

Project Details

Goals and Objectives

i) Long-term Goals

To enhance English proficiency of students, to arouse the learning interest of students and to address individual learning differences among students by implying the new developed curriculum.

ii) Short-term Goals

To improve reading and writing skills of students by using interactive reading materials and online writing exercises.

iii) Objectives

1. To improve students' reading skills by building up the 'vocabulary bank' and the 'sentence structure bank'

Students in Hong Kong always lack reading skills to cope with their studies. This phenomenon is partly because they do not have vocabulary. This will become an obstacle in their path of study. To help our students to enhance their reading skills, we can help them to build up their own 'vocabulary bank' first. The vocabulary cannot be taught separately. Instead, students can learn more new words during the process of reading. Readers are always in a context and supported by pictures. Students can easily guess the meaning of the new word, no matter if they are verbs, nouns or adjectives, and therefore they learn them in context. This is important because during the learning process students not only learn the meaning of words, they also learn how to use the words appropriately in a sentence. The same language acquisition process also helps the students learn about sentence structure. Students learn how to write a sentence correctly through reading. Students learn new sentence structures through reading and as a result they can build up their own 'sentence structure bank'. They learn how to write sentences with different kinds of sentence structures. By writing sentences in different types of sentence structure, students can easily write a paragraph and finally they can write a piece of excellent extended writing.

2. To improve students' writing skills by writing different kinds of text-type and using cooperative learning through a free online writing platform

Students need to practice writing in order to improve. Students can learn effectively by getting into groups and writing together. They will be grouped with both smarter students and slow learners. Slow learners can learn from the brighter students and the brighter ones can build up their own confidence by helping the slow learners. With the help of the free online writing platform, e.g. the Google Doc, students can write in groups and learn from each other. They can try to write and correct errors for each other. They can write together and read each other writing instantly through the platform. Teachers can also respond to the writing and give opinions simultaneously.

3. To enhance efficiency and arouse the students' interest in reading and writing

By using the tablets, students can read storybooks with built-in interactive media. This is better than printed books as multimedia content, such as sounds and videos, are built inside the e-readers. This can help our students comprehend the text and learn interactively. This can also arouse the students' interest in reading books as sounds and videos can easily stimulate a person's senses of a human being. Students can learn effectively if their interest is aroused.

4. To address individual learning differences by adopting cooperative learning strategy as slow learners can learn from the brighter students and the brighter students can build up their confidence by helping the slow learners

Several studies have focused on the question of which students gain the most from cooperative learning. One particularly important question relates to whether cooperative learning is beneficial to students at all levels of achievement. It would be possible to argue that high achievers could be held back by having to explain material to their low-achieving groupmates. However, it would be equally possible to argue that because students who give given explanations typically learn more than those who receive them, high achievers should be the students who benefit most from cooperative learning. The evidence from experimental studies that met the inclusion criteria for this review supports neither position. A few studies found better outcomes for high achievers than for low, and a few found that low achievers gained the most. Most studies, however, found equal benefits for high, average, and low achievers in the control groups. One two-year study of schools using cooperative learning for most of the school day, found that high, average, and low achievers all achieved better than the control groups at similar achievement levels. However, a separate analysis of the very highest achievers (those in the top 10% and top 5% of their classes at pretest) found particularly large benefits for these students.

1. Stevens, R.J., & Slavin, R.E. (1995b). *'The cooperative elementary school: Effects on students' achievement, attitudes, and social relations'*. American Educational Research Journal, 32, 321-351.

5. To facilitate brighter students to self-learn in our school's central library during recess and after school

The attitude of excellence can be promoted by introducing self-learning to our students. The tablet computers will be placed in our school's central library when they are not occupied. Students can use the tablet computers when they have free time. They can use the self-learning materials which prepared by our teachers to learn in their own pace. Without any pressure, students can experience the joy of reading and this is the happiest time in one's life. They learn effectively when they feel the happiness in their hearts and as a result, they build up the habit of self-learning. This can also help them to build up their own study skills which is important as our society promotes life-long learning.

