

Quality Education Fund
Application with Grant Sought Not Exceeding \$150,000
Part B: Project Proposal (Revised)

Project Title Nurturing reading through an interactive multimedia way	Project Number 2014/0699
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Basic Information

Name of School / Organisation / Individual

Hong Kong Student Aid Society Primary School

Beneficiaries

- (a) Sector: Primary
- (b) Students: 275 (in number)* and P3-P4 (class level/age)*
- (c) Teachers: 15 (in number)*
- (d) Parents: 550 (in number)*

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.
 In this project, we target to promote independent learning, increase students' confidence and strengthen their ability in learning English while also motivating students' reading interest and nourishing the reading habit through a reading scheme using multimedia resources.
- (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
 - Promote students' social and emotional development
 - Others (please specify) e-learning
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
 - School development plan: For the school 3-year plan, we want to promote self-learning as well as independent learning. For English panel, we would like to motivate students to increase their confidence and to strengthen their abilities on learning English. We also aim to establish students' interest in English learning and foster their appreciation of English language.
 - Relevant experiences:
 - We have started using e-learning at school for many years.
 - We have purchased tablets and have wifi on two floors.
 - This year we joined an e-Teaching programme, [redacted], this one has been proven by the 2011 Taiwan Excellence Award and the Computer 2011 Best Choice Award Jury's Special Award on its ability to improve teaching and learning. It connects the most commonly applied and user-friendly tools – Interactive Whiteboard (IWB), Document Camera (DC), and Interactive Response System (IRS).
 - We have set up two smarter classrooms this year.
- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

We have experiences in e-learning and we have sufficient technical support in facilities and networking now to push it further into classroom teaching in the English reading lessons. In this project, we will pick some English storybooks that also come with multimedia elements and can run on the mobile devices to bring out the interesting interactive reading activities in school.

And we will make use of the combination of the existing resources from our previous e-learning experiences, with the English interactive storybooks to develop our own school-based reading curriculum. We believe this can help enhance students' interest in learning English, forming an independent learning pattern in reading, and can also extend the authentic English learning environment at home.

(II) Project Feasibility

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

(i) Approach/Design/Activity

From our good experiences of adopting e-learning and developing our school-based reading curriculum, we want to further integrate the implementation of the multimedia enriched English reading materials to our teaching and learning pedagogy for P3 & P4 reading lessons. As our P1& P2 students completed the induction program to help build up and solidify their English foundations, they will be more equipped for the reading scheme with multimedia resources when they are in P3 & P4. Moreover, our students are from different backgrounds and some are newly-arrived children who might have different levels of English language ability and proficiency. They will receive training of the basic skills like going through all the alphabets and reinforcing some simple vocabulary and sentence structures in P1& P2. Thus the learners in P3 & P4 will certainly be better prepared for the reading scheme.

Traditional reading scheme might be too boring and not interesting enough for students to nurture their reading habit as it is one-way reading only. However in this project, with the integration of the implementation of the multimedia enriched English reading materials, different interactive classroom activities can be carried out and we expect these young students will be cultivated with a regular and self-directed reading habit, will improve English reading skills, and foster the appreciation of English language.

The content of the selected multimedia enriched English readers will need to be aligned with the text types, language features and reading skills suggested by EDB curriculum guide in Key Stage 1 and coherent with our school-based reading curriculum. For example, the tentative curriculum focuses will be as follows:

Text types	P3	1. Stories / Rhymes / Songs
	P4	2. Leaflet / Chart / Fable
Language features	P3	1. Use the simple past tense to describe events in a story 2. Use the personal pronouns 'you, him, them' as objects to identify people 3. Use the connectives 'first' and 'then' to express sequences 4. Use formulaic expressions to express feelings & express positive comments on an event 5. Use prepositions or prepositional phrases to indicate positions: 'next to', 'on the...', 'in the...', 'by the...'
	P4	1. Use 'be + going to' to describe events that will occur quite soon 2. Use the future tense to talk about future actions, processes and conditions 3. Use the connective 'then' to show results and 'and' to add information 4. Use the general determiners 'a few, a little' to show quantities 5. Use adverbs to express frequency 6. Use '-ing' nouns or noun phrases to refer to activities 7. Use modals to talk about abilities

Our English panel will develop lesson plans and teaching materials aligned with these multimedia enriched English reading materials as they are equipped with the content and learning objectives from the EDB English curriculum in Key Stage 1 and 2. And we will make sure the English reading materials selected will be enriched with animation and cartoons that can arouse students' interest.

