

Project Title: Catering the needs of diverse learners using interactive dialogue and creative literacy activities in English language education	Project Number: 2013/0307
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Part C Project Details**A. Goals and Objectives**

The great individual differences among children in current inclusive classrooms often present teachers with a lot of educational challenges. Those challenges have become even more prominent where language education is concerned. It is because students can show a wide range of capabilities owing to their differences in living environment, upbringing and emergent literacy skills. This project aims to cater for Hong Kong primary school students' differential abilities and needs in English learning. Our goal is to develop effective and innovative English instructional methods which enhance language proficiency and creativity, promote interest in learning and active English use in the classroom, in students with diverse levels of ability. It also provides useful and suitable techniques for teachers to cope with the challenges they encounter in educating children with differential abilities and needs. In this way, diverse learners could learn English together with joy and interest, instead of studying by rote memorization from textbooks and exercises. The goal supports several main areas of English language education curriculum development in Hong Kong (Curriculum Development Council, HKSAR, 2004, p. 8).

This project is the first initiative to employ interactive dialogue and creative literacy activities to cater the needs of students with different levels of ability. Teachers will be trained to use interactive dialogue and creative activities. They will then implement these methods in their English classes. It builds on our previous project funded by the Quality Education Fund (Project number: 2010/0512). The proposed project now extends the previous project by: i) addressing students' different levels of English ability through developing a comprehensive system of questioning techniques in interactive dialogue; ii) focusing not only on reading, but also on other domains of language learning, including listening, speaking and writing; and iii) including both junior grade and senior grade students in primary schools.

These methods will benefit the 4 participating schools and their 500 primary grade 1 or 4 students immediately. After the project period, the methods and materials developed in this project will be made available to all local primary schools and the general public. Eventually, many educators and parents will be benefited. The outcomes of this project will be highly sustainable. Our long-term goal is to develop and adopt these techniques to help effectively improve early English-language instruction in children with diverse levels of ability and integrate generic skill development with language instruction. They will contribute to the English language education curriculum development and facilitate the construction of an effective English learning environment for children. It provides a useful and systematic technique for teachers to be better equipped for the challenges of educating children with great individual differences. We are paving the road for learning English with joy and interest in children, and nurturing them for becoming motivated and lifelong learners.

B. Needs Assessment and Applicant's Capability

Teachers will adopt interactive dialogue and creative literacy activities in English classes. The only change will be the modification of teachers' behaviors so as to i) raise their sensitivity to students with different levels of ability; ii) strengthen their skills in instructing high achieving and low achieving students; and iii) enhance their techniques to instruct English in a more interactive, systematic and creative way. Teachers will be trained to use these new methods (interactive dialogue and creative activities), and eventually be able to teach in English classes with the application of interactive dialogue and/or creative activities. Within the project period, interactive dialogue and creative activities will be made and provided based on the English textbooks used by the school.

We are well-prepared to carry out this project. The applicants consist of two professors from City University of Hong Kong who have published widely on research in children's development and education, including language and reading development in both Chinese and English, and creativity. We have successfully completed a number of large-scale projects on students' language learning and creativity (please see Appendices 1 & 2 for c.v.s). These include a related project funded by the Quality Education Fund (Project number: 2010/0512), showing positive impacts of dialogic reading and creative activities on children's learning. The present study is an extension of these, to apply this effective method in English instruction with a special emphasis on taking care of learners with different levels of English ability. The four primary schools involved are strongly committed to language comprehension enhancement and have good support for new initiatives in this area.

C. Targets and Expected Number of Beneficiaries

Four primary schools have agreed to participate in this project. More specifically, this project will involve a total of approximately 500 students (around 250 Primary Grade 1 and 250 Primary Grade 4 students) from S.K.H. Kei Oi Primary School, P.L.K. Wong Wing Shu Primary School, C.C.C. Kei Chun Primary School, and T.W.G.Hs. Tang Shiu Kin Primary School. All participating schools, their teachers and their students will benefit from this project immediately following the project (around 2,850 students and 190 teachers in total). The participating schools will receive teaching manuals which contain techniques as well as examples for interactive dialogue and creative activities written based on the English textbook content. Also, all teachers will be invited to participate in training workshops. The workshops will enhance their understanding of children's development in English skills and creativity. The program is expected to raise not only students' English abilities but also their interests in learning English, which will in-turn, enhance English instructional efficiency in the participating schools.

