading skills (Villaume and Brabham, 2003). There is substantial literature showing the positive impact on reading achievement of integrating phonics instruction into the regular curriculum (Appleton, Karlson and Mendez, 2002).

There are various types of phonics instruction in the L1 context, including synthetic, systematic and nonsystematic phonics. In the US, the National Reading Panel found that "systematic phonics instruction enhances children's success in learning to read and...is significantly more effective than instruction that teaches little or no phonics" (National Reading Panel, 2000, p.9). In the UK, the Qualifications and Curriculum Authority proposed the use of synthetic phonics in teaching reading in the National Curriculum. With reference to the phonics curriculum, there have been debates about whether a whole language approach or a phonics method approach should be used (Chall, 1996).

In Hong Kong, as stated by the Curriculum Development Council (CDC) (2004), the learning and teaching of phonics at primary level involves teaching students the basic letter-sound relationships in English words so they can apply that knowledge in reading and spelling. It is suggested that phonics be taught and learnt in context and as part of the regular English curriculum in schools. As English is the L2 for students and the effectiveness of different approaches to phonics instruction is still under debate, schools can choose the strategies that suit their students.

The implementation of the QEF phonics projects is at both school level and classroom level. At the school level, it included training the local teachers, developing the school-based curriculum, enhancing the school's image and facilitating collaboration between schools. At the classroom level, phonics was mainly taught in context and the teaching strategies used include using poems, phonics storybooks and big books to introduce the target sounds, as well as using spelling bees to revise the sounds. The phonics projects were congruent with the *English Language Education:*

Key Learning Area Curriculum Guide (Primary 1 – 6) published in 2004 because they are all about teaching students the basic letter-sound relationships in English words. The types of phonics instruction chosen varied among the schools. One participating school interpreted teaching phonics as teaching the IPA.

2.9.2 Learning and Teaching of Reading

In Hong Kong, English is learnt as a second language (L2), not as the first language (L1). In L1 reading research, it is believed that metacognitive strategies should be employed in order to acquire reading skills. According to the schema theory (Nuttall, 1996), schemata are organized background knowledge which allow us to predict and interpret a text. Thus, it is necessary to activate students' schema while reading. Nuttall (1996) also suggested two ways of text processing in reading instruction. The first is the top-down approach, which is about readers making predictions using their prior knowledge while reading. The second is the bottom-up approach, which refers to the use of linguistic knowledge to decode a text. It is suggested that both the top-down approach and bottom-up approach should be taught in reading instruction.

With reference to L2 reading, Grabe and Stoller (2002) stated a number of research findings that have implications for L2 reading instruction, including the emphasis on language form and genre form, strategic reading and metacognitive awareness, extensive reading, student interest and motivation, the use of content-based instruction to integrate reading and writing, the consideration of the social-context factors in successful reading, the influences of culture on the success of reading, the influences of contexts on L2 reading, the L2 language proficiency threshold in reading, the development of reading fluency and word recognition automaticity and a large recognition vocabulary for reading, as well as discourse structure and graphic representations.

On reading and creativity, Moorman and Ram (1994) stated that for reading to be creative, readers must understand the novel concepts so as to comprehend a text. They believed that students need to acquire three levels of reading skills in order to read creatively, including simply decoding the words to the concepts in mind, actively engaging the texts and building the complex mental worlds. They found that creativity is important for learning and is one of the key elements in the curriculum. As stated by the Qualifications and Curriculum Authority (QCA), creativity is “fundamental to successful learning. “Being creative enables children to make connections between one area of learning and another and to extend their understanding” (Qualifications and Curriculum Authority, 2000, p. 116). It is also believed that creativity is the key thinking skill that is needed for effective learning (Department for Education and Employment & Qualifications and Curriculum Authority, 1999). Practice-based approaches to the study of literacy also emphasize the creative role of participants as active and strategic agents who use literacy practices to represent or create histories, social relationships, and social

identities (Bloome *et al.*, 2005).

These elements can also be seen in the primary English Language curriculum in Hong Kong. Reading has long been stated as one of the four language skills in the English Language curriculum (Curriculum Development Council, 1997). After the curriculum reform in 2001, it was integrated into other teaching approaches, such as the task-based approach, integrated skills and project learning, as well as reading to learn in the Four Key Tasks. In the *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* in 2004 (Curriculum Development Council, 2004), it was stated that creativity should be promoted through reading. Following this, the Primary Literacy Programme – Reading (Key Stage 1) (PLP-R), which occupied 40% of the total English lesson time, was recommended. It capitalises on the expertise and experience in the Primary Native-speaking English Teacher (PNET) Scheme. In this scheme, Shared Reading is one of the useful strategies to help students in reading. Teachers demonstrate and explain the reading process with students, which is a great help to those with little reading experience. Guided Reading provides more opportunities for students with similar learning needs to practise taught reading strategies. Other activities include the use of big books and realia in storytelling activities to engage visual learners and role-play for kinesthetic learners (Chau, 2007, Curriculum Development Institute, 2010).

Most of the QEF reading projects, undertaken between 1998 and 2007, focused primarily on the classroom and school levels. At the classroom level, these projects aimed at using new teaching strategies and activities, integrating reading and writing in a creative way, increasing students' motivation, developing their creativity and their ability to appreciate literature. Some of the teaching activities used include role-play, show and tell, drama, readers' theatre and group work. At the school level, the projects emphasized teacher-student interaction, parental support in terms of fostering the parent-school relationship and reading with parents, as well as integrating the reading programme into the regular English Language curriculum.

Depending on the period of application and the foci of the CDC's English Language curriculum, the objectives of the projects varied greatly. Projects which started between 1998 and 2001 were related to motivating students as well as developing students' reading interest. This can be explained by the fact that the learning objectives of the *English Language (Primary 1 – 6): Syllabuses for Primary Schools* in 1997 focused on the attitudes of students (Curriculum Development Council, 1997). According to the Curriculum Guide (Curriculum Development Council, 1997), it was expected that students at Key Stage 1 should develop keenness to participate in activities and appreciation of the beauty of the language. At Key Stage 2, students should develop enjoyment of reading and respect for the different cultures of the English speaking world. Another reason for the focus on the attitudes of students is that teachers at that time believed that students did not acquire the reading skills mainly because they were unmotivated, not because of the problem of reading instruction.

For projects implemented from 2002 to 2004, the objectives are more related to the use of literacy and catering for learner diversity. After the unprecedented curriculum reform in 2001 (Curriculum Development Council, 2001), catering for learner diversity became one of the main foci in all Key Learning Areas, including English Language. It was suggested that teachers should trim the CDC's curriculum in order to suit the needs of their students. In the *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* published in 2002 (Curriculum Development Council, 2002), literacy-based materials are recommended and some language arts activities are suggested in the exemplars to develop students' literacy skills.

In the project implemented in 2007, extensive reading was the focus of the objectives. This can be regarded as a response to the Primary Literacy Programme – Reading suggested in the *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* in 2004 (Curriculum Development Council, 2004).

2.9.3 English E-Learning

Using IT in English Language Teaching can be regarded as Computer Assisted Language Learning (CALL). Levy (1997) defined CALL as searching and studying how to apply IT in language learning and teaching. According to Chapelle (2002), there are five factors to define the quality of appropriate CALL. The first one is language learning potential, which focuses on the extent to which CALL activities can facilitate students' language learning. Language learning potential is related to three types of processes, including helping students pay attention to linguistic forms in meaning-based activities, engaging students in modifications that are interactional and helping students notice the linguistic errors and correct them. The second one is learner fit, which means that the CALL materials used should fit learners' needs in terms of individual differences and linguistic abilities. The third one is meaning focus, which means that CALL activities should focus on the meaning of the language. The fourth one is authenticity, which means "the degree of correspondence between a CALL task and the language use the learner is likely to engage in outside the classroom" (Chapelle, 2002, p. 500). The fifth one is the positive impact of CALL activities, which refers to its positive effects that are beyond the language learning potential.

Butler-Pascoe and Wiburg (2003) stated that there are 10 attributes for a successful technology-enhanced language learning environment: to provide activities that are interactive and communicative, to provide comprehensible input, to support the development of cognitive abilities, to provide task-based and problem-solving activities, to provide sheltering techniques, to promote learner autonomy and to be student-centred, to facilitate the development of the English language skills in a focused way, to use multiple modalities to cater for different learning

styles, to support collaborative learning, to cater for the affective needs of students, to promote the understanding and also the appreciation of the native and the target cultures and to provide appropriate feedback and assessment.

IT in education was introduced as a new initiative in Hong Kong in 1998. The first IT in education strategy called *Information Technology for Learning in a New Era Five-Year Strategy 1998/99 to 2002/03*, aimed at building the hardware and the network, developing the educational software, and training the teachers in schools (Education and Manpower Bureau, 1998).

Most of the QEF IT projects were related to changes at the school level, including hardware and network building, software development and teachers' professional training. Hardware and network building allow learning and teaching to be done outside the classrooms. However, most of the educational software developed was just an 'online version' of the printed materials and was not congruent with CALL theories which state that CALL activities should be meaningful, authentic, engaging and motivating. Even though theories related to student learning through CALL and CALL teaching strategies have been investigated in the literature, it appears that the QEF IT projects failed to capitalise on these strategies to enhance learning and teaching of English at the classroom level. Some of the possible reasons for this are that IT in learning and IT learning in Hong Kong are still new and teachers do not have the knowledge to apply IT learning theories in the design of English lessons.