6. To help parents understand what their children do and learn in the lessons

Parents always want to know what their beloved children learn in our school. Students stay in the school for a long time every day and most of the learning takes place in classroom. Parents really want to know what their children learn in class and how they can help in the learning progress. With the help of the writing platform, parents can easily check what their children learn in lessons as they can read their children's writing. Therefore, they can follow the learning progress of their children. They can analyze the strengths and the weaknesses of the writing of their children. They can also help their children to learn when they are at home.

7. To help English teachers make better use of interactive reading materials and enable students to participate in the online writing environment

Using information technology in teaching is a common practice with our teachers. We teach with the help of desktop computers and the projectors. But the setting is not considered to be interactive between students and teachers. Teachers need to familiarize themselves with the new technology which is going to be introduced in this project. With the help of the new technology, teachers can read the interactive reading materials in class and teach the students new vocabulary, sentence structures and text types. Teachers can also teach our students to learn more critical thinking skills with the help of the interactive teaching and learning applications. The applications can greatly improve the communication between teachers and students as teachers can instantly read what the students write on the online writing platform. When our teachers get used to the new technology, they will soon appreciate the benefits that interactive reading materials and an online writing environment can offer.

Needs Assessment and Applicant's Capability

- i) Our School's Vision and Missions

SKH Fung Kei Millennium Primary School is a whole-day government subsidized 24 classes primary school in Whampoa Garden. Founded in 1989, formerly *SKH Fung Kei Primary School (P.M.)*, by *Sheng Kung Hui Primary Schools Council*, we are eager to serve our community by providing high quality education. The mission of the school is to promote the love and care of Jesus, to provide a good foundation for our children to learn and to improve their physical fitness. Our vision is to promote our students' development and to serve but not to be served by the community.

Our school is especially concerned with the learning and teaching of English. We aim to develop the English language proficiency of our students and encourage them to use English as one of their mediums of communication in their daily life. We ask our students to write a passage in their journal every alternate week. We invite them to watch English TV programmes at home. To develop the school-based English curriculum, we deploy the *Native English Teacher Scheme* in all classes. As a result, all the local English teachers have relevant experience developing and deploying a school-based curriculum. To

further promote reading in our school, we leveled all the story books in our school's central library into 17 levels to match the different reading ability of our students. Apart from the main-stream curriculum, we organize different learning activities to arouse the learning interest of our students such as the Spelling Bee, English Day, Speech Festival, Drama Festival, Penmanship Competition, Board games & Cultural Week, Film Watching, Christmas Letter and English Day. The ultimate goal of English education in our school is to help our students to build up a strong foundation for the challenges of life-long learning and for effective daily communication in English.

ii) Our School Present Situation and Achievements

To further promote reading in our students, we have placed 3 tablet computers in our school's central library. The students found it is more interesting when they read with the tablets than when they read with printed books. They found the interactive story books could help them to understand the content easier. They could self-learn in their free time. We joined the *E-reading Trial Program* and 20 e-book reading devices will be installed and will be launched in December by *Mobile Multimedia Communications Technology (ECE-MMCT), Hong Kong Applied Science and Technology Research Institute Company Limited*. By the time the reading machines are ready, they can provide over 100 story books for our students to read. This can help us to promote reading and self-learning in our students. We are determined to help our students to 'read-to-learn' as we think this is the most critical learning ability for our students in order to reach the goal of life-long learning. However, the above programmes can only promote self-learning; they cannot help at all the processes of learning and teaching inside classroom.

Our teachers are ready to use technology in the teaching process. Teachers are familiar with using desktop computers, visualizers and projectors to help our students to learn effectively. Teachers prepare their lessons with the help of computer software, such as Microsoft PowerPoint to give presentations. This practice is common among our teaching team. Teachers always read story books with students in lesson and teach them reading skills by using big books. However, teachers are now ready to use new technology to enhance the learning process of their lessons. All of our English teachers are ready to take this step, and several sharing meetings related to this project have been held. We shared the missions and the visions of this project with our teachers and they have all given us positive feedback.