Apart from these immediate benefits, this proposed project will be useful for educators and parents of Hong Kong primary school students. We aim to develop a manual and a website advertising the techniques of interactive dialogue and creative activities, giving suggestions and hints on how to create a stimulating learning environment for Hong Kong students with diverse needs and levels of ability. We will hold public seminars as a platform for promoting these useful techniques directly to teachers and education students. 500 copies of manuals will be produced and distributed to interested teachers and education students. Also, the website will be made available to schools and the general public.

D. Innovation

This proposed project is the first initiative to employ interactive dialogue and creative literacy activities to cater the needs of students with different levels of ability. It builds on our previous project funded by the Quality Education Fund (Project number: 2010/0512). The previous project has been successfully completed, gaining many positive comments from teachers and schools. From our survey data, the majority of the audiences in our public talks have agreed that techniques and materials developed in our previous project are very useful to children's learning. They also hoped that there could be more research and activities of this kind in the future. Building on this successful work, we plan to develop effective teaching methods to cater the needs of students with different levels of ability. In this proposed project, there are four major extensions from the previous project.

First, the previous project focused on the general application of dialogic reading in classroom, with no emphasis on learners' diversity. This proposed project considers challenges with various difficulty levels to meet the needs of diverse English learners. It involves a comprehensive instructional method which integrates both dialogic reading and the Revised Bloom's Taxonomy (Anderson et al., 2001)—interactive dialogue. With the addition of a comprehensive questioning system, teachers can flexibly make use of dialogues in catering for the needs of diverse learners with different levels of ability. It is the first project which integrates the Revised Bloom's Taxonomy (Anderson et al., 2001) into dialogic reading for instructing English in classroom to children who learn English as a second language.

Second, creative classroom literacy activities with graded levels of difficulty will also be used. The present proposed project will provide activities made up of a variety of small tasks with differential learning objectives and difficulty levels which allow teachers to assign tasks according to students' specific needs and ability. This design offers more flexibility than that in the previous project. It will produce innovative materials for teachers and schools to use in English classes for enhancing creativity and reading interest with a special emphasis on catering for the needs of learners with different abilities.

Third, this project focuses not only on reading, but also on other domains of language learning. Activities will be specially designed to cover reading, listening, speaking and writing domains. For example, the use of teacher-student dialogue exchange orally in class can effectively enhance students' English listening, reading and speaking skills. Moreover, the application of interactive dialogue in written assignments can help to enhance students' English writing skills. Hence, all domains of English learning can be taken care of.

Fourth, while the previous project included junior grade students only, this project will develop techniques and materials on language instruction for both junior and senior grade students. The needs of both junior and senior grade students will be considered.

E. Conceptual Framework

English instruction has long been included in our education curriculum. However, learning English is particularly challenging for Hong Kong children due to the inadequate immersion of English in daily life, huge differences in the characteristics of Chinese (first language) and English (second language), and great variations in home literacy activities and habits. Schools

play a prominent role in nurturing children's language development. Yet in current inclusive classrooms, there are always a lot of challenges encountered by teachers when educating children with a wide range of individual differences in terms of interests, level of ability or needs. Those challenges have become even more prominent where language education is concerned. Students can show great differences in capabilities due to their different living environment, upbringing experience and emergent literacy skills. This project therefore aims to cater for Hong Kong primary school students' differential level of ability and needs in English learning, and to equip teachers with effective instructional methods in teaching English to diverse learners.

Dialogic reading

Among young children, one important way to improve children's language and literacy skills is through interaction. One of the best known programs for fostering effective adult-child interaction is dialogic reading (Whitehurst & Lonigan, 1998). In this technique, children's verbalizations are supported and expanded by adults. Children learn to become the storytellers, as adults act as active listeners who support the children. Dialogic reading builds on four essential steps: 1) *Prompt*, 2) *Evaluate*, 3) *Expand*, and 4) *Repeat*. Dialogic reading has been proved a useful method to English-speaking and Korean-speaking children (e.g. Hargrave & Sénéchal, 2000; Huebner, 2000; Lim, 1999; Valdez-Menchaca & Whitehurst, 1992; Whitehurst & Lonigan, 1998; Whitehurst et al., 1988; Whitehurst et al., 1994).

