

**Quality Education Fund**  
**Application with Grant Sought Not Exceeding \$150,000**  
**Application Form --- Part II: Project Proposal**

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|--|---|
| <b>Project Title</b><br>School-based eReading Scheme | <b>Project Number</b><br>2013/0843(Revised) |
|--|---|

**Basic Information****Name of School / Organisation / Individual**

Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

**Beneficiaries**

- (a) Sector:  Primary
- (b) Students: 622 and P1 to P6
- (c) Teachers: 18
- (d) Parents: 650

**Proposal****(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.

This project aims to develop a school-based Graded Reading Leveling Program (SBLP) for P.1 to P3 students and to establish an interactive reading wonderland for P.1 to P6 students. The system can assess and monitor the student's reading and comprehensive abilities by using interactive e-readers materials and graded text reading materials. We will establish monitory system at the backend to measure the effectiveness of this program. Each student will have a comprehensive report about his /her reading competence in English reading throughout Key Stage One. The SBLP program can facilitate and enhance students' English reading skills and self-directed learning skills.

An interactive reading wonderland is included in the SBLP Program. It is a suitable and comfortable reading environment for the all students. We will set up a reading corner and develop a "blended learning" center where we will combine traditional books with the graded e-Readers. Students can choose the reading materials which motivate them most. We aim to enhance students' English reading skills and habits. The e-Reading materials in the reading corner enrich the learning environment as well as create an interactive platform for students using multi-sensory electronic devices in their learning process.

- (b) (i) What are the areas of the needs and priorities of the school?
  - Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
  - School development plan: One of our major concerns in School's Development Plan is to create an English-rich environment and to improve students' English language skills. In addition, we also design measures to address students' diversity in their English language learning needs. Scaffolding Learning Theory will be used which aim to use a variety of instructional techniques moving students progressively toward stronger understanding and ultimately greater independence in the learning process.
  - Survey findings: Our surveys indicate that P.1 to P3 students need to improve their reading skills and they also lack of confidence in using English Language. Having the school-based Graded Reading Leveling Program (SBLP), we can facilitate and motivate students to read and have Scaffolding Learning. Students can become independent learners.

- ☑ Literature review summary:
- ☑ Researches (Wood 2005, Tsou 2006, Zucker 2009) indicate that multimedia, e-books, e-readers have positive effects on students' English language learning. For example, Tsou (2006) indicates that teachers can easily gather authentic materials such as songs, pictures and other related materials to the e-Readers, and students can be more engaged and motivated by not only reading the e-Readers, but the other materials related to the story.
- ☑ What is Leveled Reading? (Gay Su Pinnell, n.d.) Leveled reading allows teachers use a more personalized and precise approach to monitor a child's progress and help them learn to read. When books are matched to readers, the young reader can continue the successful processing that builds the self-extending system. A leveled book set also provides opportunities for children to increase their reading power through experiencing diverse texts.
- ☑ Scaffolding theory was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe young children's oral language acquisition (Ninio & Bruner, 1978). Scaffolding represents the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts. A scaffold is a temporary framework that is put up for support and access to meaning and taken away as needed when the child secures control of success with a task (Wood, Bruner, and Ross's, 1976).

Gay Su Pinnell (n.d.). *What Is Leveled Reading?* Retrieved from <http://www.scholastic.com/teachers/article/what-leveled-reading>

Ninio, A. and Bruner, J. (1978). The achievement and antecedents of labelling. *Journal of Child Language*, 5, 1-15.

Wood, C. (2005). Beginning readers' use of 'talking books' software can affect their reading strategies. *Journal of Research in Reading*, 28(2), 170-182. doi:10.1111/j.1467-9817.2005.00261.x

Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychiatry and Psychology*, 17(2), 89-100.

Tsou, W., Wang, W., & Tzeng, Y. (2006). Applying a multimedia storytelling website in foreign language learning. *Computers & Education*, 47(1), 17-28. doi:DOI: 10.1016/j.compedu.2004.08.013

Zucker, T. A., Moody, A. K., & McKenna, M. C. (2009). The effects of electronic books on pre-kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of Educational Computing Research*, 40(1), 47-87. doi:10.2190/EC.40.1.c

- ☑ Relevant experiences: Our school has started to develop some school-based e-learning resources, e-platform and e-learning programs for different levels so as to increase the exposure and practice of the students in using e-learning devices. Initial results have been very positive in terms of students' participation and motivation in using these e-learning resources. Home Reading Scheme and Leveling practice have been developed since this year for primary one. Data shows that more intensive need should be given to the students in order to motivate them to read more and give personalized and individual support.

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.

Develop a school-based Graded Reading Leveling Program (SBLP) for P.1 to P3 students is a means of leveling as it offers a wide range of activities, such as reading aloud, individual reading and instructional reading. By using a school-based graded readers can help motivate students to improve their English skills and develop their self-directed learning skills. In addition, we also aim to develop the interactive e-Readers so that they can be accessed by tablets or computers.

Graded text reading materials are put in the reading corner as traditional materials to students. Simultaneously students can choose different levels of e-books in e-platform according to their own pace of learning. Visual and audio stimuli can motivate students to learn more effectively and as a good consolidation. Self learning is motivated by the e-Readers.