Our school successfully applied the *English Enhancement Grant Scheme* and was funded \$500,000 for the promotion of reading among our students. We adopted a reading platform, *i-Learner* by *Nebula Group Limited*, to teach the reading skills in English lessons. Students do reading exercises online and they learn happily under the interactive learning environment. However, the learning platform can only help with the reading skills but not integrated with writing. We believe the integration of the reading-writing curriculum can maximize the effectiveness of learning of students and we are keen to help our students to build a strong foundation in language in order to achieve life-long learning.

Students in our school are willing to learn and willing to meet the challenges which are posed by the teachers. We have installed *E-class* by *Board Learning Company Limited* as our school intranet platform for our students and teachers. Students can use the courseware within the platform to self-learn in English, Chinese and Mathematics. They are familiar with using information technology to learn. Moreover, several vendors have promoted their English learning platforms to our students, like *Achiever* by *Oxford University Press*. Students can do exercises at home via the Internet. Students are able to do the exercises by themselves or with their parents. They are ready to use new technology to learn and are ready to meet the challenges and the goals of the project.

iii) How the Project will Become Part of our School Strategic Development

Most learning and teaching happens in the classroom, and we are eager to optimize the quality of learning and teaching in our lessons. We would also like to promote self-learning in our school in order to help our students to excel independently. This was one of the goals that we put forward in our school's 3 year strategic development plan. To achieve this goal, we have organized workshops and introduced new teaching methodologies to our fellow teachers. We have deployed resources to employ an extra native English teacher so that every student in our school is able to learn from a native speaker. We have improved the configuration of our computers which are placed in both the classrooms and the computer laboratory. By undertaking this project, we can further improve the quality of learning and teaching which takes place inside our classrooms. We can improve the quality of interaction between teachers and students as well as that between the students themselves. We can help our students to learn the study skills which are critical for their future academic development. We can also address individual differences which sometimes cause problems in terms of learning and teaching. Brighter students can benefit from the project as they have the chance to learn individually after school and slow learners can improve by following the example set by brighter students. We can also improve the interaction between parents and our school as the parents will be able to monitor what their children learn in class. We are sure that by undertaking this project, our students, parents and teachers can all benefit from the project and the project will become part of our school's strategic development plan.

iv) Our Capability, Conditions and Facilities for the Project

To ensure the project plan runs smoothly, we have formed a committee for the whole project from the very beginning stage, which is conceptual development. The panel is led by our PSMCD and will keep operating until the second year after the project has finished to ensure that what the teachers learned from their experiences can be passed on to other teachers in our school. Our school management board has allocated funds from our *Capacity Enhancement Grant* in case the budget is not sufficient to meet the needs of the project when it is deployed - as the inflation rate in Hong Kong is high now. Projectors are already installed in all of our classrooms and they are ready to be used for the project. Wi-Fi network are also installed in our school and they cover most of the area of our campus. Teachers have experienced the convenience that is brought by the network as they can go online anywhere they like within the

school. However, the specification of the existing W-Fi router cannot meet the requirements for many many devices going online at the same time. To ensure our teaching can go smoothly, one more portable router is needed to fulfill the needs of all the devices to go online simultaneously.

Targets and Expected Number of Beneficiaries

The project will improve the learning and teaching in all 24 classes in our school. The numbers of beneficiaries of this project are shown as in the table below.

Teachers	12 English Teachers
Students	660 P1-6 Students in 24 Classes
Parents	1320 P1-6 Parents

The project will have the potential to benefit a huge number of students even after the project has ended as the entire teaching programme will continue year after year.

Conceptual Framework

Reading to Learn

To help our students to learn through reading, the government has bought in a series of education reforms which has changed the curriculum in primary school. Among them, the Learning to Learn - The Way Forward in Curriculum which was introduced in 2001 gives a conceptualized direction to teachers and the English Language Education Key Learning Area Curriculum Guide which was executed in 2002 gives a practical guide to teachers.