The effectiveness of dialogic reading has also been demonstrated in Chinese-speaking children (e.g., Chow & McBride-Chang, 2003; Chow, McBride-Chang, Cheung, & Chow, 2008). Chow, McBride-Chang and Cheung (2010) found that Hong Kong kindergarteners' English language and reading skills were effectively enhanced by promoting interaction between parents and children when carrying out home literacy activities (see Appendix 7 for abstract). Moreover, dialogic reading and creative activities have shown positive impacts on children's learning and teachers' language instructional methods in our previous project (QEF project number: 2010/0512; see Appendices 8 & 9 for published newspaper articles). These have underscored the prominent role of interaction in promoting children's language development. Given the potential of dialogic reading in enhancing English instruction in classrooms, it is promising to modify and extend this technique to a more comprehensive instructional method— interactive dialogue —by integrating the Revised Bloom's Taxonomy (Anderson et al., 2001) to better cater for the needs and abilities of the diverse learners.

Interactive dialogue with systemic questioning techniques

Interactive dialogue is a reciprocal and purposeful teacher-student dialogue exchange with a comprehensive questioning system constructed with the integration of Revised Bloom's Taxonomy (Anderson et al., 2001) into the traditional dialogic reading technique for providing an excellent and rich context for vocabulary building and discussion of prints. This interactive student-oriented dialogue exchange is systematic yet flexible, thus allowing teachers to cater for the diverse needs of learners with differential abilities in language education. The Revised Bloom's Taxonomy (Anderson et al., 2001) is a framework for higher order thinking developed from the original Bloom's Taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956), consisting of six categories of cognitive processing lying along a continuum: 1) *Remember*, 2) *Understand*, 3) *Apply*, 4) *Analyze*, 5) *Evaluate*, and 6) *Create*. The categories progress in cognitive complexity and demands. For example, the first category (*Remember*) refers to a lower level of cognitive processing which only requires the recall of facts while the last category (*Create*) refers a higher level of cognitive processing which requires the combination of different elements to form a new, coherent or functional whole.

Questions to be asked by teachers in prompting students to talk can be set according to the target category of cognitive processing required. Teachers' questioning techniques used in language education can be further refined according to the ability of the diverse students. This allows us to formulate teachers' questions with a range of difficulty levels, creating a challenging learning environment for students with higher abilities while taking care of students with lower abilities at the same time. Difficulty levels range from 1) Remember [e.g., *How many lions are there in Fun Zoo?*] to 6) Create [*What will you do if you have a day in the zoo? Tell us about your plan.*] Teachers will be given a systematic guideline on choosing the most appropriate prompting questions and methods for their students with diverse needs and levels of ability. Therefore, they will be better equipped to handle the challenges of teaching a wide range of students.

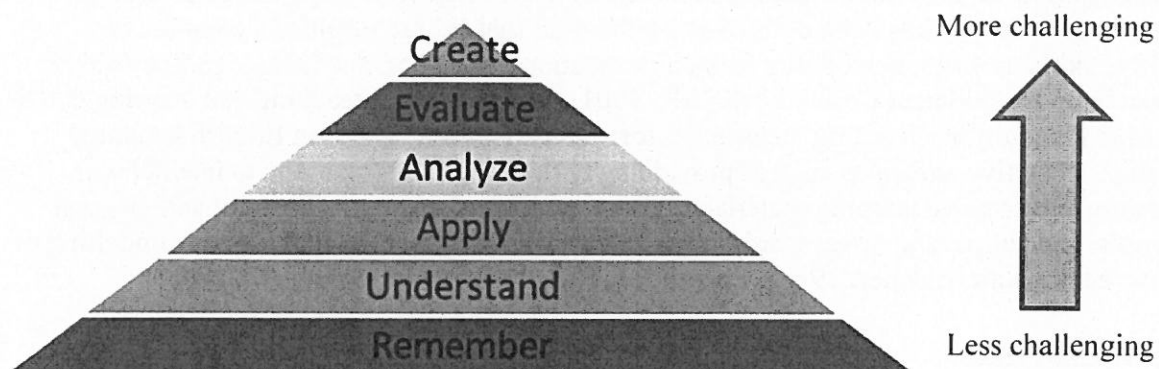


Figure 1. The Revised Bloom's Taxonomy.