The objectives of the projects also varied according to the period of application. In projects implemented from 1998 to 2002, the objectives were to equip the schools with computers/notebook computers, to build the network, to develop online learning software and to develop teachers' IT skills. They were in line with *The First Strategy on IT in Education: Information Technology for Learning in a New Era Five-Year Strategy 1998/99 to 2002/03* (Education and Manpower Bureau, 1998), which was the first educational IT reform in Hong Kong and focused on hardware building and educational software development.

In projects implemented from 2003 to 2004, objectives included developing online learning platforms, teaching English through project learning and teachers' professional development. That may be due to the fact that most of the schools had already equipped themselves with the necessary hardware and network and could try to make better use of IT to enhance English learning and teaching.

In projects applied for from 2005 to 2009, the objectives were related to catering for learner diversity, developing a school-based curriculum and using digital storytelling to teach English. These were in line with *The Second Strategy on IT in Education: Empowering Learning and Teaching with IT* (Education and Manpower Bureau, 2004), which was about the development of information literacy in terms of cognition, meta-cognition, affect and social culture.

2.9.4 Learning English Through Drama

Drama as a form of language arts was first introduced to the English Language curriculum in Hong Kong in 2002 (Curriculum Development Council, 2002) to be one of the suggested enhancement activities at primary and junior secondary levels. It became one of the key activities in Key Stages 1 and 2 in the *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* published in 2004 (Curriculum Development Council, 2004). As summarised by Maley (2005), there are twelve advantages of using drama to teach English in the L2 context, including integrating the four language skills in a natural way, integrating the verbal and non-verbal parts of communication, capitalizing on students' cognitive and affective domains, giving a context to the language, paying attention to the whole-person education and multi-sensory inputs, promoting students' self-awareness and confidence, promoting students' motivation, transferring the responsibility from teachers to students, facilitating an open and exploratory style of learning, having a positive effect on classroom atmosphere, providing an enjoyable learning experience to students and requiring few resources.

According to Zyoud (2010), drama can be used to teach English in four ways. The first one is mime. Dougill (1987) defined mime as a form of non-verbal representation which uses gesture and body expression. Dougill believed that it can act as a catalyst which elicits the use of a language before, while and after the drama activities. Hayes (1984) states that drama allows students to build up their imagination and observation skills while providing enjoyment. The second one is role play. Blatner (2002) defined this as a way to explore the issues in different social contexts. Kodotchigova (2001) pointed out that it allows students to have L2 communication in various cultural and social contexts. Zyoud (2010) explained that role play can provide an authentic context for students to practise their L2. The third one is simulation, which is defined as realizing functions in an environment of structure and simulation. Zyoud stated that it is not easy to differentiate between role play and simulation, but he explains that simulation allows students to discuss an issue within a setting and to be given opportunities for students to practise specific roles using L2 (Jones, 1980; Zyoud 2010). The fourth one is improvisation. Landy (1982) defined it as the actions that are unscripted, unrehearsed and spontaneous with minimal guidance from teachers, which allows L2 students to build up their confidence.

The QEF projects about teaching English through drama were done at the school level as well as at the classroom level. At the school level, the projects could facilitate teachers' professional development as teachers could learn how to teach English and generic skills using drama. The projects also facilitated collaboration within and outside the school. They also created an English-rich environment and helped students develop a greater sense of belonging. It was reported that drama could be integrated into the regular English lessons; however, the details of how that could be done were not reported. It was found that students could learn generic skills and speaking skills through drama.

The QEF drama projects were basically in line with some of the objectives stated by Maley (2005) - to provide a meaningful context to the language, to emphasize whole-person education and multi-sensory inputs, to promote students' confidence and motivation, to be learner-centred, to provide an enjoyable learning experience to students and to require minimal resources.

2.9.5 Meta-theory Regarding School-based Curriculum

School-based curriculum development refers to “the planning, design, implementation and evaluation of a program of students' learning by the educational institution of which those students are members” (Skilbeck, 1984, p.2). As stated by Gopinathan and Deng (2006), school-based curriculum development means that all the activities that are related to creating curriculum materials are conducted at the school level. It is regarded as a response to the unsatisfactory implementation of the centralized curriculum and the need for democracy.

In Hong Kong, following the Llewellyn report in 1982, the curriculum has become more school-based, aiming to involve teachers in the curriculum decision-making process. After *Learning to Learn: the Way Forward in Curriculum Development* was published in 2001 (Curriculum Development Council, 2001), school-based curriculum was firstly proposed as part of the guiding principles in all the Key Learning Areas (KLAs). The *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* published in 2002 recommended that schools develop their own curricula in order to have a “greater use of purposeful tasks and language arts activities in meaningful contexts” and “better use of formative assessment to enhance learning and teaching” (Curriculum Development Council, 2002, p.78). In addition, a curriculum coordinator at senior level in primary schools was established for the smooth implementation of school-based curriculum development. In a later curriculum guide entitled *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* (Curriculum Development Council, 2004), it was stated that schools should exercise their autonomy to develop their school-based curricula, according to the central curriculum, school strengths and students' abilities and needs.

As part of curriculum reform in 2001 schools were recommended to adapt the CDC's curriculum and design their own school-based curriculum that suited students' needs and the school contexts (CDC, 2001). In the current study, Intervention Programmes and Enrichment Programmes were examined in terms of school-based curricula. The projects involved were based on their students' needs and their school contexts, including teachers' professional development, the establishment of an English-rich environment, employment of different modes of assessment and collaboration with parents. They are explained in the following sections.

2.9.6 Intervention Programmes

Intervention programmes were first proposed as a way to help students with learning difficulties or disabilities. In the US, after the establishment of the Education of the Handicapped Act Amendments in 1986, the foci of the early language intervention were fourfold - expanding the programme to all levels of students, developing strategies for helping young learners at home and in schools, addressing language and communication skills as part of the behaviours, and involving parents in the intervention programme (Robert and Kaiser, 2011).

In Hong Kong, Intervention Programmes are implemented mainly in primary and secondary schools. Mention of Intervention Programmes appeared in the English Language curriculum at primary level in 2004. As stated in the *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – 6)* (Curriculum Development Council, 2004), an Intervention Programme is “a short, focused programme, which provides timely support for learners who have exhibited difficulties in learning English” and it emphasizes “additional time, additional opportunities and focused learning” (Curriculum Development Council, 2004, p.100).

The majority of the projects that are categorised as Intervention Programmes were related to motivating students. Other objectives of the projects included consolidating the four language skills, adapting the teaching materials or the curriculum, building up students’ confidence and developing students’ generic skills, and developing students’ learning strategies. Literature about Intervention Programmes suggests that intervention should be done for all levels of students and students should be helped at home and school (Kaiser and Robert, 2011). However, the QEF projects focused mainly on supporting less able students in the classroom.

2.9.7 Enrichment Programmes

An Enrichment Programme aims to facilitate the effective learning and teaching of gifted students. In the western context, enrichment programmes are implemented to enrich the learning experiences of more able students based on three goals, which are to develop the talents in all children, to provide a wide range of enrichment experiences that are at an advanced level, and to provide advanced learning experiences based on students’ interests (Renzulli, 1977; Renzulli & Reis, 1997).

Similar to the Intervention Programmes, the Enrichment Programmes first emerged in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Primary 6)* in 2004. According to the Curriculum Guide (Curriculum Development Council, 2004), an Enrichment Programme for English Language education aims at “extending the more able learners through different activities conducted during or after class time, inside or outside the school premises” and is “based on the prior knowledge and learning experiences already

provided in the regular General English Programme to extend or intensify gifted learners' language learning experiences" (Curriculum Development Council, 2004, p.101).

The projects which can be categorized as Enrichment Programmes are related to the school level. They involve individualized education programmes, the extension of the original Key Stage 1 curriculum, and joint school reading activities. These projects aimed to provide a wide range of enrichment experiences and advanced learning experiences based on students' interests so as to develop students' higher-order thinking skills in English; they usually involve activities and programmes outside the classroom. These are in line with the objectives of an Enrichment Programme, as stated by Renzulli (1977). Such a programme is regarded as one of the strategies catering for learner diversity.

2.10 Discussion

2.10.1 Background of the Schools

Quantitative results showed that the majority of respondents are from aided schools (Question B5) and nearly all are local English teachers (Question B1), meaning that most of the QEF projects were planned by local teachers and implemented in regular lessons in primary schools. Most of the respondents involved taught English as their major subject (Question B2) and most respondents have 11 – 20 years of experience in teaching English (Question B8), suggesting that the participating teachers had sufficient experience of teaching English. Slightly more respondents are teaching Primary four to Primary six than Primary one to Primary three.

According to the proposals and final reports of the schools, participating schools applied for the QEF for various reasons. Some schools aimed at developing a more integrated school-based English Language curriculum in their schools while some stated that they planned to equip themselves with IT hardware and software. Some schools aimed to develop students' specific English skills while others expressed their desire to cater for learner diversity (either enriching the learning experience of higher achievers or supporting lower achievers). A few schools stated that they wanted to develop their teachers' professional knowledge. All of the schools claimed that their project objectives were achieved (Questions A1-A3).