One of the Four Key Tasks, Reading to Learn, which was mentioned in *Learning to Learn - The Way Forward in Curriculum* by the Curriculum Development Department (CDC), said,

Reading helps develop thinking skills, enrich knowledge, enhance language proficiency and broaden life experience. Emphasis has to be placed on providing students with proper guidance, opportunity and motivation for them to enhance their learning capacity through reading. (CDC, 2001, viii)

Promoting reading can help our students to build up a lifelong reading habit. As we do not have a social environment which is rich in the target language, building up students' daily reading habit can help to enrich the language environment which they every day. If students build up a daily reading habit, they can continuously acquire the foreign language on their own after school. To build up a reading habit, teachers can "select or develop appropriate tasks or activities based on the reading, in which learners find meaning and pleasure, so that they will learn to appreciate the value of reading and become motivated to make reading a lifelong habit." (CDC, 2002, 93) Reading not only enriches the language of our students, it can also help them to develop other generic skills. These generic skills are important to students' English learning. Another advantage of promoting daily reading habits is that it can increase students' motivation to study the language. From interesting English novels and poems, students can be motivated. As a result, they can learn the language effectively and acquire the language spontaneously. Students can also discover the beauty of the language which is also a key factor to arousing students' learning interest. By applying such strategies in our school, students will have a more interesting way to learn English than

before. They learn new vocabulary from the literature and learn new grammar items and structures through the reading of short stories and poems. Therefore promoting reading is an effective way to help our students to learn English meaningfully.

To enhance the quality of learning and teaching, teachers have to change the way they organize classroom activities and develop tasks and homework. Therefore effective learning and teaching strategies have to be adopted.

Effective learning takes place when students are motivated. Principles for motivating students include expressing what is expected of them, building learning and teaching on their success, using a diversity of resources and teaching strategies, and choosing learning materials relevant to their daily experiences and ability level. (CDC, 2001, viii)

Learners learn the target language in the classroom through contextualized and purposeful learning tasks. This can help the students to use English in daily life whenever they engage in a similar situation as the learning activities inside the classroom. Students only learn effectively in an environment which is similar to the situation they may face in their daily life. This is because they can inter-relate the situation between the one designed by the teachers and their own life. In our school, students are more willing to use English both inside and outside the classroom after the new curriculum has been implemented. Even grammar items and structures of English can be taught to our children through the learning tasks which have a meaningful and purposeful context. The *English Language Education Key Learning Area Curriculum Guide* gives teachers a clear picture of how to teach grammar items. It says,

Grammar is seen as a means to an end rather than a body of knowledge to be learnt for its own sake. The approach encourages the learning and teaching of grammar in context so that learners gain a better understanding of how, why and when to use particular language structures and items. (CDC, 2002, 97)

1. Curriculum Development Department (2001) *Learning to Learn - The Way Forward in Curriculum*, Hong Kong: Hong Kong Special Administrative Region Printing Department
2. Curriculum Development Department (2002) *English Language Education Key Learning Area Curriculum Guide*, Hong Kong: Hong Kong Special Administrative Region Printing Department
3. The Open University of Hong Kong (2004) *E332 Primary School Teaching: English*, Hong Kong: Open University of Hong Kong

Co-operative Learning

To achieve the goals and objectives of the project, the learning activities will be set out in a task based format. Students are arranged in several groups. Co-operative learning strategy will be employed in the lessons. Therefore the more able students will be evenly distributed into the learning groups as group leaders and the rest of the group will be formed by slower learners. By employing this teaching strategy, teachers can ensure all the students have an equal opportunity to participate in the language learning process. More able students can teach those who are slower learners. This can raise the self-image of those who are more able as they act as a leader or a 'little teacher' inside their group. Those who learn slowly can get help from the more able ones and as a result they can learn the language more

effectively compared with when traditional teaching methods are used. The learning activities also require the students to work together to follow the instructions given by the teacher. All the group members have an equal chance to practice using the language. However, as the leader in each group is a more able student, sometimes they may dominate in their group. The teachers need to remind them to help the other group members.