Other than the addition of a comprehensive questioning system, interactive dialogue differs from dialogic reading as it does not only focus on reading but also on all other domains in English learning. For instance, the dialogue exchange between students and teachers orally in class can effectively enhance students' English listening, reading and speaking skills. Moreover, written assignments will be developed based on textbook content using the above-mentioned questioning techniques. This application of interactive dialogue in assignments can be useful in enhancing students' English writing skills. The systematic yet flexible nature of interactive dialogue allows teachers to better cater for students diverse needs and levels of ability in all domains of English learning.

The use of creative classroom literacy activities

To further enhance the teacher-student interactive dialogue, creative classroom literacy activities will be used in building a more stimulating and interesting environment for students. Creative classroom literacy activities will be developed based on textbook content to enrich the learning environment for more interesting dialogue to take place between students and teachers. These creative activities will not only help them to grow a deeper memory and understanding of the textbook content, but will also allow and encourage children to generate novel and divergent responses from their learning (Hui, He, & Liu-Au, 2013). The unique, innovative and playful experience in doing creative classroom literacy activities will promote reading motivation and creative thinking in children.

In addressing the diversity of students in inclusive classrooms, the creative literacy activities are specially designed with a range of difficulty levels. These activities allow teachers

to flexibly cater for students' specific needs and ability. More specifically, some activities are designed to offer several task choices: teachers can assign more challenging tasks to students with higher ability or gifted children while they can assign less challenging yet more straightforward tasks to students with lower ability. Unlike traditional activity design which usually requires all students to work on the same task in class, this kind of flexible design allows teachers to take care of the diverse needs of students with different profiles by having different learning objectives and assigning different tasks.

The application of teacher-student interactive dialogue in creative classroom literacy activities will also help to incorporate generic skill —creativity— development into the English instructional method. The development of creativity in school children has become one of the major foci in educational reforms in different Chinese societies, including China, Hong Kong, and Taiwan (Hui & Lau, 2010). Identified as one of the nine generic skills to be nurtured in Hong Kong, creativity has been defined as a behaviour that is “the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills” (Curriculum Development Council, HKSAR, 2001, p. 45). Creative teaching and learning can be infused in the eight key learning areas in the formal curriculum, including English language education. Effective strategies such as providing children with opportunities to interact with interesting and creative learning materials, asking questions leading to divergent and original responses, and suggesting novel words in vocabulary learning can be regarded as a modelling of creative behaviours (Belcher, 1975; Forrester & Hui, 2006; Walsh & Belwitt, 2006).

The proposed project

This project will use interactive dialogue and creative literacy activities which could create an ideal context to nurture students' listening, speaking, reading and writing skills. For listening and speaking, interactive dialogue emphasizes verbal exchanges between teachers and students. Interactive dialogue method has four key steps – 1) Prompt, 2) Evaluation, 3) Expand, and 4) Repeat. It equips teachers with different types of questioning techniques to *prompt* students to speak. Students listen to their teachers' questions and learn these different ways of raising questions in English. At the same time, students are encouraged to answer these questions and are supported to speak in English. Given students' answers are usually short and simple, interactive dialogue procedure requires teachers to *evaluate* and *expand* students' answers, and so students are exposed to more sophisticated vocabularies and different types of sentence structure. Students are then asked to *repeat* these more sophisticated vocabularies and sentences, to facilitate students' speaking and learning of these more advanced vocabularies and sentences. To further enhance teacher-student verbal exchanges, creative activities stimulate *extratextual conversations* (i.e., conversations beyond the text itself). Creative activities involve innovative tasks such as 'imagine what you could see on a magic planet'. These activities encourage students to generate novel and divergent responses from their learning. In the process, students use and exchange a great variety of novel words and ideas. With interactive dialogue and creative activities, students are provided great opportunities to both listen to and speak in English.