2.10.2 Objectives and Impacts

The achievement of the objectives for the projects of different modules was compared, and it was found that the objectives of Phonics-related projects and Intervention Programmes were well achieved. The percentages of achievement of the objectives regarding Drama-related projects and Enrichment Programmes were comparatively lower than those regarding all the projects.

As for the project impacts, it was found that Phonics-related projects had a positive impact on

students' learning, teachers' professional development, schools and parents. The results of content analysis showed that the projects promoted students' self-learning ability, read-to-learn culture and language proficiency. They also revealed that teachers learned how to teach phonics effectively and these skills can be sustained. In addition, phonics-related projects enhanced school image, team spirit and professional exchange between schools, as shown in the overall quantitative results. The projects motivated parents to support phonics teaching and monitor their children's learning progress. The findings of the case studies also showed that the teaching of phonics skills motivated students and enhanced lower achievers' English learning. However, there is no evidence from the projects on whether phonics instruction can improve students' reading skills and spelling as stated in the literature (Villaume & Brabham, 2003).

Content analysis of Reading-related projects showed that they had a positive impact on students as they effectively motivated students to learn in class, helped students develop their English proficiency, taught them how to appreciate English readers, helped them develop their collaboration skills and increased the amount of their writing. It is also evident that the projects helped teachers enrich their teaching repertoires by means of teaching reading in a humorous way, using contextualized activities to teach stories and integrating reading and writing. In terms of the impacts on schools, content analysis results revealed that Reading-related projects provided a happy learning and teaching environment and allowed different stakeholders to get involved in the reading programme. The findings of the case studies showed that Reading-related projects helped teachers develop a variety of learning and teaching materials. Research findings in meta-theory state that L2 reading instruction should focus on enhancing student interest and motivation.

The impacts of E-learning projects was found to include the fact that E-learning projects provided chances for teachers to undertake self-managed learning, gave them greater power to address learner diversity and allowed them to teach more effectively and efficiently. Content analysis also revealed that E-learning projects successfully helped the schools establish or upgrade IT facilities. Some schools also integrated IT into their curriculum. However, results did not reveal much about how projects impacted on students' performance. Findings from the case studies indicated that some E-learning projects were not sustained because participating teachers had left and the hardware had deteriorated. It is not clear whether these E-learning projects show the attributes of a successful CALL environment as stated in the literature.

Results of content analysis of the Drama-related projects showed that the projects developed students' self-confidence, increased their opportunities to speak English, nurtured their generic skills, created an interactive English learning environment and developed their sense of belonging. The projects developed teachers' professionalism, generic skills and teaching repertoires in teaching English through drama. With reference to the impacts on school, results indicated that the projects developed an interactive learning environment and facilitated

collaboration among schools. Findings from the case studies provided further information that Drama-related projects encouraged shy students to speak and developed their speaking skills and confidence. Literature regarding the learning and teaching of English through drama states that using drama to teach L2 can promote students' motivation, self-confidence and whole-person education (Maley, 2005). However, teachers thought that it was not easy to engage students and enhance language use outside the classroom, perhaps because only a few students could participate in Drama-related projects.

The impacts of Intervention projects on students included help for students with special needs to improve their English learning in the classroom. The projects also catered for learner diversity and helped seed teachers develop a curriculum for dyslexic students. One school developed a mechanism to identify and assist students with English learning difficulties. In addition, the projects had a positive impact on parents as they took more initiative to support, guide and encourage their children to learn English. However, findings from the case studies suggested that the projects were in fact not very successful because the aims and targets were unclear and teachers did not have a good understanding of the concept "Intervention" at that time.

Results of content analysis of Enrichment projects were that they could develop students' higher thinking skills, creativity, personal and social skills as well as generic skills. Teachers generally thought that the projects could relate learning activities to students' experiences, enhance language use outside the classroom, engage students in learning activities, and motivate underachieving students. With reference to the impacts on schools, both a cross-curricular project programme and a programme for smooth transition from primary level to secondary level were developed. Findings from the case studies also indicated that the projects motivated students and created an English-rich environment for them.

When the projects' impacts of different modules were compared, it was found that Reading-related projects had the greatest positive impact on students' performance whereas Drama-related projects had the least positive impact. The quantitative results also revealed that Phonics-related projects had the greatest impact on teachers' professional development and school development whereas Drama-related projects had the least impact on these two areas.

2.10.3 Success Factors

Content analysis with reference to success factors in Phonics-related projects demonstrated that it was important to develop the curriculum and material, which included integrating phonics into the regular English curriculum and developing phonics courseware as well as developing a series of short stories with phonics elements. Information on these success factors is affirmed by meta-theory literature which indicates that integrating phonics into the regular curriculum can enhance students' reading achievement. However, whether the projects successfully improved

students' reading achievement and skills was not revealed in the analysis.

Features of successful Reading-related projects consisted of the teaching of language arts and the use of various teaching strategies for reading, including role-play, show and tell, Readers' Theatre, singing and peer-learning activities. These kinds of activities involve top-down and bottom-up processing skills, which are promoted in the literature. Findings from the case studies illustrated that the success factors were the teaching of Western literature and the use of tailor-made learning and teaching materials.

There were not many success factors in E-learning projects revealed in the content analysis because the concepts of using IT to enhance English learning is still new to schools, in which the teachers began to try out new teaching ideas by making use of newly added IT facilities. Case study findings suggested that the E-learning projects were intended to be motivating and engaging. The IT facilities could be used for other lessons and the notebook computers allowed students to learn inside and outside the classroom.

Content analysis of Drama-related projects revealed that the keys to success for the projects were to set up a goal and criteria when choosing the students and to give performances to other schools. Findings from the case studies revealed that teaching English through drama allowed teachers to teach inside and outside the classroom and that the activities were motivating and engaging. In addition, teachers needed to acquire the skill of using drama to teach English before the project started. It was also important to provide the schools with suitable facilities for the drama activities.

Content analysis of Intervention projects showed that the projects could motivate teachers to participate more in helping lower achievers and strengthening students' English learning. Intervention programmes can be regarded as part of the school-based curriculum as they vary greatly according to students' abilities and the school contexts. The areas involved in Intervention projects are teachers' professional development, employment of different modes of assessment and collaboration with parents. Interview findings also showed similar results.

Content analysis of Enrichment projects revealed that the key to success was to set a very clear focus so that students knew what they needed to do and achieve. Students should be given chances to develop higher-order thinking skills. It was also important to provide a wide range of enrichment experience which is at an advanced level and based on students' interest. Findings from the case studies showed similar results.

When the quantitative results of success factors of different modules were compared, it was found that Reading-related projects had the most success factors, which comprise motivating students, offering a variety of learning strategies, inspiring adjustment of teaching strategies,

offering support to build teachers' expertise, and good leadership for the projects. Drama-related projects had the fewest success factors.

2.10.4 Good Practices

For Phonics-related projects, results from the content analysis showed that it was important to teach phonics in context by using poems, stories, big books and phonics storybooks. Another good practice was to focus on vocabulary building and phonics resources in the computer room.

Results from the content analysis revealed that in Reading-related projects the good reading practices include reading the humorous rhymed stories, understanding the meaning of stories, using a bulletin board in the classroom, reading additional nursery rhymes and poems, teaching creative reading and writing, having classroom discussions, role-play, selecting appropriate literature that suits students' levels, and integrating the reading programme into the English curriculum. Findings from the case studies demonstrated that integrating phonics elements into the reading curriculum was also a good practice to enhance reading and phonics skills.

For E-learning projects, results of the content analysis revealed that the good practices were to revise what had been taught in class, to provide individualized learning platforms, and to provide technical support to teachers and students, e.g. phonics software and online reading programmes. The interview findings showed that using IT to cater for learner diversity in English learning was important. Literature from meta-theory indicated that good CALL activities include interactive and communicative activities, task-based and problem-solving activities, student-centred activities, and activities using different modalities.

With reference to Drama-related projects, it is found from the content analysis that conducting drama activities inside and outside schools was a good practice because it could broaden students' vision and enhance their participation in the community, e.g. puppet shows in other schools. Findings of the interviews showed that drama activities were integrated in the regular English curriculum. Results of the meta-theory showed that mime, role-play, simulation and improvisation can be used to teach English.

For Intervention projects, it is showed from the content analysis that successful intervention projects need to be simple and highly motivating. It was also important to let students work in small teams and limit the number of activities. Findings from the case studies indicated that it was good to teach weaker students phonics skills so as to motivate them. Literature from the meta-theory revealed that good intervention projects should involve all levels of students, develop strategies to help students at home and in schools, address language and communication skills, and involve parents in the projects.

Regarding Enrichment projects, it was found from the content analysis that good practices involved different kinds of enriching activities, including cross-curricular projects, projects for smooth transition between different key stages, joint school reading activities, radio programmes, and parent-child reading. These can be triangulated by the interview findings and literature from meta-theory.