1. Stanovich, K.E. 1980. *Toward an Interactive-Compensatory Model of Individual Differences in the Development of Reading Fluency*. Reading Research Quarterly, Vol 16, No 1, pp. 32-71.
2. Eysenck, M. W. and M.T. Keane. 1990. *Cognitive Psychology: A Students Handbook*. Hove: Lawrence Erlbaum.

How reading contributes to writing

Reading provides writers with knowledge of the language of writing, the grammar, vocabulary, and discourse style writers use. This "Reading Hypothesis" is consistent both with general theory and with the research. It is a corollary of the more general Comprehension Hypothesis (a.k.a. the Input Hypothesis, Krashen, 1982, 2003a), the hypothesis that we acquire language in only one way, when we understand messages. It is also consistent with a number of studies in both first language and second language development showing that those who read more acquire more of the written language. This is the consistent result of correlational studies (EFL studies include Gradman and Hanania, 1991; Y-O Lee, Krashen, and Gribbons, 1996; S-Y Lee and Krashen, 1996; S-Y Lee, 2001), studies of free reading in school (e.g. Elley and Mangubhai, 1985; Elley, 1991; Mason and Krashen, 1997), as well as case histories (Krashen, 1993, 2003a).

Different writing styles have different linguistic characteristics, but there is also considerable overlap among styles (Biber, 1986): So-called narrative style has, for example, some, but not all of the characteristics of formal, expository prose. Thus, reading anything at all will help all writing, to at least some extent. Smith (1988), however, is undoubtedly right when he advises: "To learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browse through magazines rather than through correspondence courses on magazine writing ...To write poetry, read it"

1. Stephen Krashen and Sy-Ying Lee, 2004. *Competence in Foreign Language Writing: Progress and Lacunae*. Literacy across Cultures 12(2): 10-14.

Innovation

The idea of using tablets in learning and teaching has been discussed a lot in recent years. Several years ago, educationalists use laptops and netbooks to achieve the goals of learning interactively inside classrooms. However, the installation and running costs are of these great. Laptops are expensive to purchase and netbooks are limited according to the restrictions of their specifications. The software for both laptops and netbooks is very expensive. They are too difficult to carry around when there are twenty-thirty of them and they need to be transported between classrooms and the computer laboratory. After the invention of tablets, the goal of interactive learning and teaching inside classrooms can be achieved. Tablets using *iOS* or *Android* as their operating systems have advantages in terms of the installation cost and the running cost. The price tag is relatively low compared with laptops and the specifications are good enough to run its operation systems and applications smoothly. They are lighter and smaller which are easier for the students of key stage 1 to hold. They are easy to operate as they are designed as touch-screen devices and the

operation system is user-friendly. These are the criteria for the success of interactive learning and teaching which take place in a classroom.

Extent of Teachers and Principal Involvement in the Project

Our school principal is the leader of our school and directs us to be excellent. He graduated from *University of Hong Kong* and he got the degree of *Master of Science in IT in Education*. This project was first introduced by him and he charted the course of English learning and teaching in early 2010 and guided us to form a committee to prepare for the entire project. He launched a pilot test which consisted of three tablets. The pilot test was to prove whether our students and teachers could learn and teach better with the tablets or not. The principal is the bridge between the committee and the school director committee. He introduced the entire concept to the school directors' committee and the board members were impressed and expressed their full support for the project. The support from both the school directors' committee and our school principal has ensured that this is the correct path of the curriculum development.

In order to prepare for and to carry out the project, a committee was formed. The committee members are our PSMCD, the English panel head and the information technology panel head. Under the leadership of the PSMCD, the committee will develop the integrated reading and writing curriculum. We will choose the readers and the study aids which are suitable for our students. We will prepare the lesson plans for all of the English teachers. We will pilot the project and set examples for our fellow teachers to follow. Lessons observation sessions will be held. We will monitor the project's progress and try our best to help our students to benefit from the project. Our English teachers are prepared for the challenges posed by the project. Several sharing meetings have already been organized and the teachers have given positive feedback to the project.

