

Part C: Project Details

1. Project Title:

Effects of a language-rich phonological awareness intervention on English language and literacy among Hong Kong Chinese kindergarteners

為香港幼稚園學生設計的語言及語音意識訓練於提升英語能力之果效

2. Goals and Objectives:

Short-term objective:

To implement an early English language and literacy program for kindergarteners in Hong Kong

Short-term goals:

- (1) To enhance English oral language, phonological awareness, reading skills and English language learning motivation among the participating Chinese ESL kindergarteners
- (2) To enhance skills and confidence of the participating Cantonese-speaking local teachers in implementing English language and literacy learning activities
- (3) To provide guidelines for parents of the participants to support their children's English language and literacy development at home

Long-term objective:

To generate research evidence on the effectiveness of oral language and phonological awareness program in promoting language and literacy development of Chinese ESL children

Long-term goals:

- (1) To develop an evidence-based English language and literacy program for Hong Kong Chinese ESL kindergarteners considering the local educational contexts and children's developmental needs
- (2) To improve English-language teaching in kindergartens by heightening teachers' and parents' awareness on the importance of delivering enjoyable learning activities to children
- (3) To provide guidelines for local early childhood practitioners to develop their own English language and literacy curriculum in preschools

3. Conceptual framework and needs assessment

The prevalence of English language teaching in Hong Kong kindergarten classrooms

Learning English has become a necessity due to its status as the lingua franca in the globalized economy. Teaching English has become increasingly common in Hong Kong kindergartens. However, to date there has been no empirical accounts of how this is undertaken. Ng and Rao (2010) conducted a comprehensive survey with 256 kindergartens (38 % of the total registered local kindergartens using Chinese as the main medium of instruction). Consistent with previous survey findings (EMB 2003; Lim & Li 2005), results of Ng's study showed the prevalence of English language teaching continued with a trend of moving down to the younger age group as well. All sampled kindergartens (100%) offered English teaching at K2 and K3 levels (age 4 and 5 respectively) while the percentage of English teaching in K1 (age 3) increased up to 97.3%. English was reported to be taught as a specific subject following a textbook-based curriculum for an average median of 64 minutes per week in a half-day session. Also, there was prevalent use of textbooks and paper-pencil type of work both at home and in classrooms. Parallel to this is the diversity in the adoption of teaching methods and teaching materials.

In summary, early English learning is highly valued and common in the local educational context and the teaching approaches are diverse. Currently, little is known about the learning outcomes and effectiveness of the existing teaching methods and curriculum. The present project is an attempt to implement and evaluate a theory-driven English language and literacy program that focuses on oral language skills and phonological awareness for Hong Kong Chinese ESL kindergarteners. The findings of this study can inform the field in curriculum design and teacher development regarding English language and reading instruction.

The importance of oral language skills in early English reading development

Oral language proficiency refers to the level of ability in understanding and expressing oral language. Measures of oral language skills include vocabulary, syntax, oral listening and comprehension, oral narratives and communication. Almost all early childhood programs aim to improve children's oral language skills which are important determinants of school readiness and future

literacy development (National Early Literacy Panel, 2008).

Previous studies on reading development regard oral language skills as important determinants of higher-level language processes such as comprehension and grammatical processing (e.g., Storch & Whitehurst, 2002). More recently, however, oral language skills, particularly receptive and expressive vocabulary, have played a more prominent role in reading research because there is emerging evidence that it affects early reading acquisition and the development of metalinguistic skills such as phonological processing and orthographic processing (e.g., Wang & Geva, 2003). These skills are also regarded as emergent literacy skills that children need to acquire before formal reading instruction begins. Whitehurst and Lonigan (1998), in their conceptual model of emergent literacy, proposed that oral language skills as outside-in skills which facilitates an understanding of the meaning of the print. The acquisition of these skills is important foundations of future reading development.

Many ESL children, at the time they start to learn to read a L2, have limited oral language proficiency (August & Hakuta, 1997). In Hong Kong kindergarten classrooms, L2 oral inputs are generally limited and both reading and vocabulary acquisition tend to rely more on print than on speech (Cheung et al., 2010). As there is a lack of English exposure outside the classroom, Hong Kong young children tend to have weak oral language proficiency.