Quantitative results based on different modules indicated that Reading-related projects had most good practices, including engaging learning activities, enhancement of students' performance, strategies for catering for learners' diverse needs, opportunities for exploring teaching strategies, effective use of resources, and flexible time management. In contrast, Intervention projects had the fewest good practices.

2.10.5 Sustainability

Sustainability is an important part of the QEF projects as schools can capitalize on the projects to enhance their English learning and teaching in the long run. For phonics-related projects, the results of content analysis showed that the projects were sustainable by re-running the projects and re-using the teaching materials, which can be updated regularly.

As for Reading-related projects, it was revealed from the content analysis that Reading-related projects could be integrated as part of the regular English curriculum. Findings of the case studies also demonstrated that if the projects were successful, they would also be highly sustainable.

Regarding E-learning projects, participants reported in the content analysis that the projects were sustained by setting up IT facilities, systems and courseware; these can be triangulated by the interview findings.

For Drama-related projects, sustainability was achieved by experience sharing and documentation, as found in the content analysis. The interview findings showed that small-scale drama performances were easier to be sustained and drama elements could be added to the regular English curriculum.

The sustainability of Intervention projects was not mentioned in the content analysis or the interview findings. The possible reason was that the topics and objectives of these projects varied greatly and it might not be easy to apply them to other contexts. As for Enrichment projects, results of the content analysis showed that the projects were sustained by re-running the activities and re-using the materials.

Quantitative results based on different modules revealed that Phonics- and Reading-related

projects were the most sustainable ones. The sustainable factors for Phonics-related projects include re-running the projects in another context, extending the scope of the projects in another context and sharing the project materials among teachers. Reading-related projects were sustained by re-running the projects in another context, adapting materials for another context, and sharing the project materials among teachers.

2.11 Findings

2.11.1 Phonics-related Projects

When compared with projects of other modules, results of the content analysis from questionnaires and interviews showed that Phonics-related projects were the most successful in terms of achievement of project objectives, project impact, success factors, good practices and sustainability. This may be due to the fact that Phonics-related projects tended to be done at a larger scale. They usually involved NETs and local teachers and were more engaging.

Phonics-related projects had a positive impact on different stakeholders, i.e. students, teachers, schools and parents. Students were motivated to learn phonics in the classroom and their self-managed learning ability, read-to-learn ability and language proficiency were improved. The projects were engaging and they related learning activities to students' experience. They also motivated underachieving students and enhanced their language use outside the classroom. Teachers acquired the skills of teaching phonics effectively inside and outside the classroom, and they built knowledge of and developed teaching strategies through these projects. The projects could also promote assessment for learning. School image was enhanced as there was a professional exchange between schools. The projects also supported school-based curriculum reform, enhanced the team spirit of teachers, and collaborations with other school. Parents were motivated to understand more about their children's progress in learning.

Success factors for Phonics projects were identified as: (1) integrating phonics into the regular English curriculum, (2) teaching phonics in texts, (3) designing motivating activities, (4) building teachers' expertise in teaching phonics before or during the projects and (5) developing a collaborative and reflective culture among teachers.

Good practices included: (1) using poems, stories, big books and phonics books, (2) focusing on vocabulary building, (3) using online phonics resources and (4) designing teaching strategies to cater for learner diversity.

Sustainability of the projects involved: (1) re-running the projects, (2) re-using or adapting the materials, (3) extending the scope of the projects and (4) sharing the materials among teachers.

2.11.2 Reading-related Projects

Following the Phonics-related projects, Reading-related projects were the second most successful module in terms of the achievement of project objectives, project impact, success factors, good practices and sustainability. The possible reasons for their success are that teachers have been familiar with teaching reading and the Primary Literacy Programme – Reading promoted by the EDB has provided more opportunities for teachers to develop the reading projects.

Reading-related projects had a positive impact on students, teachers and schools. Students became more motivated and engaged in class. They learnt to appreciate readers. The projects were related to students' experience. Teachers' repertoires in teaching reading were expanded as they can build knowledge of and develop teaching strategies. More teaching resources were developed and the school-based curriculum was enhanced. The English learning environment of the schools became happier and different stakeholders participated in the projects.

Success factors for Reading-related projects were: (1) teaching of English readers and poems, (2) use of various teaching strategies, (3) adjustment of the existing teaching strategies, (4) designing of motivating activities, (5) offering support to build teachers' expertise, and (6) good project leadership.

Good practices included: (1) reading humorous rhymed stories, (2) understanding the meaning of the stories, (3) teaching creative reading, (4) having classroom discussions, (5) choosing appropriate literature based on students' needs and interests, (6) effective use of learning and teaching resources, and (7) flexible project time management.

Reading projects were sustained by: (1) integrating reading as part of the regular English curriculum, (2) re-running them in another context, and (3) disseminating the projects to other schools.

2.11.3 E-Learning Projects

E-learning projects impacted positively on students by motivating them and enriching their learning experience. The projects also had a positive impact on teachers and schools as they learned how to use IT to teach more effectively and efficiently. The projects equipped the schools with basic IT facilities and resources.

Success factors for E-learning projects were: (1) motivating and engaging activities, (2) building teachers' expertise in using IT to teach English and (3) equipping students with portable IT facilities for language use outside the classroom.

Good practices included: (1) revising what had been taught in the CALL lessons, (2) providing

learning activities that use multiple modalities and have different levels of difficulty, (3) providing technical support to teachers and students, (4) providing task-based and problem-solving activities using IT and (5) offering interactive and communicative activities.

The sustainability of E-learning projects was supported by the setting up of IT facilities, systems and courseware.

2.11.4 Drama-related Projects

The quantitative results based on different modules showed that Drama-related projects were the least successful ones. However, results from the content analysis and interviews revealed opposite findings. This may be due to the fact that drama was not a formal element in the curriculum guides and many teachers did not have enough knowledge and/or experience about teaching English through drama.

Drama-related projects had a positive impact on students, teachers and schools. It was observed that students developed their confidence and sense of belonging through drama activities. They also had more opportunities to speak English. Teachers developed their generic skills and expanded their teaching repertoires. The projects also helped schools develop an interactive learning environment.

Success factors for Drama were: (1) setting up a goal for the activities, (2) developing the criteria for choosing students, (3) choosing themes relevant to students' levels and interests, and (4) developing teachers' expertise in teaching English through drama.

Good practices included: (1) extending students' vision and participation in the community, (2) using role-play, simulation and improvisation to teach English and (3) offering strategies for catering for learner diversity.

Sustainability involved: (1) experience sharing and documentation and (2) integrating drama into the regular English curriculum.

2.11.5 Intervention Projects

Intervention projects were the second least successful projects among the six modules, as shown in the quantitative results as well as the results from the content analysis and interviews. This may be explained by the fact that Intervention projects varied greatly from school to school, depending on students' needs, students' levels, and the school contexts. Also, most of the teachers did not have a good understanding of "Intervention" during the period of project implementation.

Intervention projects impacted on students, teachers, schools and parents in a positive way. The

projects helped students with special needs improve their English learning in the classroom. Also, seed teachers were trained to develop a curriculum for special needs students. Schools developed a system to identify students with learning difficulties. Parents were motivated to support and guide their children's learning.

Success factors were: (1) devoting more time to strengthening lower achievers' learning in the classroom, (2) collaborating with parents, (3) developing teachers' professional knowledge about teaching students with learning difficulties, (4) using various teaching strategies in the classroom, and (5) good leadership on the projects.

Good practices included: (1) designing simple and highly motivating activities, (2) letting students work in small teams and limiting the number of activities, (3) involving all levels of students, (4) developing strategies to help students at home and in school, (5) addressing language and communication skills, (6) involving parents in the projects, and (7) effective use of information technology.

Sustainability of the Intervention projects was not mentioned.

2.11.6 Enrichment Projects

Enrichment projects had a positive impact on students, teachers and schools. Students developed higher thinking skills, creativity, personal and social skills, and generic skills. Teachers developed relevant teaching resources and enhanced their professionalism. Schools developed a cross-curricular programme and a programme for smooth transition between different key stages.

Success factors were: (1) setting a very clear focus so that students know what they need to do and achieve, (2) providing opportunities for students to develop higher-order thinking skills, (3) providing a wide range of enrichment experience at an advanced level and based on students' interests, (4) informing parents about the projects, (5) facilitating a reflective and collaborative culture in the school, (6) offering motivating activities, (7) offering support to build teachers' expertise, and (8) good leadership on the projects.

Good practices included: (1) holding cross-curricular projects, (2) holding projects for the smooth transition between different levels, (3) running joint-school reading activities (4) setting up a radio programme, (5) encouraging parent-child reading and (6) choosing a theme related to students' interests.

The projects were sustained by re-running the activities and re-using the materials.

3. Resource Package

3.1 Recommendations Based on the Results of the Meta-study

This study aimed to evaluate the selected 57 QEF projects in order to consolidate the success factors and good practices for the development of a resource package in six modules.