Interactive dialogue and creative activities encourage reading and writing. As we aim to incorporate interactive dialogue and creative activities in the English curriculum and to employ these methods in students' regular classes using their English textbooks, materials of interactive dialogue and creative activities are set primarily based on the textbook contents. During interactive dialogue, teachers could prompt with questions which expect students to read the textbook content and extract suitable information. In this way, students are supported to make

inferences to textbook content, summarize information and draw conclusions through reading. Also, sophisticated vocabularies and sentences used in interactive dialogue will be visually displayed to students with powerpoint slides to enhance students' reading skills. Creative literacy activities consist of a wide range of activity types, including drawing with written descriptions, story creation and extension, and lyrics writing. Students are provided with sets of worksheets and they are required to complete the worksheets with English writing. Teachers and students could share a lot of novel words and ideas used in these activities through reading and writing. In the processes of interactive dialogue and creative activities, students are encouraged and supported to read and write in English.

In sum, this proposed project will develop effective and innovative English instructional methods which enhance language proficiency and creativity, promote interest in learning and active English use in classroom, in students with diverse levels of ability. It also provides useful and appropriate techniques for teachers to cope with the challenges they encounter in educating children with differential abilities and needs. Based on students' individual ability and need, different levels of scaffolding and challenges which are optimal for their learning will be used to make learning more enjoyable. Children's creative improvisation and narratives will be recorded (Kangas, Kultima, & Ruokamo, 2011; Sawyer, 2011), and writing that accompanies the drawing in lessons will also be collected as outcomes of the creative learning process (Coates & Coates, 2011). In this way, diverse learners could learn English together with joy and interest, instead of studying it by rote memorization from textbooks and exercises. The ultimate goal is to prepare students for reading to learn and becoming lifelong learners as well as to equip teachers with effective instructional techniques to educate children with diverse needs and levels of ability. We expect that interactive dialogue and creative literacy activities will have positive impacts on Hong Kong children's English acquisition, creativity development and reading interest as well as on teachers' efficacy and skills in teaching diverse learners.

F. Extent of Teachers' and Principals' Involvement in the Project

The teachers and principals of the participating schools will be highly involved in the project. School administrators, such as principals or curriculum leaders (PSMCD or English Panel Chairperson or associates) will help coordinate the testing and the reading intervention. Teachers will be trained to use interactive dialogue and creative activities through workshops delivered by our team. The teachers will then implement these methods in their English classes. The primary schools involved agree to allow pre- and post-testing of participating children on English and creativity performance during school hours at their schools. We will work closely with the participating schools to implement this project. Detailed teaching manual with background and guidelines of interactive dialogue and creative activities will be developed and distributed to the project school teachers by the project team. Workshops and meetings will be held during the project period to ensure smooth implementation. Before the program, a total of four 1.5-hour training workshops will be delivered to the four participating schools. During the program, regular meetings will be held with teachers to collect feedbacks and solve difficulties. After the program, a total of four 1.5-hour training workshops will be held in the four participating schools. In the later stage of this project, at least two 2-hour public seminars will be delivered.

G. Implementation Plan with Time-line

This project will be carried out from 1 Feb 2015 to 30 Nov 2017. Details are shown in the following table.

Events	Details	Proposed Time-line (Month/Year)			
		School A	School B	School C, D	School C, D
Material preparation and production	<ul style="list-style-type: none"> Interactive dialogue and creative activity materials will be developed Teaching manuals of interactive dialogue and creative activities will be designed and produced 	2/2015 – 4/2015	7/2015 – 9/2015	11/2015 – 1/2016	1/2016
		2/2015	9/2015	1/2016	
Teacher training	<ul style="list-style-type: none"> Teachers will be trained on interactive dialogue and creative activity techniques Plans for testing and teaching intervention implementation will be worked out with principals and teachers 				
Pretesting	<ul style="list-style-type: none"> Children will be tested individually for 2 sessions, 45 minutes each, on English and creativity performance in schools by trained experimenters 	3/2015	9/2015 – 10/2015	1/2016 – 2/2016	
Teaching program implementation	<ul style="list-style-type: none"> Teachers will employ interactive dialogue and creative activities in English classes for 12 weeks Class observational visits will be arranged Evaluation meetings will be held to monitor the progress 	4/2015 – 6/2015	10/2015 – 12/2015	3/2016 – 5/2016	
Post-testing	<ul style="list-style-type: none"> Children will be tested individually for 2 sessions, 45 minutes each, on English and creativity performance in schools by trained experimenters 	6/2015 – 7/2015	12/2015 – 1/2016	6/2016 – 7/2016	
Workshops	<ul style="list-style-type: none"> Workshops for all teachers in the participating schools will be held to share the results and experiences of the teaching program 	8/2015	2/2016	8/2016	
Data entry and analysis	<ul style="list-style-type: none"> Data entry and analysis will be conducted 		9/2016 – 12/2016		
Programs evaluation	<ul style="list-style-type: none"> Evaluation of the program will be done 		1/2017 – 3/2017		
Report writing	<ul style="list-style-type: none"> Report will be written 		3/2017 – 4/2017		
Dissemination	<ul style="list-style-type: none"> Public seminars will be held to promote interactive dialogue and creative activities to educators in Hong Kong A manual will be produced and distributed to interested educators to promote interactive dialogue and creative activities A website will be created to provide information on interactive dialogue and creative activities to the general public 		5/2017 – 11/2017		