In order to carry out the project, our school's vice-principals are going to provide their full support to the school administration. They are going to help with areas such as: arranging of the schools' time-table so that all 24 classes will have double English lessons every alternate week. They will also provide their suggestions and opinions on the project.

Implementation Plan

We plan to start our plan in May 2012 and to finish it by May 2013.

Stage 1 - Project Finalization, May 2012

This is the first stage of the whole project and we would like to have some 'fine tuning' at this stage. Before we hand in the project proposal, we will continue to share the concept and expected benefits of the project with our English teachers. We have already organized several sharing sessions within our school in order to collect ideas and concerns from our fellow colleagues. In the sharing meeting, our English teachers expressed our opinions on the entire project. We will make some fine adjustments at this stage in order to make sure we turn the concept into reality.

We have chosen to use tablets rather than traditional desktop PCs because the running cost of the tablets are less and they can be integrated with all the necessary study aids under a single platform. Compared with the traditional PCs, the cost of the hardware itself and the cost of software installation is much economical. Let's take the interactive white board as an

example. To install the interactive white board cost thousands of dollars and can only benefit a single classroom. By using the tablets, the same function can be utilized by a single software with a Wi-Fi network connection under a single platform and is much cheaper. With the mobility advantage of the tablet, all 24 classes can enjoy the benefits and can, as a result, develop interactive learning and teaching among students and teachers.

To make sure the project is successful, the procedure of calling for tenders for the hardware and software installation are extremely important. We will inspect all the hardware which is available at that time and finalize the configurations of the hardware in order to achieve the objectives of the project. We will also invite several service providers to provide the apps management services. The providers are requested to introduce their services to us. We will also inspect the story books and the study aids that they will provide.

Stage 2 - June-August 2012

The next stage is key to the success of the entire project. We will develop a school-based reading and writing curriculum. We will develop 10 double lessons of integrated reading and writing for the whole school in year 2012-2013. We will prepare all the lesson plans for teachers in order to ensure that they can fully realise the concept of the project into action. We will also develop self-learning materials for those more capable students in order to help them to find their own learning path.

To make sure the technology can function without any errors, we will carry out testing sessions during the summer holiday. We will also arrange interviews and employ a technician to help our teachers to handle the new technology inside the classroom. This can increase the confidence of our English teachers in using new technology in their teaching and learning inside the classrooms. If our teachers are not afraid of using information technology in their classrooms, they can concentrate on their students' learning rather than how to use the technology itself. The technical staff can also help the school to manage and prepare the equipment before lessons and after school so that the teachers will not have the extra burden of preparing the hardware. When stages 1 and 2 have been completed, the project will be ready for launching.

Stage 3 - September 2012

We will arrange several briefing sessions for the teachers in order to help familiarize them with the integrated school-based curriculum. Teacher training is important because teachers are responsible for the learning action which takes place in the classroom. Apart from familiarizing them with the curriculum, we aim to get our teachers ready to use the new technology as they will need to have the skills to operate the equipment efficiently.

A student attainment assessment will be carried out on all of our students. This is a critical stage to us because it tells how our students perform in terms of their English proficiency. We will establish a benchmark for the project, so that we can judge whether or not it has been a success.

One session of student orientation and one session of parent orientation will be organized. In the sessions, we will explain the entire project to our students and teachers. We will explain how they will benefit from the project and will teach the students how to operate the hardware and the study aids. We will start a Google account for each of our students and their parents. Our students will be able to use the Google Doc platform to do the co-operative writing exercises while their parents can track the work of their children. We

will also teach the students and parents about the operation tips of Google Doc in both these orientation sessions.