It is recommended that a Phonics module be developed and integrated into the regular English Language curriculum. As the meta-theory of phonics instruction indicated that teaching phonics could help students develop spelling skills and early reading skills, it is suggested that a Phonics module be designed for Primary one in order to develop students' phonological awareness at an early age. Learning and teaching activities in the phonics module could focus on teaching phonics in context and could be highly motivating. Some of the good practices suggested are teaching phonics using poems, songs and stories. When designing the module, teachers should be equipped with the teaching skills and should collaborate closely with the Native English Teacher/s in the school. It is suggested that the project "English Teaching Support Network for Tsuen Wan Primary Schools" be further developed because it is comprehensive and successful. It had positive impacts on different stakeholders, well developed and sustainable teaching resources, as well as good collaboration between different participating schools. Another selected Phonics project that could be extended is "English Language Enhancement Scheme", "Reading and Spelling with Phonics – The Letterland Way" because the objectives of the project were clearly stated. The phases of the programme and the outcomes of the project were also clearly described.

It is recommended that schools capitalize on the Primary Literacy Reading Programme and integrate a reading scheme as part of the English Language curriculum. A Reading module should be developed which includes various kinds of engaging reading activities. These activities should aim at helping students learn to appreciate readers and developing their creativity. Good practices for this module are reading humorous rhymed stories, teaching reading strategies, teaching creative reading, having discussions in the classroom and choosing appropriate readers and poems that suit students' needs and interests. It is suggested that the Reading module be developed for Primary two as students can develop their interest in reading when they are young. The selected Reading project, "Happy Learning through Humorous Stories: An English Enhancement Programme for Primary 1 to Primary 3 Students", could be further enhanced because it involved the teaching of four language skills, the development of the teachers' expertise, the teaching of creative writing, the use of additional nursery rhymes and children's poems, as well as the use of role-plays and discussion. Another suggested selected Reading project is "Ready, Steady, Read!". Among all the 57 QEF projects, this is the only one which aims to develop the PLP-R reading scheme. Also, parents were involved to further help students develop their reading skills.

Most of the E-learning projects are related to building hardware; only a few are related to enhancing English learning in the classroom. Therefore, it is suggested that an E-learning module be developed based on meta-theory literature about CALL activities. It is recommended that CALL activities be used in English lessons, paying attention to the objectives proposed by Bulter-Pascoe (2003), which are to provide activities that are interactive and communicative, to provide comprehensible input, to support the development of cognitive abilities, to provide task-based and problem-solving activities, to provide sheltering techniques, to promote learner autonomy and to be student-centred, to facilitate the development of English language skills in a focused way, to use multiple modalities to cater for different learning styles, to support collaborative learning, to cater for the affective needs of students, to promote the understanding and also the appreciation of the native and the target cultures, and to provide appropriate feedback and assessment. Good practices for E-learning included providing technical support to teachers before and during the implementation of E-learning lessons, revising what has been taught after the CALL lessons and providing CALL tasks with different levels of difficulty for students. Students can learn English through CALL at the level of Primary three as at that stage they have probably already learnt basic IT skills. The recommended E-learning projects are “Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project”, “From Increasing Students’ Learning Interest and Confidence to Enhancing Students’ English Language Skills”, and “From Increasing Students’ Learning Interest and Confidence to Enhancing Students’ English Language Skills” because these projects effectively use online platforms to motivate and engage students within and outside the classroom.

It is recommended that a Drama module, which aims at developing students’ self-confidence, speaking skills and generic skills, be developed. Schools should set up a goal for the drama activities, develop criteria for selecting students and choosing suitable roles, choose themes that students like and develop teachers’ expertise before and during the implementation of the module. Good practices for the Drama module include using role-play, simulation and improvisation within and outside the English classroom. The Drama module can be implemented at the level of Primary four since students can learn to perform and speak in front of the class at that age. The Drama project “Learning English with the Puppets” is recommended as it is detailed and sustainable in terms of having a positive impact on students and teachers as well as developing sustainable teaching activities.

It is recommended that an Intervention module be developed which aims at focusing on a particular area of language, providing additional support for students’ English learning inside or outside the classroom and developing a system to identify students with various kinds of learning difficulties. Good practices for the Intervention module include designing simple and highly motivating learning activities, letting students work in small groups and involving parents in the activities. The Intervention module could be designed for Primary five. The project “Enhancing Students’ Ability and Interest in English Writing: Learning, Teaching and Assessment” could be

further developed. It was a project which integrated learning, teaching and assessment and aimed to enhance students' writing skills. Another recommended project is "English Enhancement Programme for the Underprivileged Students", which successfully addressed the needs of underprivileged students

An Enrichment module could be designed to provide enriching experience for gifted students or more able students. It could aim at developing students' higher-order thinking skills, creativity, personal and social skills, and generic skills. Good practices for the enrichment module could include holding cross-curricular projects, joint school reading activities, a radio programme, a parent-child reading workshop and choosing a theme related to students' interests. The Enrichment module could be designed for Primary six so as to prepare students for a smooth transition between Primary six and Secondary one. "Green Reporter Scheme" is one of the successful projects among the existing Enrichment projects. A variety of green activities were designed and a well-written article was published.

3.2 Structure of the Resource Package

There are two rationales for the package development, including consolidating the good practices from the findings of the present study and further developing ten selected QEF projects. According to the characteristics of the learning and teaching activities implemented in the QEF projects, six modules have been developed for the resource package. They are Phonics, Reading, E-learning, Drama, Intervention Programme and Enrichment Programme. The modules of the resource package serve as exemplars to guide teachers to extend learners' language abilities through adopting learning and teaching activities as well as teaching strategies proven to be successful in the QEF projects. Apart from deriving good practices from the QEF projects, the modules of the resource package follow the guidelines suggested by the *English Language Curriculum Guide (Primary 1–6)* and the recommendations of supporting literature.

The resource package comprises six modules, which are sequenced in a specific order to suggested target groups, from lower primary to upper primary. Each module contains eight sections, namely *Theme*, *Target group*, *Suggested time*, *Expected learning outcomes*, *Learning objectives*, *Teachers' notes*, *Lesson plans*, and *Supporting materials*. Teachers are encouraged to plan and adapt the modules to suit their school contexts as well as to cater for learners' abilities and needs.

3.3 Evaluations

3.3.1 Trial Teaching

In order to ensure the practicality of the resource package, trial teaching was conducted by some teachers in three different stages, which are the initial stage, during the package development, and after the package development.

For the initial stage, the first module developed based on the recommendations of the present study is the Reading module. The theme of the module was “Green Eggs and Ham”. There were four objectives in the first draft of the Reading module, which are to use a variety of resources to motivate learners, to integrate reading and writing, to use a variety of engaging activities, and to develop generic skills through collaborative activities. After the module was tried out by an English teacher from a Direct Subsidy Scheme (DSS) primary school, she commented that it would be better to broaden the theme of the module to cover more readers to make it align with the theme suggested by the EDB. The second suggestion is to specify the objectives of the activities so that it is easier for teachers and students to understand what they have to achieve in the lessons. A third suggestion is to focus more on the development of the reading skills through introducing different contexts and encouraging creativity because reading is one of the required skills in examinations. Students were more motivated if the reading lessons were more creative.

During the package development, the Reading module was revised in two ways. First, in order to align the theme of the module with those suggested modules in the curriculum guides, a new theme, “Food I like; food I don’t like”, was used. It belongs to the module “Food and Drinks” in Key Stage 2. Also, the objectives of the module became more specific, which were to predict the development of a story and see themselves as trying new food in different situations, use and apply creative thinking techniques to express ideas in presentations, class discussions and creative writing, write a recipe with creative ingredients through reading and listening to a broad range of texts, and identify rhyming pairs in a story and write the lyrics of a song using rhythm and rhyme. The other five modules were developed based on four rationales. The first rationale is to include more contexts and more texts so that the modules can be more comprehensive and the second rationale is to align the modules with those of the curriculum guides.

After all the six modules were developed, three English teachers from primary schools of different backgrounds were invited to try out some of the teaching activities in four of the six modules, which are Phonics, Reading, Drama and Intervention Programmes. One teacher implemented the activities in the Phonics module and Reading module in an aided school. She thought that the two modules were very interesting and engaging. She chose the activities of “Sing a song”, “Shared reading”, “Building a word tree” and “Phonics bingo” in the Phonics module and implemented them with success. Learners enjoyed the activities very much and they

were actively engaged in the activities. For the module on Reading, the activities of “Shared reading”, “Readers’ theatre”, “Matching game” and “Creative Writing” were selected. She reported in the dissemination seminar that the reading materials were useful in developing learners’ creativity. Learners found “Green Eggs and Ham” interesting. In the “Readers’ theatre”, learners were willing to speak English. The “Matching game” successfully developed learners’ awareness of rhyming words whereas “Creative Writing” provided opportunities for learners to use English creatively.

An English teacher, who taught in a mainstream Chinese as Medium of Instruction (CMI) school in Shau Kei Wan, was invited to try out the Drama module. She stated that the drama activities were very numerous and motivating. Besides providing flexibility for teachers to adopt the materials to cater for learner diversity, students were also more interested and engaged to participate in the drama activities. For example, in the listening exercise on word stress, students were concentrated more and were more focused. In addition, inactive students said that since the drama activities had the effect of creating a relaxing learning environment, they felt more confident to perform the scripts with appropriate intonation and stress.