H. Expected Deliverables and Outcomes.

Outcomes: This project will facilitate English learning with joy in primary school students while catering for the needs of diverse learners. It will employ interactive dialogue together with creative activities in local classrooms, and will promote a more interactive English learning environment in local classrooms which take into account the needs and abilities of diverse learners. It is expected that students' English skills, interest in learning English, and creativity, will be enhanced through these innovative and interactive teaching methods. It is also expected that teachers' techniques in countering the challenges of teaching children with great individual differences will be strengthened.

Products: We will develop a *manual* and a *website* which contain comprehensive information about methods that local schools could employ in catering students' individual differences and enhancing the children's English ability in all domains and creativity. Detailed guidelines on practical use of interactive dialogue and creative activities will also be included. We will hold *public seminars* as a platform for promoting these useful techniques directly to teachers. 500 copies of manuals will be produced and distributed to interested teachers and education students. The website will be made available to schools and the general public. Also, this project will result in 2-3 *newspaper or journal publications* on the topic of Hong Kong children's English learning and creativity development.

The manual and website will both contain comprehensive information about interactive dialogue and creative literacy activities. They will include the following:

- background of interactive dialogue and creative literacy activities
- theories on children's reading and creativity development and the needs of diverse learners
- detailed guidelines on the teaching techniques
- sample teaching materials
- sample students' worksheets
- tips and tactics of applying the teaching techniques to cater the needs of diverse learners and to enhance their reading and creativity abilities
- outcomes of the project
- lists of useful resources for related educational materials and research

I. Dissemination Plan

Public seminars will be held in order to facilitate teachers' technique in teaching children with great individual differences, and to promote the use of interactive dialogue and creative literacy activities to educators in Hong Kong. A *manual* on effective English instruction methods to cater the needs of students with different levels of ability together with comprehensive information about catering the needs of diverse learners will be produced and distributed to interested teachers and education students. Also, a *website* which will be easily accessed by educators and the general public will be developed to advertise these methods. In addition, this project will result in 2-3 *newspaper or journal publications* on the topic of Hong Kong children's English learning and creativity development. These papers will generate more discussions and suggestions on how to construct a better learning environment for children learning English as a second language.

J. Budget

Item	Year 1 (2/2015- 1/2016)	Year 2 (2/2016- 1/2017)	Year 3 (2/2017- 11/2017)	Total
Staff Cost				\$899,450
Research Assistants				
\$15,000/month × 1.05 × 33 months	\$189,000	\$189,000	\$141,750	\$519,750
\$15,000/month × 1.05 × 21 months	\$189,000	\$141,750		\$330,750
Student helpers	\$17,600	\$17,600	\$13,750	\$48,950
Services				\$253,191
Graphic design for training and learning materials, manuals and website	\$15,000	\$15,000	\$40,000	\$70,000
University overhead charge	\$183,191			\$183,191
Equipment				\$13,000
Software	\$4,000	\$4,000		\$8,000
Sound recorders				
\$1,000 × 5	\$5,000			\$5,000
General expenses				\$238,909
Testing materials, standardized tests and scoring sheets for all students in pretest and posttest	\$30,000	\$30,000		\$60,000
Reference materials for schools				
\$2,000/school × 4 schools × 2 years	\$8,000	\$8,000		\$16,000
Reference materials for developing materials and manuals	\$4,500	\$4,500	\$3,000	\$12,000
Transportation				
\$6,000/year × 2 years	\$6,000	\$6,000		\$12,000
Printing and photocopying				
Teaching manuals for teachers:				
\$80 × 24 copies	\$960	\$960		\$1,920
Learning materials for students:				
\$80 × 500 copies	\$20,000	\$20,000		\$40,000
Tests: \$20 × 500 copies × 2 times	\$10,000	\$10,000		\$20,000
Manuals: \$80 × 500 sets			\$40,000	\$40,000
Other: \$3,600/year × 2.75 years	\$3,600	\$3,600	\$2,700	\$9,900
Postage	\$2,000	\$2,000	\$2,500	\$6,500
Stationery and miscellaneous items	\$2,000	\$2,000	\$1,589	\$5,589