The lexical restructuring hypothesis (Metsala & Walley, 1998) specifies how oral language is related to phonological awareness (the ability to consciously manipulate speech sounds within a word) and reading development. Under this theoretical framework, when children's vocabularies expand rapidly and spoken words become more and more similar phonetically (e.g. hot and pot are different by a single phoneme), they must begin to represent the words with "segmental phonology." The segmental representation of word phonology increases at a fine-grained level as development continues. The degree to which the restructured segmental representation has taken place contributes to the development of phonological awareness and subsequently influences the processes of learning to read and write. Based on this model, vocabulary size is related to one's phonological awareness and, in turn, contributes to reading performance. On the other hand, the acquisition of literacy may influence the further development of phonological awareness and thus may lead to re-organization of the segmental representation or lexical categories. In this vein, phonological awareness may contribute to the further development of lexicon. The lexical restructuring hypothesis contends that there are close relationships between vocabulary growth and phonological awareness and reading development. Based on this model, an intervention that includes both oral language and phonological awareness components should be effective in promoting reading development. The present project is an attempt to examine the effects of language-enriched phonological awareness intervention on language and literacy among Hong Kong Chinese ESL children.

The importance of phonological awareness skills in early English reading development

Phonological awareness, the conscious ability to identify and manipulate speech sounds mentally, is a very important literacy skill that children have to acquire in early years (e.g., Whitehurst & Lonigan, 1998). It has been demonstrated repeatedly as a good predictor of later reading outcomes (e.g., Blachman, 1997). Similarly, children who lag behind in developing phonological awareness skills are likely to be at-risk for reading difficulties (e.g., Torgesen, Wagner, & Rashotte, 1997).

In understanding the role of phonological awareness in reading, a dominant theoretical account is the dual route model of reading (Coltheart, 1978). According to this model, there are two routes by which the print can be pronounced in the reading process (for a review, see Coltheart, Rastle, Perry, Langdon, & Ziegler, 2001). The direct route refers to the process of converting print into speech by assessing the phonology based on the whole orthographic input and the indirect route involves the converting of sub-component of the print to corresponding phonological units (Coltheart, Curtis, Atkins, & Haller, 1993). The two pathways are also referred as the lexical route and the non-lexical route. The extent to which the two pathways are utilized in the process of reading depends on the demands of orthography. In alphabetic orthographies, readers rely more on the phonological pathway because mapping between letters and sounds are more direct whereas in logographic orthographies readers may rely more on the lexical pathway in reading. For learning

to read in English, this model suggests that children need to acquire phonological awareness and letter-sound correspondences for successful retrieval of the word from the lexicon.

A large volume of research has demonstrated the beneficial effects of phonological awareness instruction on reading for English native speaking children (e.g., Snow, Burns, & Griffin, 1999). Recently, research has shown that phonological awareness instruction promotes growth in reading among young children from diverse linguistic backgrounds with English as a second language (L2) (e.g., Lesaux & Siegel, 2003). However, there are few studies that have examined the effects of phonological awareness instruction on Chinese ESL children in a non-English speaking environment such as Hong Kong where children generally have very little exposure to phonological instruction in their early years (Holm & Dodd, 1996; Huang & Hanley, 1995).

Consistent with research on English reading in monolingual English speakers, phonological awareness has repeatedly been reported to be associated uniquely with the L2 reading development of ESL learners with different native languages (e.g., Gottardo, Yan, Siegel, & Wade-Woolley, 2001). Research on ESL children from English-speaking environments generally suggests that ESL and English speaking children show comparable performances in word decoding and other component skills one or two years after they enter elementary schools (e.g. Lesaux & Siegel, 2003). Generalizing findings from these studies to Chinese ESL children in a non-English speaking environment such as Hong Kong remains doubtful for a several reasons. First, Hong Kong children learn English as a school subject, which to a certain extent limits their exposure to the English language. It has been shown that inadequate L2 speech input may have a negative impact on L2 reading development (Meador, Flege, & MacKay, 2000). Second, the instructional practices in the Chinese speaking environment emphasize the “look and say” method (Holm & Dodd, 1996). Learning to read Chinese and English thus relies heavily on rote memory. Consequently, children may not pay attention to letter sounds or letter names within a word in the word reading process. Third, the phonological awareness skills, both in Chinese and English, of Chinese ESL learners are poorer than those of English native speakers (McBride-Chang, Bialystok, Chong, & Li, 2004). Previous research has shown that Hong Kong ESL children are relatively weak in phonological awareness in both languages compared to other Chinese groups such as Chinese children from Mainland China and Canada (McBride-Chang et al., 2004).