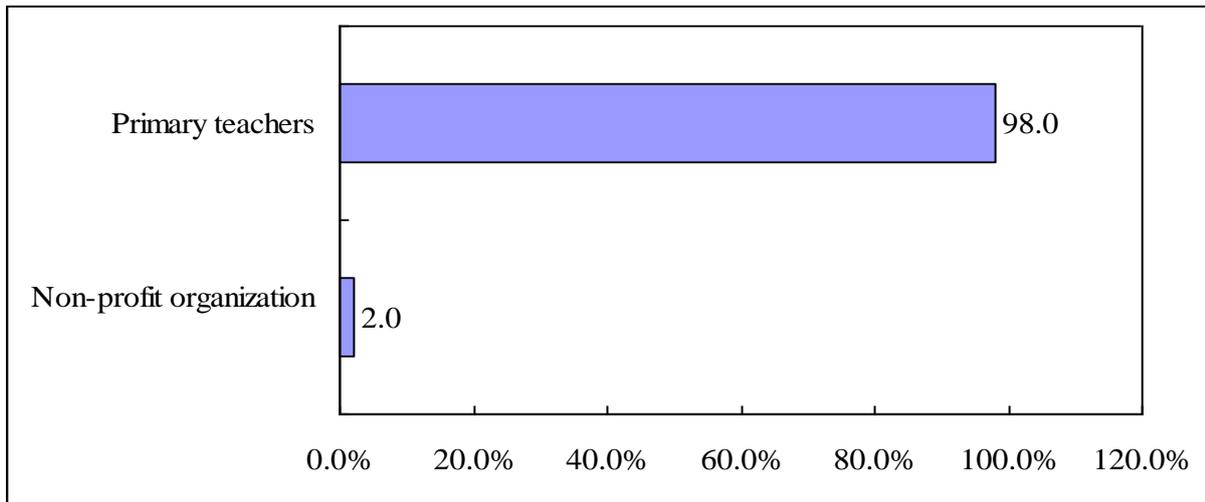
As for the Intervention Programmes, the English teacher, who implemented the activity “Endangered animals” in a remedial class in a DSS school, stated that the activity was useful in helping learners develop a positive attitude towards English learning, enhancing their speaking skills and reading skills, as well as providing opportunities for learners to work collaboratively. She commented that the effective use of mind-maps helped weaker students understand the texts.

3.3.2 Dissemination Seminar

A territory-wide dissemination seminar was held on 14 May 2013 for promoting the resource package and sharing teachers’ views on trial teaching. In total, 73 participants, including primary school principals, primary English teachers, university teaching staff, speakers, an officer from the QEF and a representative from a non-profit organisation joined the seminar. In the event, the Principal Investigator, Professor Barley Mak, introduced the research findings and the resource package, followed by teachers’ experience sharing and a question and answer session (See Appendix 4). An evaluation form was distributed to gauge teachers’ views on the seminar (See Appendix 5). In addition, a reply slip was used to understand teachers’ need for some follow-up items on the resource package and further professional development activities for teachers (See Appendix 6).

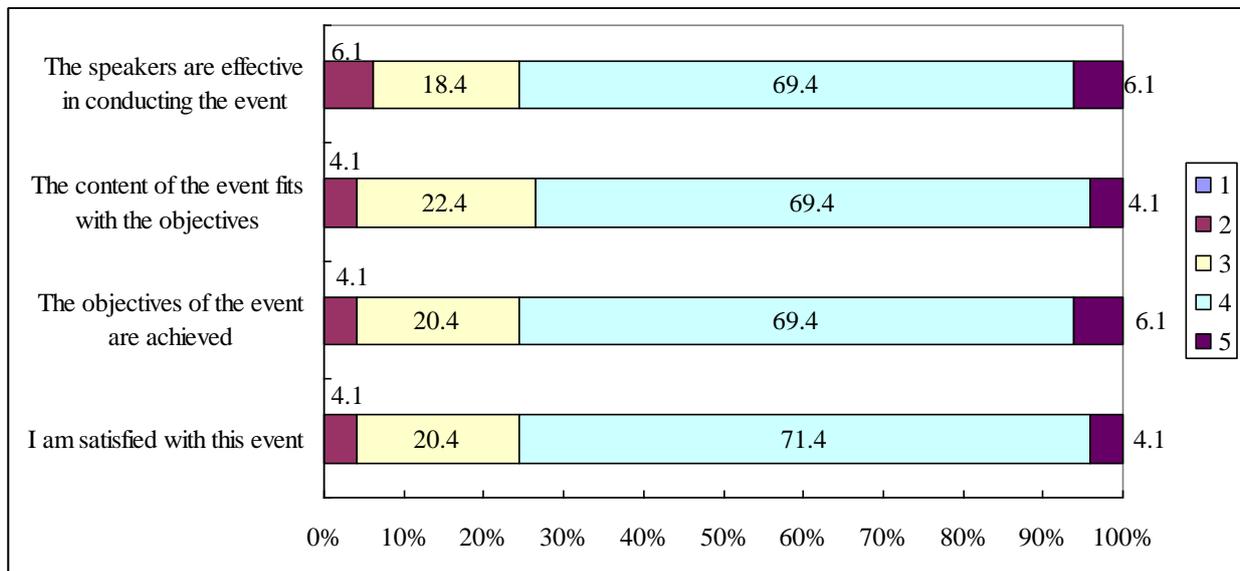
On the dissemination seminar, a total of 49 participants returned their evaluation forms. Nearly all the participants (98%) were primary teachers whereas one (2%) was from a non-profit organisation (See Figure 65).

Figure 65: Background of the Participants in the Dissemination Seminar



A 5-point Likert scale was used to understand teachers’ level of satisfaction with the seminar. Overall, participants were highly satisfied with the event. More than 95% of the participants were satisfied with this event. They also agreed that the objectives of the event were achieved (95.9%) and the content of the event fitted with the objectives (95.9%). Over 90% of the participants thought that the speakers were effective in conducting the event (See Figure 66).

Figure 66: Participants’ Level of Satisfaction with the Dissemination Seminar



(“1” is the minimum level of satisfaction and “5” is the maximum.)

As for their overall comments and suggestions, some teachers were very interested in the resource package and they wanted to know when and where they could get it. Some relevant comments are shown below:

“(I) look forward to hearing more about when the package will be available.”

“Participants in this course are interested in the resource package. It’ll be good if the participants can have a peek.”

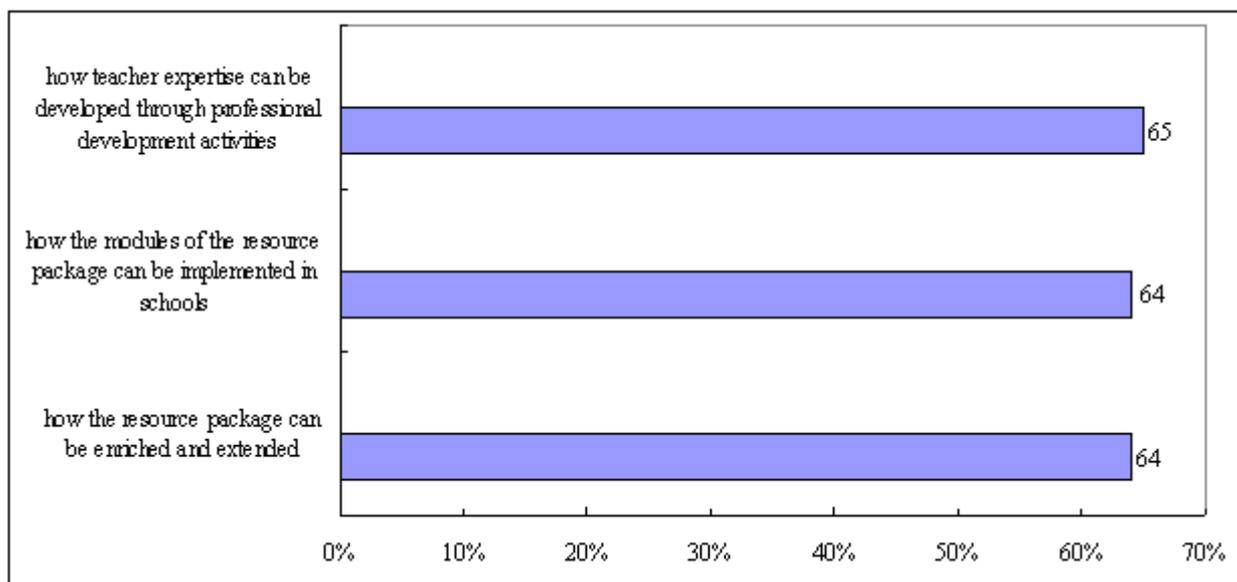
One teacher commented that the speakers were good. Another teacher stated that the speakers’ sharing successfully helped him reflect on his own teaching.

“Good speakers, interesting. Thanks.”

“It (the seminar) is very reflective.”

Twenty five participants returned the reply slip. About 65% of the participants pointed out that they wanted to know more about how the resource package could be enriched and extended, how the modules of the resource package could be implemented in schools, and how teacher expertise could be developed through professional development activities (See Figure 67).