Audit			\$15,000	\$15,000
Contingency (3%)	\$15,150			\$15,150
Total	\$705,001	\$454,410	\$260,289	\$1,419,700

Justifications of budget items:

- 1) A full-time research assistant is needed to carry out the following tasks during the proposed project time. As the period from 2/2015 to 12/2016 requires extensive work of program preparation and implementation, and there are overlaps of implementation periods across schools, extra help from another full-time research assistant in this period is necessary.
 - a) working with school principals and teachers on the details of program implementation and testing
 - b) helping with developing tasks for assessing language abilities and creativity and questionnaires
 - c) testing children
 - d) organizing workshops and public seminars
 - e) processing and analyzing data
 - f) producing manuals and creating a website
 - g) writing-up reports

The research assistants are required to have attained Bachelor's degree (one of them has at least a Bachelor's degree in English Language Education) and have plenty experiences in research and dealing with children.
- 2) Student helpers and part-time research assistants will assist the research assistant on some of the above mentioned tasks. Notably, testing children and data processing would especially require extra help from part-time helpers. The helpers will be employed with a maximum hourly rate of \$55/hour.
- 3) Graphic design service is needed to help with the overall design of reading materials, manuals and website. Materials and books for children must be colorful and graphically interesting so as to catch children's attention. Also, manuals and website with professional design will help deliver information and draw the attention of the public and schools.
- 4) Statistical software is necessary for processing and analyzing data.
- 5) Digital sound players with recording function are necessary for recording and playing sound stimuli for teaching materials and testing sessions. As 8 experimenters will administer tests to different students at the same time so as to minimize the duration for testing and the disturbance to the class, at least 5 sound players are needed. It is particularly important for the period which two schools are implementing the program at the same time.
- 6) Standardized tests are needed to objectively measure the effectiveness of the reading program and help developing other testing materials. For instance, the Oral and Written Language Scales and the Wide Range Achievement Test, which are well-known tests of language, are ideal measurement tools for this project.
- 7) Every English teacher of the participating schools will be given a set of useful resource books on English and creativity education to support the curriculum development. Also, reference books and training kits are needed for developing the materials for the proposed program and manuals. Reference books and reference children learning materials are important in the design, development and production of materials. To create materials which suit the students' ability levels, English textbooks and storybooks

commonly used in local primary schools are needed. Also, English learning kits and exercises provide important references for the design of classroom literacy activities. Reference books on children's reading and creativity development and the needs of diverse learners are particularly important for producing and developing the manual and website.

- 8) Workshop trainers, research assistants and student helpers will visit schools for training, testing and meeting with principals and teachers. There will be around 80 trips \times 8 persons for pretest and posttest, 16 trips for workshops, 60 trips for supervising implementation and 20 trips for meeting.
- 9) Printing and photocopying is necessary for producing teaching manuals for teachers, learning materials for students, and paper-and-pencil tests. During the project period, a set of teaching manual will be given to each of the participating English teachers. A set of learning materials will be given to each of the participating students. 1,000 (500 students \times 2 times) copies of paper-and-pencil tests and questionnaires will be produced. Materials for teachers' training workshop will be made. After the project period, 500 copies of manuals will be produced and be distributed to interested teachers and education students.
- 10) Reference materials will be delivered to the participating schools. Reading manuals will be delivered to interested teachers and education students.
- 11) Stationery and miscellaneous items, such as external hard drives, batteries and headphones, are needed. Stationery and miscellaneous items are needed in all stages of the project, especially in materials preparation and production, in-class activities, assessment of all participating students, data processing and storage. For example, colour cards, clay, colour pencils and pictures are useful in-class activities; basic stationery is needed in the entire project period, especially in materials preparation and production and assessment of all participating students. External hard drives and computer accessories are mostly used for storing the materials and data as well as development of materials and website. Batteries and headphones are also needed to conduct listening tasks.
- 12) According to the Financial Policies and Procedures Manual of City University of Hong Kong, an overhead charge should be applied to all projects. The university overhead charge covered in the budget supports the activities and work of the project conducted in the university. This includes administrative service for the project implementation, including staff recruitment, appointment and payroll; financial service for the project implementation, including procurement and financial report preparation; and usage of facilities, including internet access.

