To serve a large audience such as international undergraduate students, exchange students and mainland students, the need to have well-structured flipped classroom materials is compelling. Several common reasons of teaching in flipped style are: First, flipped materials free up more time for meaningful interaction in class. In second language classrooms, some basic grammar can be taught before class time. Some simple drillings can also be done in order to smoothen the group activities such as role-play, information-gap, and discussion in class. Second, students may use the learning materials that suit their needs most.

Three modules are developed:

1) Accuracy:
Learners can benefit from the following features in the accuracy module. First, they can listen to the pronunciation and watch teacher's video at the same time. Teacher-demonstration through media presents a standard model for student's input.

2) Fluency:
Targeting to equip learners with better fluency in conversation, this module presents students with a picture and consecutive questions called simulation exercise. A simulated conversation with the person on the screen would be conducted.

3) Grammar knowledge:
Students are provided with annotated PowerPoint slides either explaining how the sentence structure of Cantonese works or some repetitive drills. Each video lasts around 3-10 minutes. Students are to watch the videos before class. Similar to other flipped videos, the rationale is that students may listen to it according to their own learning pace. Apart from videos, we also have preparation assignments are on-line exercises that have already been posted on the course Blackboard, the LMS that is currently available to our students. The next stage is post-video quiz. Post-video quizzes will be conducted in class in order to assess their preparation before coming to the class. We aim at having more time for interactive activities in class if the videos and on-line exercises are provided.

Evaluation:
It is observed motivated students and students with higher proficiency benefited more from the Fluency module in the initial observational evaluation. In order to enhance the learning in post-class simulation exercise, first, teachers should equip students with technical competence to navigate or control the interface. Technical breakdowns due to unfamiliarity of the exercise interface may discourage the students from using the media to have further practice at home. Second, teachers may project the slides used in the simulation exercises and ask students the questions by themselves. In this way, students may be more prepared for the questions to come and problems can be solved immediately. Since class time is limited for the teacher to practise the questions with every student, there would be a more natural transition that students should keep trying after class with computer-mediated media.