Figure 67: Teacher Needs from the Study



In addition to using various instruments to understand teachers’ views, the research team also evaluated the resource package by directly asking those teachers who had tried out the modules and by observing the seminar. All of those who had tried out the modules commented that the resource package was very motivating and it aligned with the curriculum guides. It also suited students’ levels and interests.

The seminar was well received. The majority of the participating teachers were very interested in the resource package. Some of the teachers even took the initiative to ask the research team when the package would be available and where they could purchase it.

4. Conclusion and the Way Forward

The Consolidation and Re-development Work (C&R Work) on English Language education at the primary level aimed to consolidate success factors from 57 selected QEF projects regarding English Language education at the primary level and to develop a resource package incorporating those success factors for dissemination purposes. The meta-study concluded that the 57 existing projects provided successful English learning experiences in six areas, which are Phonics, Reading, E-learning, Drama, Intervention Programmes and Enrichment Programmes. To further enhance the quality of the projects, it is possible to integrate reading and writing skills in the Reading module. The E-learning projects may be enhanced by focusing on the development of learning and teaching programmes that are more engaging and interactive. Regarding Intervention Programmes and Enrichment Programmes, it is important to design some activities that suit learners' levels and interests. It is suggested that the designs of the projects be based on the current literature and align with the curriculum guides. Further to the development and dissemination of the resource package, it is recommended that a thematic network be set up.

The reasons for recommending the setting up of a QEF Thematic Network (QTN) are as follows,

- Some teachers may not have a clear idea about how to design learning and teaching modules that are in line with the recent literature and the curriculum guides, so professional support is urgently needed.
- Teachers may not be familiar with the learning and teaching strategies for areas such as Phonics, E-learning, Drama, an Intervention Programmes and an Enrichment Programmes. For the Reading module, some schools are implementing the Primary Literacy Programme – Reading (PLP-R) and they have to develop their expertise for curriculum planning. Professional support and collaboration among different schools on a relevant platform (like QTN) are needed.
- Some of the projects selected for C&R Work are very successful. It is a good idea to build on the success factors of these projects and share them among schools.
- As indicated in the reply slip and the evaluation form for the dissemination seminar, teachers would like to know how the resource package we developed by the C&R Work can be further enriched, extended and implemented in schools.

The aims of the QEF Thematic Network for English Language education at the primary level are:

- to extend the *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects (C&R Work)* on the Quality Education Fund English Language (Primary) Projects
- to build up the teacher capacity through a professional community
- to strengthen the dissemination of the resource package

The objectives of the QTN are as follows:

- to try out the resource package
- to extend and apply strategies identified in the resource package to the classroom
- to share experience through the QTN
- to form a professional development network
- to plan/develop for extended projects
- to apply for further QEF funding to support these extended projects

Recommendations for the extension of some successful QEF projects are as follows:

- For the Phonics module, “English Teaching Support Network for Tsuen Wan Primary Schools” can be re-run. It is suggested that schools employ some experienced NET teachers who are familiar with teaching phonics and able to support the curriculum development of the Phonics module in schools.
- Regarding the Reading module, “Happy Learning through Humorous Stories: An English Enhancement Programme for Primary 1 to Primary 3 Students” is suggested. It may be enhanced by increasing the emphasis on the learning and teaching of reading and writing skills.
- For the E-learning module, “Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project” is recommended. It could be integrated into the regular English curriculum in schools to strengthen students’ reading, writing and speaking skills.
- “Learning English with the Puppets”, which belongs to the Drama module, can be re-run. Experts on teaching drama should be invited to train teachers and students. A collaborative learning community could be built through inter-school puppet theatre performance.
- As for the Intervention module, “Enhancing Students’ Ability and Interest in English Writing: Learning, Teaching and Assessment”, which is an assessment scheme and is formative in nature, should be included in writing tasks for less able students. Teachers may even adapt the assessment scheme in the regular classes according to students’ needs.
- “Green Reporter Scheme”, which is one of the projects in the Enrichment Programmes, can also be re-run. Activities outside the classroom can be designed to enrich students’ learning experience.

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Appendix 1: List of categorised modules and corresponding QEF projects

Module: Phonics

Project number	Project title
1999/1875	English Teaching Support Network for Tsuen Wan Primary Schools
2000/0731	English Language Enhancement Scheme
2000/1335	Reading and Spelling with Phonics—The Letterland Way
2000/1352	Co-teaching Plan with Native-speaking English Teacher
2002/0844	Learning to Learn through IPA and Literary Arts
2008/0268	A phonic interactive learning programme to lay a solid foundation for reading and self-learning for primary students

Module: Reading

Project number	Project title
1998/0211	Writing Garden
1998/2175	Parent-child Reading Scheme
1998/3701	Happy Learning through Humorous Stories: An English Enhancement Programme for Primary 1 to Primary 3 Students
1999/0803	Creative Kids' Writings: Reading and Writing Project
2000/1417	Let's Sing, Read and Write Programme
2002/0910	Teaching Students with Different Abilities: An English Reading Programme to Enhance Learning Effectiveness and Interest of Students through Modern Humorous Texts
2003/0637	Professional Development on English Curriculum—From Textbook to a Literacy-based Approach for English Language Learning
2004/0309	Creating Reading Atmosphere—Whole School Reading Scheme
2004/0942	Research on Accelerated English Reading Effectiveness
2007/0440	Ready, Steady, Read!

Module: E-learning

Project number	Project title
1999/1868	Establishment of a Multi-media Language Centre to Improve the Teaching and Learning of Phonics
2000/2693	A Breakthrough in I.T. Learning
2001/0567	Promoting Chinese and English Reading
2003/0180	Bilingual Self-learning Platform

Project number	Project title
2003/0263	The First English Electronic Book for Primary Pupils (Learning and Teaching Action Research)
2003/0589	Quality Teaching Courseware
2004/0480	Quality Learning and Teaching—E-campus Project
2004/0884	Web-based Language Awareness Learning Package for English Teachers
2005/0732	Catering for Learner Diversity in English Language Learning through Cooperative Learning and ICT Platform
2006/0120	From Increasing Students' Learning Interest and Confidence to Enhancing Students' English Language Skills
2007/0058	Interactive English Speaking Platform
2008/0306	English Fun Pac
2008/0326	Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project
2009/0110	Think Wide and Fly High for Bright Future

Module: Drama

Project number	Project title
2000/0065	English Funland
2003/0092	To Promote Teaching and Learning English through Drama
2004/0632	Learning English with the Puppets
2005/0372	Drama in English Education: Building Up Confidence and Bridging Individual Difference with Drama
2008/0035	SimCity—English is Everywhere

Module: Intervention Programmes

Project number	Project title
1998/1105	Strengthening Learning and Eliminate Failures—Support Programme on School-based Curriculum and Teaching Design
1998/3023	Remedial Teaching for Parents and Students
1998/4022	Strength Learning and Eliminate Failures—Support Programme on School-based Curriculum and Teaching Design (Second Stage)
1998/4482	Fostering the Development of English as a Foreign Language Co-operative Learning Contexts
1999/2933	School-based Changes in Teaching and Learning
2003/0302	“Learning to Learn” English Language Project
2004/0571	School-based English Programme for Learning Difficulties

Project number	Project title
2005/0200	Enjoy Co-reading Fun
2005/0363	Enhancing Students' Ability and Interest in English Writing: Learning, Teaching and Assessment
2007/0007	English Enhancement Programme for the Underprivileged Students
2009/0137	An Interactive School-based English Curriculum That Addresses Pupils' Different Learning Needs and Abilities

Module: Enrichment Programmes

Project number	Project title
1998/2138	Creative English: An English Enhancement Programme for Primary Students
1998/3371	Chatteris Schools English Development Programme
1999/0899	Fun Fun English Super Camp
1999/1952	Fun with English
2000/1688	School-based All Round Language Enhancement Scheme
2003/0161	Language Octopus
2005/0204	Gifted Education in School-based Curriculum
2005/0353	The Little Hong Kong English Ambassador
2005/0504	Power Upgraded
2008/0328	Pre-secondary English Enhancement Scheme
2009/0318	Green Reporter Scheme

Appendix 2: Questionnaire for Project Leaders and Participating Teachers

PART A – Experience in implementing the captioned QEF project

Please blacken the appropriate circles that best reflects your answer.