Despite such a linguistic and educational environment that is not favourable for Hong Kong children to develop phonological awareness skills, recent investigations have demonstrated the importance of phonological awareness in the early L2 reading development of Chinese ESL learners (e.g., Cheung et al., 2010). However, there are very few studies which have employed an intervention design to examine the causal link between the influence of L2 phonological awareness and the language learning. Yeung and Chan (2001) has demonstrated that short-term phonological awareness instruction is effective in enhancing phonological awareness and reading skills among a small sample of Hong Kong Chinese ESL kindergarteners. More research is needed to identify the characteristics of effective phonological awareness instruction for Hong Kong ESL children. The findings would have important implications for curriculum design and pedagogical methods.

Theoretical grounds for the current program

Low-quality preschool language and literacy experiences result in underdeveloped language and literacy skills. These early skills are related to later reading and academic outcomes (Storch & Whitehouse, 2003). However, there is a dearth of research conducted within the local context that systematically examines the teaching of English language and literacy. In designing effective language and reading instruction in L2, the educational context and developmental needs of children need to be considered.

The program to be implemented in this project integrates two crucial component skills (oral language skills and phonological awareness) to promote language and reading development during preschool years.

The theoretical frameworks developed among native English-speaking children are used to guide this study. Based on the lexical restructuring hypothesis and the dual-route model of reading described above, both oral language skills (particularly vocabulary) and phonological awareness are important for literacy development. There is preliminary research evidence supporting this idea. For example, Ayres (1998) integrated a phonological approach with literacy-based activities such as word games and storytelling. It was found that children benefited most when they were exposed to literacy-based

activities first and then to direct and explicit instruction about phonological awareness. Literacy building activities seem to facilitate the explicit instruction in segmentation of words. Therefore, the current study was designed to test the effects of phonological awareness instruction integrated with language learning activities. Given that Hong Kong ESL kindergarteners tend to have weak oral language skills and there is a lack of study on evidence-based language learning programs in the Hong Kong context, a program designed to enhance oral language skills will be implemented before the language-enriched phonological awareness program. The effects of the programs will be monitored carefully through age-sensitive language and literacy assessments and teachers' interviews.

It has been shown that early childhood practitioners have been not well equipped with skills to provide rich language and literacy experiences to young children (Dickinson & Brady, 2006). In their commissioned study on children studying a foreign language in the classroom setting, Edelenbos et al. (2006) affirmed the central role of the language teacher in providing target language input, in facilitating target language interaction and also in helping children acquire metalinguistic or intercultural knowledge. Teachers who are proficient in both the L1 and the L2 and can apply age-appropriate methodology successfully are regarded as essential for effective foreign language instruction (Blondin, 1997; Bondi, 2001, Moon, 2005). Moon (2005) listed the essential qualities needed for teaching English to young learners. These are grouped under two large categories. The first comprises knowledge of the language itself and the teaching of the language: good English language skills as they are the main language input to children who may have very limited exposure outside the classroom; knowledge of how children learn foreign languages; and appropriate teaching strategies for teaching English. The other concerns knowledge of children's cognitive, linguistic, and emotional development as they affect second language learning. This suggests that both English professional training and early childhood training are the desirable qualifications needed for an English teacher for young learners. For many local Cantonese-speaking kindergarten teachers, they may have already received early childhood education training but very few of them have sufficiently equipped with English professional teaching skills.

Therefore, the current project aims to provide high-quality and on-going professional development for local early childhood teachers to implement the present programs and their changes in perception of language and literacy learning and classroom teaching skills will be carefully monitored.

It is important to note that the current program is not synonymous to the implementation of phonics in which alphabetic coding is explicitly taught. It is argued that for young Chinese ESL children, phonological awareness is one of the important foundation skills for reading acquisition. When children acquire sensitivity to the sound structure of the language to be learnt, alphabetic principles can then be taught. This rationale is in line with the idea of universal grammar of reading proposed by Perfetti (2003). He argued that learning to read involves two basic learning events: (1) learning how the writing systems encode the language; (2) learning the alphabetic principles – the details of grapheme-phoneme mappings. The first learning event should precede the second event. It means the acquisition of the phonological awareness such as letters representing different sounds in the language and blending different sounds to form a word should take place before the learning of letter-sound correspondences. In the local context, we acknowledged that some form of phonics teaching is implemented. However, it is important to build up foundational skills of oral language and phonological awareness before phonics is systematically taught.