K. Evaluation Parameters and Method

The proposed program will be evaluated through our experimental intervention. To obtain baseline data, all participating children will be individually tested on English and creativity performance before the intervention (pretesting). Teachers and their students will then engage in a 12-week intervention. Children will be individually tested on the same tasks after the intervention (posttesting). The children's performance in pretest and posttest will be compared to indicate the success of this program. Teachers' feedback will also be collected. Our performance indicators will be the actual testing scores and teachers' feedback. The benchmarks will be interactive dialogue and creative activities are effective in enhancing children's reading interest, English skills and creativity.

L. Sustainability of the Outcomes of the Project

This proposed project will provide effective and innovative methods for stimulating Hong Kong children's English learning and creativity with joy and interest while catering for their differential abilities and needs. These methods are important for educators, because they can be alternatives to traditional rote memorization of content in textbooks or exercises, and so they can enhance English learning and enthusiasm for learning English at the same time. This project will help equip teachers with innovative techniques in educating diverse learners. In this project, we aim to use interactive dialogue and creative activities in students' regular classes using their English textbooks. Materials are developed primarily based on the contents of the textbooks used by the participating schools. In other words, teachers will use interactive dialogue and creative activities to teach the contents in the English textbook and will follow their original teaching schedule. The only change would be the employment of these new teaching techniques which build a stimulating learning environment by the teachers.

Outcomes of this project will be highly sustainable. We plan to develop a manual and a website with detailed information on English interactive dialogue and creative activities, and catering the needs of diverse learners. This manual will be distributed to interested teachers and education students. The website will be easily accessed by educators and the general public. As they will provide necessary information for implementing interactive dialogue and creative activities in the school curriculum, the outcomes of the project will be highly sustainable by teachers and schools. Using the manuals, teachers could continue employing the methods in class, and acquire skills to further develop their own teaching materials with interactive dialogue and creative activities.

M. Asset Usage Plan

The Grantee should plan the deployment of assets that cost \$1,000 or more per item upon project completion.

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment <i>(Note)</i>
audio and video equipment	Sound recorders	5	\$5,000	For use in other projects on children's language learning conducted by project leader
computer software	Computer software for statistical analyses and running language and cognitive tests		\$8,000	For use in other projects on children's language learning conducted by project leader
Others	Reference materials for schools		\$16,000	For use by teachers and students in the participating primary schools
	Reference materials for developing		\$12,000	For use in other projects on children's language learning conducted by

	materials and manuals			project leader
	Testing materials, standardized tests and scoring sheets		\$60,000	For use in other projects on children's language learning conducted by project leader

N. Report Submission Schedule

I/ My organization commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Types of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 1/2/2015 – 31/7/2015	31/8/2015	Interim Financial Report 1/2/2015 – 31/7/2015	31/8/2015
Progress Report 1/8/2015 – 31/1/2016	29/2/2016	Interim Financial Report 1/8/2015 – 31/1/2016	29/2/2016
Progress Report 1/2/2016 – 31/7/2016	31/8/2016	Interim Financial Report 1/2/2016 – 31/7/2016	31/8/2016
Progress Report 1/8/2016 – 31/1/2017	28/2/2017	Interim Financial Report 1/8/2016 – 31/1/2017	28/2/2017
Progress Report 1/2/2017 – 31/7/2017	31/8/2017	Interim Financial Report 1/2/2017 – 31/7/2017	31/8/2017
Final Report 1/2/2015 – 30/11/2017	28/2/2018	Interim Financial Report 1/2/2015 – 30/11/2017	28/2/2018

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