Achievement of project objectives

		Strongly disagree	Disagree	Agree	Strongly agree
1.	All activities were successfully implemented as planned.	①	②	③	④
2.	The participants benefited from the project as expected.	①	②	③	④
3.	The deliverables were produced as needed.	①	②	③	④

4. In general, to what extent have the project objectives been achieved?

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Project Impact

		Very little	Moderate	Quite a lot	A great deal
Project impact on students' performance in terms of:					
5.	being engaged in learning activities.	①	②	③	④
6.	relating learning activities to students' learning experiences.	①	②	③	④
7.	motivating underaspiring students.	①	②	③	④
8.	enhancing language use outside classroom.	①	②	③	④
Project impact on teachers' professional development in terms of:					
9.	building knowledge on learning and teaching strategies.	①	②	③	④
10.	developing learning and teaching resources.	①	②	③	④
11.	promoting assessment for learning.	①	②	③	④
12.	catering for learner diversity.	①	②	③	④
Project impact on school development in terms of:					
13.	enhancing school-based curriculum reform:	①	②	③	④
14.	enhancing team spirit	①	②	③	④
15.	collaborating with other schools / professional organizations / higher education institutions	①	②	③	④
16.	enhancing the overall image of the school	①	②	③	④
17.	Others (please specify): _____	①	②	③	④

Difficulties / Ways for improvement

		Very little	Moderate	Quite a lot	A great deal
To what extent was the project supported in terms of :					
18.	students' participation	①	②	③	④
19.	professional development opportunities	①	②	③	④
20.	teachers' commitment	①	②	③	④
21.	parental support	①	②	③	④
22.	administrative support	①	②	③	④
23.	funding	①	②	③	④
24.	non-finical resources	①	②	③	④
25.	available time for coordination	①	②	③	④
26.	Others (please specify): _____	①	②	③	④

Success factors

		Strongly disagree	Disagree	Agree	Strongly agree
27.	The project motivated students.	①	②	③	④
28.	The project offered a variety of language learning strategies.	①	②	③	④
29.	The project inspired adjustment of teaching strategies.	①	②	③	④
30.	The project offered support to build the expertise of teachers in designing curriculum plans and exploring different learning and teaching strategies.	①	②	③	④
31.	The project was well led by the project leader.	①	②	③	④
32.	Parents were kept informed of the project.	①	②	③	④
33.	The project offered opportunities for communication and sharing among stakeholders, e.g. parents and teachers.	①	②	③	④
34.	The project offered adequate time for coordination.	①	②	③	④
35.	The project facilitated a reflective and collaborative culture in the school.	①	②	③	④
36.	Others (please specify): _____	①	②	③	④

Good practices / Extended good practices

		Strongly disagree	Disagree	Agree	Strongly agree
37.	There were engaging learning activities for students.	①	②	③	④
38.	There was enhancement of students' performance.	①	②	③	④
39.	The project offered strategies for catering for learner diversity.	①	②	③	④
40.	There were opportunities for exploring different learning and teaching strategies.	①	②	③	④
41.	There were opportunities for communication and sharing among teachers and parents during project implementation.	①	②	③	④
42.	There was effective use of information technology in learning and teaching.	①	②	③	④
43.	There was effective use of resources for language learning and teaching.	①	②	③	④
44.	There was flexible time management during project implementation.	①	②	③	④
45.	Others (please specify): _____	①	②	③	④

Sustainability after the completion of QEF support

		Strongly disagree	Disagree	Agree	Strongly agree
In what ways was the project sustained after the completion of QEF support:					
46.	re-run the project in another context.	①	②	③	④
47.	adapt project materials for another context.	①	②	③	④
48.	extend the scope of the project in another context.	①	②	③	④
49.	share the project materials among teachers (e.g. through the school website).	①	②	③	④
50.	disseminate the project to other schools (e.g. experience sharing seminars).	①	②	③	④
51.	Others (please specify): _____	①	②	③	④

Comments on QEF support measures

		Strongly disagree	Disagree	Agree	Strongly agree
52.	The application procedure was easy to follow.	①	②	③	④
53.	The funding was adequate for the project's expenses.	①	②	③	④
54.	The administrative support provided by QEF was adequate.	①	②	③	④

Other project application

		Strongly disagree	Disagree	Agree	Strongly agree
55.	The success of the project led to an extension of the existing projects.	①	②	③	④
56.	The success of the project led to the initiation of a new project.	①	②	③	④

57. Do you have any other comments regarding the captioned QEF project?

PART B– Demographics

Please blacken the appropriate circles that best reflects your answer.

1. Are you a native speaking English teacher (NET)?

No Yes

① ②

2. Your major teaching subject(s) in the school: *(more than one answer is acceptable)*

① English language

① Subject(s) other than English language (please specify: _____)

3. Your current position in school:

TA CM AM SAM PAM APSM PSM HM II HM I

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

4. Your administrative responsibilities in school: *(more than one answer is acceptable)*

- ① Class Teacher
- ① Assistant English Panel Chairperson
- ① English Panel Chairperson
- ① Others (please specify): _____

5. Your school type is

- | | | | |
|------------|-------|---------|-----|
| Government | Aided | Private | DSS |
| ① | ② | ③ | ④ |

6. You are teaching English at the level(s) of: *(more than one answer is acceptable)*

- | | |
|---------|---------|
| P1 – P3 | P4 – P6 |
| ① | ② |

7. You generally teach English lessons per cycle / per week.

- | | | | |
|--------------|-------|-------|--------------|
| less than 10 | 10-20 | 21-30 | more than 30 |
| ① | ② | ③ | ④ |

8. Total number of years of teaching experience:

- | | | | | | |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| less than 5 years | 5 -10 years | 11-15 years | 16-20 years | 21-35 years | 26-30 years |
| ① | ② | ③ | ④ | ⑤ | ⑥ |

9. Total number of years of teaching English as a second language:

- | | | | | | |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| less than 5 years | 5 -10 years | 11-15 years | 16-20 years | 21-35 years | 26-30 years |
| ① | ② | ③ | ④ | ⑤ | ⑥ |

10. Sex

- | | |
|------|--------|
| Male | Female |
| ① | ② |

Thank you for your information.

Appendix 3: Interview Questions for Project Leaders

1. What were the success factors when you implemented the QEF project?
2. What were the difficulties you encountered when you implemented the QEF project?
3. Do you think the QEF project can be used to cater for learner diversity? Why?
4. After finishing the QEF project, how can you sustain it?
5. Do you think teachers' professional development can facilitate the implementation of the QEF project?
6. How did you lead your team in implementing the QEF project?
7. How does the QEF project motivate students and engage students in learning activities?
8. Do you think it is difficult to get parental support when you implement the QEF project? Why?
9. What is the rationale for choosing the teaching materials or teaching resources for the QEF project?

Appendix 4: Programme Rundown for the Dissemination Seminar



THE CHINESE UNIVERSITY OF HONG KONG
Faculty of Education
Centre for Enhancing English Learning and Teaching (CEELT)
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http://www.fed.cuhk.edu.hk/~ceelt

Dissemination Seminar on *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects*

Commissioned by the Quality Education Fund (QEF)
Organised by the Centre for Enhancing English Learning and Teaching (CEELT),
Faculty of Education, The Chinese University of Hong Kong

Programme Rundown

Date: 14 May 2013 (Tuesday)
Time: 4:30 – 6:00 p.m.
Venue: Lecture Theatre 4, Wong Foo Yuan Building, The Chinese University of Hong Kong
Emcee: Ms Juliet Cheung

Time	Event
4:15 – 4:30 p.m.	Registration
4:30 – 4:35 p.m.	Welcoming address Prof Barley Mak, Principal Investigator of Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects
4:35 – 4:40 p.m.	Presentation of souvenirs to guest speakers Group photo-taking session
4:40 – 4:55 p.m.	Introduction on <i>Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Project</i> Prof Barley Mak
4:55 – 5:15 p.m.	Teacher sharing on the module of Intervention Programme Ms Candy Watkiss, English teacher, W F Joseph Lee Primary School
5:15 – 5:25 p.m.	Teacher's comments on the module of Drama Ms Alice Choy, Project team member of Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects
5:25 – 5:45 p.m.	Teacher sharing on the modules of Phonics and Reading Ms Karen Cheung, English teacher, Ling Liang Church Sau Tak Primary School
5:45 – 6:00 p.m.	Q&A session Prof Barley Mak



Commissioned by Quality Education Fund

Appendix 5: Evaluation Form for the Dissemination Seminar



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 Faculty of Education
 Centre for Enhancing English Learning and Teaching (CEELT)
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 http://www.fed.cuhk.edu.hk/~ceelt

Dissemination Seminar on *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects*

Evaluation Form

Please complete this Evaluation Form and return it to the organiser after the event.

Date: 14.5.2013

Please blacken the circle (●) of your choice.

Identity of participant:	Primary	Secondary	Special Education	Tertiary	Others, Please specify:
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
	<input type="radio"/>				

		Level of Satisfaction				
		5 (Max)	4	3	2	1 (Min)
1	Overall, I am satisfied with this event.	<input type="radio"/>				
2	The objectives of the event are achieved.	<input type="radio"/>				
3	The content of the event fits with the objectives.	<input type="radio"/>				
4	The speakers are effective in conducting the event.	<input type="radio"/>				

Overall comments and other suggestions / comments:

Thank you.



Commissioned by Quality Education Fund

Appendix 6: Reply Slip for the Dissemination Seminar



THE CHINESE UNIVERSITY OF HONG KONG

Faculty of Education

Centre for Enhancing English Learning and Teaching (CEELT)

Tel: (852) 3943-6401 Fax: (852) 3943-4205 Email: ceelt@fed.cuhk.edu.hk

<http://www.fed.cuhk.edu.hk/~ceelt>

Dissemination seminar of Consolidation and Redevelopment Work on Quality Education Fund

English Language (Primary) Projects

Reply Slip

Please tick if appropriate and complete the following information.

I would like to know more about:

- how the resource package can be enriched and extended
- how the modules of the resource package can be implemented in schools
- how teacher expertise can be developed through Professional Development activities

Name: _____

Tel: (mobile) _____
(office) _____

School: _____

Email: _____