Needs assessment

Since the 1980s, the principal economic activities have gradually shifted from manufacturing to activities which were characteristic of a knowledge-based economy (Li, 2009). English retains its instrumental power as the international language of business, commerce, technology, and academia and thus is regarded as “an important linguistic capital for the continued well-being of “Asia’s World City”, and by Hongkongers as an indispensable language for upward and outward mobility” (p. 73). Hence, the importance of English language learning in the Hong Kong educational context remains undiminished even after the return of

sovereignty to China in 1997.

Early childhood educators recognize the need for a high-quality early English language instruction which succeed in arousing children's interest in language learning and in arousing their curiosity in the language itself. This lays the foundation of motivation for later learning. In reviewing a longitudinal Coratian study exploring learners' attitudes and motivation in various languages, Nikolov and Mihaljevic Djigunovic (2006) found that young learners' initial motivation was closely dependent on their attachment to the teacher who delivers the high-quality language instruction.

Ng's survey (2010) showed a relatively low professional profile in the current English teaching force. Only 15.2% of the surveyed schools reported having English teachers who had been professionally trained in both English teaching (TESL) and early childhood education (ECE). On the other hand, a similar percentage of schools (13.7%) reported that they had untrained English teachers. Consistent with the relatively low professional qualifications of teachers, the percentage of teachers who had received relevant English teaching training from various sources was also low. There were 29.4% of schools reporting having teachers who did not receive any on-the-job training in English teaching. Only a very small percentage of the schools (14.8%) indicated that their teachers had received training from SCOLAR, which had already launched the pilot planning stage of the Quality English Language Education at Pre-primary Level Project. The above figures include both NET and local teachers because many NET teachers can only work part-time in schools. Hence, local teachers who have very little professional training related to early English teaching are deployed to teach English in the no-NET days. This also results in a lot of in-class and out-of-class collaboration going on between the NET and local teacher in English teaching.

There is a lack of evidence-based practice of early English language and literacy instruction in Hong Kong kindergartens. Most of the research involving Hong Kong kindergartners has been correlational in nature (e.g. McBride-Chang & Ho, 2005). The methodological design of these studies limits their ability to uncover causal relationships between the component skills and the language and literacy outcomes thereby limiting their utility for educational practice. The current study adopts an intervention design which allows the examination of the causal links between language-enriched phonological awareness program and children's language and literacy learning which can inform classroom practices.

5. Innovation

This is an innovation on English language and literacy program for preschoolers in Hong Kong. The current program integrates oral language activities with phonological awareness instruction which is a new way to conceptualize early English learning curriculum in Hong Kong.

The current project is also the first one aiming to develop Cantonese-speaking teachers' skills in implementing oral language and phonological awareness instruction. Teachers are supported and trained by educational psychologist and early childhood education researchers. The competence and confidence of local teachers to provide high quality English language and literacy learning will be enhanced through training and collaboration in program design and development.

6. Extent of teachers' and principals' involvement in the project

The teachers and principals of the participating schools will collaborate with the project team to develop the English language and literacy program that suits the needs of children from their schools.

Professional development workshops will be run for principals and teachers to equip their knowledge and skills to develop school-based English language and literacy program. Feedback and comments will be collected from principals and teachers to improve the program. Some teachers will involve in the design and development of program materials and activities. Principals and teachers will help the project team to obtain consent and distribute resource booklet for parents.

7. Targets and expected number of beneficiaries:

Targets	Expected number of beneficiaries
Teachers in the participating kindergartens	20 teachers from the kindergarten will be equipped with knowledge and skills to implement the present program aiming at enhancing English language and literacy skills
Children in the participating kindergartens	240 children will be recruited to join the program
Kindergartens teachers	500 resource package will be delivered to local teachers
Parents of the children from the participating schools	500 families will be given a booklet for parents of the participating children

8. Implementation plan and time line

This project will be a 18-month project stating from February 2013 to July 2014. There are 5 phases which are described in detail below.

Phase One – Program design and development

Six preschools will be recruited to participate in the current project. Teachers responsible for implementing the intervention will be identified. The project team and the teachers will develop the two programs (the language program and the language-enriched phonological awareness program) together, including lesson plans and teaching materials. Teachers will be provided with a 12-hour professional development program to enhance their knowledge and skills to implement the programs in their classrooms.

Training of experimenters for conducting assessment will be conducted by the project team.