This will allow students to read anytime by themselves or with their classmates.

## (II) Project Feasibility

- (a) Please describe the design of the project, including:

- (i) Approach/Design/Activity

### **School-based eReaders to improve students' English skills**

Our school will establish a core working group of 6 English teachers including English subject Panel, Curriculum Developer and NET teachers to design the SBLP Program.

The Curriculum Developer is an experienced English teacher and the coordinator of the core working group. The NET teacher is also skilful in teaching phonics and Guided Reading. He has comprehensive knowledge and good practice in handling Home Reading Scheme and Leveling Practice.

Our teachers will work with the publisher and e-readers developer to choose or design fiction and non-fiction which match our school-based curriculum and themes. These Readers' language structure and vocabulary used will be consistent with what our P1 to P3 students are learning, so they should not have a problem understanding the readers.

The design and content of e-book will be related to our teaching content from P1 to P3. Various reading texts in different text forms, including cartoon stories in the form of comic strips, real-life stories or animated videos etc.

Quizzes will be built to make sure students understand the content and measure their reading abilities as well as their progress of improvement. By using the scaffolding learning approach, teachers will monitor students' progress on a regular basis (bi-weekly and monthly). They will evaluate students' reading abilities and skills by examining their mastery of vocabulary and reading scores.

Individual remedial teaching is frequently provided by Native speaking English Teacher Assistant who got degree in English and as a qualified English teacher.

Regular monthly assessment data in terms of their reading and word recognition will be shown to the teachers. Additional supervision will be given to students.

School-based e-Reading Scheme is an important supplement to our existing Home Reading Scheme and Leveling Practice as it can give additional resource to students in learning as well as support to teachers in teaching.

(ii) Key Implementation Details  
**Project period: Mar 2015 to Feb 2016**

| Month / Year        | Content / Activity / Event   | Target Beneficiary / Participants |
|---------------------|--|-----------------------------------|
| Mar - June 2015     | Teacher Development and program design   |                                   |
| Mar - June 2015     | Design and development of a school-based Graded Reading Leveling Program (SBLP) for P1 to P3 students. |                                   |
| Mar - June 2015     | Program Material preparation with Publisher and e-reader developers.                                   |                                   |
| Jun - Aug 2015      | Teacher Training   |                                   |
| Sep 2015 - Feb 2016 | Reading Programme Implementation   | P1 to P3 students                 |
| Oct 2015            | Workshop for students and parents  | P1 to P3 students and parents     |
| Feb 2016            | Evaluation of the project  | Teachers, students and parents    |

- (b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.
- i) The principal will fully support the project implementation. She will be in charge of a project committee with the Vice-Principal, PSM (CD), English Subject Panel, NET teacher to monitor the progress of the project and give constructive suggestions and creative idea.
  - ii) Number of teachers' involved and degree of input (time, types, etc.):  
 15 English and 3 IT teachers will be involved, and they will co-design and co-develop school-based English e-Reader.
- (ii) Roles of teachers in the project:
- Co-ordinator       Developer       Service recipient

I Please provide the budget of the project and justify the major items involved.

**Grant Sought: HK\$98,500**

| Budget item                     | Expenditure Detail   |                 | Justification   |
|---------------------------------|--|-----------------|---|
|                                 | Item   | Amount (\$)     |   |
| Staff                           | Teacher development  | /               | By NET Teacher  |
| Service                         | (a) the school-based Reading materials<br>(3 levels of books with worksheets included)   | \$11,000        | - Developer must have prior development experience in developing e-Readers.<br>- The multi-media e-resources can motivate students' learning and help teachers' teaching. |
|                                 | (b) 12 to 15 e-book animation and development of learning management tools and reports (for each grade level, a total of 3 grade levels) | \$59,000        |   |
| Equipment                       | (a) Tablets computers<br>(5 sets x \$3,700)  | \$18,500        |   |
|                                 | (b) English reading corner and some fit out work   | \$10,000        |   |
| <b>Total Grant Sought (\$):</b> |  | <b>\$98,500</b> |   |

**Assets Usage Plan**

| Category          | Item / Description                           | No. of Units | Total Cost | Proposed Plan for Deployment         |
|-------------------|--|--------------|------------|--------------------------------------|
| Computer hardware | Tablets computers                            | 5            | \$18,500   | For learning and teaching in school. |
| Others            | English reading corner and some fit out work | N/A          | \$10,000   | For students' learning.              |

**(III) Expected Project Outcomes**

(i) Please describe how to evaluate the effectiveness of the project;

- Focused group interviews: We will interview teachers and parents on the effectiveness of this project and how this project can help their students learn English and develop their self-directed learning skills.
- Pre- and post-activity surveys: We will also design and develop surveys to ask students and teachers to seek their opinions on this project.
- Others: Teachers will also examine the analysis reports to evaluate the participation rate of our students using these e-resources.

and Please state the project deliverables or outcomes.

- Learning and teaching materials (e-resources): at least 12 to 15 e-books with comprehension worksheets included.

**Report Submission Schedule**

My school commit(s) 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 |
| Final Report<br>1/3/2015 - 29/2/2016 | 31/5/2016      | Final Financial Report<br>1/3/2015 - 29/2/2016 | 31/5/2016      |