Stage 4 - October 2012 - April 2013

This is the execution stage of the whole project. The integrated reading and writing curriculum will be put in place. Every class will have 10 integrated reading and writing lessons during this time. In each of the lessons, students will read the interactive story book with their teachers. They will use the study aids to help them to read. The teachers will use the study aids, just like an interactive blackboard, to help to boost the interactive learning environment in the classroom, so that every student can participate in the lesson. They will also use the study aids to help them to organize what they have learnt in each lesson. They can build up a 'vocabulary bank' and a 'sentence structure bank' with the help of the learning aids. This can help our students to organize new knowledge. This can also improve their efficiency of learning. They will produce a piece of writing with their fellow groupmates using the co-operative learning approach. They can create a mind map together with the help of the study aids. They will do the writing exercise on the Google Doc platform. They can write together and they can read what others write and response with their own ideas simultaneously. Therefore, the bright students can help the slow learners while the slow learners can learn from the brighter ones. This can build up the confidence of the more capable students and help the slow learners to move along the learning curve. Together, they will produce a piece of writing that the teacher will mark and provide feedback on. By doing the marking and giving opinions to the students, student performance monitoring will be carried out. The monitoring results, accompanied with the teachers' feedback, can help us to perform the ongoing development and help to improve the project. Lesson observations of fellow teachers will be welcomed, too. Moreover, two extra interactive story books will be available for the brighter students. They can read the story books during recess or after school in our school's central library. They can use the self-learning materials to help them to read and learn, too. They can also use the study aids to help them organize what they have learnt. This can help them to excel, and can boost their confidence in terms of their learning.

Stage 5 - May 2013

This is the final stage of the project and in this stage we will concentrate on collecting performance data from our students to improve the programme in the upcoming years. One of the data that will be collected is the students' summative assessment. The assessment results will be compared with the student's attainment test results. By comparing these results, we can see whether or not the school-based reading and writing integrated curriculum can be considered a success. To fully utilize the data, we will not only focus on the results but also use the data to help us develop the curriculum for the following school year. Teacher evaluations will also be taken into account since the teachers will have observed how the students performed and observed their learning attitude inside the classroom. The reports given by the teachers will be another piece of evidence used to judge the success of the entire project.

As an educational institute, it is our responsibility to share our experiences about the newly developed curriculum. To achieve this aim, we will organize a sharing session with our colleagues for other schools. To further widen the audience, we will print a project brochure introducing the entire project and distribute this to our parents and to other schools. We will also share the outcomes of the project on our school's website, too.

Expected Deliverables and Outcomes

This project will have both tangible and intangible outcomes.

The tangible deliverables are as follow:

1. An integrated reading and writing curriculum. The curriculum covers different text-types include: Letters and E-mails, Poems, Pictures Captions and Descriptions, Recipes and Menus, Diaries, Posters and Leaflets, Steps and Instructions
2. Materials for students to self-learn
3. 72 story books in total (10 story books per level for teaching in class, 2 story books per level for brighter students to self-learn). The topics of the story books include: Festivals, Food, Nature, Family and Friends, School Life, Hobbies and Our society.
4. Learning aids such as an interactive blackboard and mind-mapping builder
5. 1440 pieces of students' writing in total (10 pieces of students' writing for a group in class per year)
6. Teacher training
7. Student Orientation
8. Parent Orientation
9. Project brochure
10. Sharing the Outcomes on our School Website
11. Experience Sharing with our Colleagues and with other Schools

The intangible deliverables are as follow:

1. Students' reading and writing skills are improved
2. Students' learning motivation is increased
3. Teaching and learning efficiency is enhanced
4. Individual learning differences are addressed
5. The willingness of teachers to use interactive learning materials is enhanced

Budget

The project is estimated to cost a total of HK\$ 281,800. We will develop 60 reading and writing lessons in total for all the levels in our school and 12 self-learning materials for the brighter students. The followings is the details of the budget plan.