Phase Two – Baseline measurement and evaluation of existing practices

Time 1 and Time 2 assessments will be conducted to establish the baseline for English language and literacy development. During this period, existing English learning activities of the participating schools will be observed. English curriculum materials will be collected in order to evaluate the existing practices adopted by local kindergarten.

Phase Three – Implementation of intervention on oral language proficiency

Time 3 assessment will be conducted. Immediately after the completion of the assessment, the oral language program which will last for 8 weeks will begin. During program implementation, a lesson observation and post-lesson discussion will be conducted every week in each school by the experienced early childhood teacher educator. This is to establish program fidelity and provide on-going support and contingent feedback to teachers. After the completion of the program, Time 4 assessment will be conducted by trained experimenters. Effects of the oral language program will be examined. Participating teachers will be interviewed to gather feedback on the program and the implementation process.

Phase Four – implementation of intervention on phonological awareness

Another 12-hour professional development program will be provided for teachers to run the language-enriched phonological awareness program. Similar to the oral language program, weekly lesson observations and post-lesson discussions will be conducted to establish intervention fidelity and deliver on-going professional support. After the program implementation, Time 5 assessment will be conducted by trained experimenters. Participating teachers will be interviewed to gather feedback on the program and the implementation process.

Phase Five – Production of resource packages and dissemination of results

A three-month follow-up assessment will be performed to examine the long-term effects of the intervention. Based on the feedback and comments from the teachers and lesson observation records, a resource manual with a teacher handbook and a CD-ROM will be developed and produced. There is a well-established connection between home language and literacy environment and language and literacy skills from early childhood onwards (e.g., Senechal & LeFevre, 2002). Through examining the effects of the current programs, strategies for home language and literacy supports will be documented. A booklet will be produced for parents of children from the participating schools. A seminar will be organized to enhance all the stakeholders' (parents, teachers and principals) understanding of early language and literacy learning experiences for Chinese ESL preschoolers. In the dissemination seminar, guidelines in designing and implementing effective oral language and phonological awareness programs for Hong Kong kindergarteners will be shared. A final report and research papers will be prepared to share the findings of this project.

Content and format of the intervention programs:

A total of 240 children will be recruited from 6 schools. A within-subject design is adopted in the present study. A baseline will be established for comparison to the improvements on language and literacy measures as a result of the oral language and language-enriched phonological awareness programs. The two target programs are summarized in the table below:

Program content and teaching methods:

Program	Content	Lesson structure	Teaching methods
The oral language program	Oral listening Oral communication Vocabulary building (for the next phase of phonological awareness program)	Story telling Extended vocabulary Contextual speech and syntax use Oral listening and expression	Storybook Language games Extended discourse
The language-enriched phonological awareness program	Vocabulary Syllable awareness Rhyming skills Phonemic awareness	Target vocabulary learning Phonological awareness skills learning Modeling and practices	Language games Direct vocabulary instruction Explicit and direct teaching of phonological awareness Skill modeling

Proposed timeline of the project:

Stage of implementation	Suggested completion date
Phase 1: <ul style="list-style-type: none"> ● Recruitment of schools and teachers ● Program design and preparation of teaching materials ● Teacher training ● Training of experimenters for conducting assessment 	February to June 2013
Phase 2: <ul style="list-style-type: none"> ● Time 1 and Time 2 assessments ● Evaluation of existing practices 	March to July 2013
Phase 3: <ul style="list-style-type: none"> ● Teachers' training ● Time 3 and Time 4 assessments ● Implementation of the oral language program (8 weeks) 	August 2013 to December 2013
Phase 4: <ul style="list-style-type: none"> ● Teacher training ● Implementation of the phonological awareness program ● Time 5 assessment 	December 2013 to March 2014
Phase 5: <ul style="list-style-type: none"> ● Three-month follow up assessment (Time 6) ● Preparation of resource packages for teachers and parents ● Dissemination of results ● Report and research paper writing 	March 2014 to July 2014

9. Expected outcomes

It is expected that the participating children will improve on various domains of oral language proficiency (e.g., oral communication skills, vocabulary), phonological awareness and reading in English. It is also anticipated that the learning motivation in English will be enhanced through the current intervention. Teachers' confidence and competence in implementing English learning activities will be heightened. Parents will be provided with guidelines in supporting children's learning at home. A resource package with a teacher manual and a CD-ROM on guidelines in designing and implementing oral language and phonological awareness programs will be produced and distributed to local preschools. The experiences and findings will be shared in local and international conferences. The research component of this project will result in 2-3 referred journal papers.