Item	Description	Quantity	Cost per Unit	Amount (HKD)
A	Staff Cost			
	<u>Technician</u> 10 months of employment Total rate should be \$95,000 (Both employee's contributions and employer's contributions are included), 50% of the cost will be paid by school CEG			\$47,500
			Sub-total	\$47,500

B	Equipment			
	Tablets With OS and WiFi Connection	31	\$4,000	\$124,000
	Wi-Fi Router To accompany the existing not-up-to-standard Wi-Fi network	1	\$1,000	\$1,000
			Sub-total	\$125,000
C	Services			
	Apps Management Services 72 story books 28 Learning aids	31	\$3,000	\$93,000
	Teachers Training	5 hours	\$700	\$3,500
			Sub-total	\$96,500
D	Works			Nil
			Sub-total	\$0
E	General Expenses			
	Printing of Project Brochure	1000	\$1	\$1,000
	Audit Fee	1	\$5,000	\$5,000
			Sub-total	\$6,000
F	Contingency			
	About 3% of the total cost including the inflation			\$6,800
			Sub-total	\$6,800
			Total	\$281,800

Asset Usage Plan

Category (in alphabetical order)	Item/Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer Hardware	Tablets	31	\$124,000	For use by school
	Router	1	\$1,000	
Computer Software	72 Story Books and 28 Learning Aids	31	\$93,000	

Report Submission Schedule

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/5/2012 - 30/4/2013	31/5/2013	Interim Financial Report 1/5/2012 - 30/4/2013	31/5/2013
Final Report 1/5/2012 - 31/5/2013	31/8/2013	Final Financial Report 1/5/2012 - 31/5/2013	31/8/2013

Evaluation Parameters and Method

To measure the effectiveness of the project, we will evaluate the following 7 indicators:

1. Students can comprehend the story books
2. Students can produce better writing
3. Students are interested in the learning activities
4. Slower learners can learn effectively
5. Brighter students can learn confidently and individually
6. Teachers can make use of the interactive materials to enhance the quality of learning and teaching
7. Interactive story books and learning aids are in place

To evaluate the degree of successfulness of the project, the following indicators may be used

Current Situation	Objectives	Evaluation Method
Students are weak in reading as their study skills are very weak	Students can comprehend the story books	80% of students shown improvements when compare the results between Students Attainment Assessments and Students Summative Assessment
Students are weak in organizing ideas in writing	Students can produce better writing	Results of the writing exercises
Students are not motivated and are passive in learning	Students are interested by the learning activities	Questionnaire for students
Slower learners are unable to catch up in the lessons	Slower learners can learn effectively	80% of students use e-study aids to help with their studying
Brighter students are not aiming to excel	Brighter students can learn confidently and individually	Results of the extended reading materials

Teachers lack experience in using interactive learning and teaching materials	Teachers can make use of the interactive materials to enhance the quality of learning and teaching	Questionnaire for teachers
20 e-book reading devices are in place but study aids cannot be installed. As a result, these e-readers can only cater for self-learning but cannot help with the learning and teaching which take place in the classroom	Interactive story books and learning aids are in place	Interactive story books and learning aids are available for usage

Sustainability of the Outcomes of the Project

With the experience acquired through this project, we can gather information by comparing the students' attainment assessment and the students' summative assessment. The information is important for us to evaluate and to prepare the curriculum in the coming years. We would like the project to be an initiative of developing the school-based English reading and writing curriculum in our school. We will make some fine adjustments on the curriculum as we go. As a result, the project can run year after year. Moreover, after we have gained experience of using the new interactive teaching technology, our school will start a similar project in Chinese and Putonghua teaching and the new project will be funded under our school's self-finance. To conclude, the experience that we gain while executing this project will be highly valuable for our school's future development.

Dissemination and Promotion

As part of the education sector, we are keen to promote our successful experiences and the project's main ideas to our parents and to fellow schools. At the end of the project, we will prepare brochures for our parents and for the fellow schools to share our successful story. We will also share our outcomes: the writings produced by the students. To further widen the audience, the project summary, the outcomes and the experiences will also be shared on our school's website. Project brochures will be distributed to our parents and to other schools. With the help of the project brochures, the sharing session and the sharing on our school's website, our experience can be passed on to fellow schools and this can help improve the overall quality of education in Hong Kong.