10. Evaluation parameters and methods

A number of reliable and valid measures will be carried out in different time points to monitor the intervention effects. The domains tapped by these measures include: receptive vocabulary, expressive vocabulary, oral communication skills, phonological awareness (syllable, rhyme and phoneme awareness), reading, spelling and learning motivation in English. Improvements on these measured will be analyzed using appropriate statistical techniques. Teachers' perceptions and feedback on the programs will be sought regularly through on-going professional support. After program implementation, teachers will be interviewed to gather their experiences in classroom practice to further improve the programs.

11. Collaborating organizations:

1. Caritas Lions Club HK (Pacific) Nursery School
2. Caritas Nursery School – Yau Tong
3. Caritas St. Francis Kindergarten
4. Hong Kong Institute of Education Early Childhood Learning Centre
5. Tai Po Methodist kindergarten
6. PLK Tai So Shiu Wan Kindergarten

12. Budget

Category of financed item	Item description and calculation					Total Amount (HK\$)
Staff cost	Post	Salary	Duration	MPF	Amount	529,300
	Full time research assistant	\$17,000	18 months	15,300	321,300	
	Student helpers	50/hour	2000 hours		100,000	
	Staff trainer	600/hour	180 hours		108,000	
General expenses	Reference materials and testing tools				5,000	35,005
	Transportation				5,000	
	Souvenirs for participants and schools				5,000	
	Stationary and postage				5,000	
	Sundries				5,000	
	Audit Fee				5,000	
	HKIED Administration Fee				5,005	
IT Equipment	Notebook computer				8,000	11,600
	Digital camera				2,600	
	Printer				1,000	
Service	Production of resource package and booklet (about 500 copies)				30,000	30,000
Contingency						2,295
Total Budget						608,200

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
computer hardware	notebook computer	1	8,000	Reallocated to other educational projects of the Grantee
	printer	1	1,000	Reallocated to other educational projects of the Grantee
Others	digital camera	1	2,600	Reallocated to other educational projects of the Grantee

The above assets will be used to support research activities by Faculty members and teaching staff of the Department of Psychological Studies, The Hong Kong Institute of Education.

Justification

The full-time research assistant is responsible for (1) liaising with local preschools regarding the running of the programs; (2) preparing teaching materials to be used by the teachers; (3) preparing and implementing assessments in different time point; (4) coordinating experimenters to conduct assessment at schools; (5) data input and analysis. The research assistant is expected to have background in early childhood education and preferably experiences in English teaching and learning. The student helpers will be trained as experimenters of the present study and responsible for conducting assessments in different time points.

Experienced early childhood teacher educators will be hired to provide professional development for the participating teachers and provide on-going professional support during program implementation. A notebook computer is needed to present teaching materials in the teacher development workshop to facilitate the teachers' learning. The research assistant will use it for design and preparation of teaching materials for the intervention programs. It will be used for data entry and analysis.

A digital camera is needed to record lessons for the purposes of (1) teacher development; (2) establishment of fidelity; (3) data collection (lessons will be coded).

A printer is needed for preparation of teaching materials. A lot of colored pictures will be used in the intervention programs and the pictures will be provided to the participating schools for program implementation.

13. Sustainability of the outcomes of the project

This project is an initial attempt to systematically examine the effects of theory-driven intervention in English for Chinese ESL children. English learning is important in the Hong Kong educational context but now the current practice is diverse and not evidence-based. The current project will enhance the awareness of the early childhood educators to deliver effective and efficacious English language and literacy instruction for children. The findings will inform the field how to best conceptualize and implement English language and literacy instruction and more related research can be conducted in the future.

14. Dissemination and promotion

A public seminar will be conducted to share the guidelines and effects of implementing oral language and phonological awareness programs with early childhood educators and parents. The resource packages for teachers and parents will be disseminated in the seminar. The findings will also be presented in local and international conferences and research papers will be prepared.

16. Report Submission Schedule

My institution 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 1/2/2013 - 31/7/2013	31/8/2013	Interim Financial Report 1/2/2013 - 31/7/2013	31/8/2013
Progress Report 1/8/2013 - 31/1/2014	28/2/2014	Interim Financial Report 1/8/2013 - 31/1/2014	28/2/2014
Final Report 1/2/2013 - 31/7/2014	31/10/2014	Final Financial Report 1/2/2013 - 31/7/2014	31/10/2014

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