We will adopt 4 of these reading materials in our reading lesson, which we will have this reading lesson every week. In these reading lessons, we will cover the learning objectives including language focus, reading skills, generic skills. And with the multimedia components, we can lead different interactive activities according to each story to stimulate participation and arouse learning atmosphere. For example, students can re-write their own story ending, trying to apply the new vocabulary and sentence structure they've learned; and then they can read-aloud and perform their own version of story and share in class; this allows them to develop their imagination and they can practice the language skill they have obtained, and at the same time, allow students to build up confidence and strengthen their learning ability. Or we can also hold a story-telling competition among students by the end of semester, students can vote for the best storyteller and performer in class. A sample lesson plan is as follows:

	Curriculum Mapping	Text Type	Skills Involved	Teaching Strategies to Be Adopted
P3	Book 3B Unit 5: Caring and sharing	Story	- Predicting - Scanning - Sequencing	1. Lead in: introducing the book with the interactive e-reading platform to draw attention and arouse learning interest 2. Read Aloud: with the interactive e-reading platform, discussing the likely development of the story 3. Role Play: performing and recording their own story with the interactive e-reading platform.
P4	Book 4B Unit 7: People and places around the world	Leaflet	- Scanning for specific information - Skimming - Identifying fact and opinion - Identify key words with supporting idea	1. Lead in: asking guiding questions along with the e-reading platform to introduce the books 2. Group work-discussion: looking for information via the e-platform; comparing answers with partners 3. Presentation: invite students to share their findings with the e-reading platform in class

There will be worksheets and assessment exercises designed for each story, to reinforce students' of the language focus and reading skills they've captured, as well as evaluate their understanding and comprehension of the story. With the result of the worksheets and assessment exercises, we can learn how much the students have gained, and so we can adjust our teaching timetable and the strategy according to students' ability. Besides, there will be post-reading tasks follow each interactive story to assess student's reading comprehension. Reports can be downloaded from the system on a real-time basis so that we can learn student's progress and performance in a timely manner. By using the assessment data, we can inform our teaching by identifying students' strengths and weaknesses and hence to offer different activities to cater for learner diversity and address different learning problems. For example, we may have those students who are more capable to have a role play or a short performance of the story in class; we may help those who are less capable to have a better understanding of the story in a more funny and interactive way by preparing a simplified version of the story, guessing the likely development of the story, pre-teaching some unfamiliar words and difficult vocabulary. And at the same time, we can also empower those brighter students through this cooperative learning process. Later when these less capable students catch up; they can in turn help others too, so that they can also build up their confidence and their motivation in English language and reading.

Some students are living in China, and they usually do not have much exposure of the English language especially outside of the English class at school. And thus, their language ability varies a lot and it is rather difficult to follow up their learning progress. In school, we have a NET to assist in providing opportunity for students to engage in authentic communication in many different areas

like reading big books and singing songs together with the NET; however, when these students leave school, they would mostly lost the exposure due to lack of family support, especially these who live in China. In this project, with the interactive multimedia resources we adopt in these English reading materials, students can access to the authentic English environment online at home. They can keep practicing not only by reading the printed copies but also through listening to the 22 interactive storybooks. They can also keep training their speaking by following the voice-over to read aloud, to tape down their own story-telling and to share with parents and classmates. Through the utilization of the self-learning tools, students are expected to develop self-learning skills and build a positive attitude in learning; and therefore the learning effectiveness can be enhanced.

The home reading session will also extend to school holidays like Christmas, CNY and Easter to further nurture students' reading habit and self-motivation in English learning without our close-supervision in the classroom. Initially, students will require to complete 6 readers in these holidays. They are required to do post-reading tasks for each story so as to assess their understanding and comprehension of the reading. We will review and assess these tasks, and we will follow up with students depending on their performance as shown on the reports; guidance and brief summarizing of these stories will be given in class to ensure that students are able to acquire the related language focus and reading skills. By the end of the semester, we will wrap up the program by having the students to choose to perform one of their favorite stories among these in class, this can give them the sense of achievement by reading, re-writing and finally performing their own story telling all on their own.

Parent's participation is highly encouraged at the home reading session, during the school term or in the summer vacation. Their partnership in monitoring students' reading progress will help a lot in pushing a regular reading habit, and this can facilitate the cooperation between parents and school.

(ii) Key Implementation Details

Project period: (July/2016) to (June/2017)

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
July-2016	Quotation / tender. Selection of the multimedia enriched English storybooks and lesson planning with English panel	15 teachers
Aug-2016	Co-planning meeting for develop & select the appropriate interactive storybooks and related lesson plans to the school-based reading curriculum Teacher's professional trainings of integration of the storybooks materials with the e-Learning teaching strategies in classroom	15 teachers and the service provider who is qualified and has experience in e-learning /English language education. The trainer should be an experienced and qualified expertise / educationalist.
Sept-2016	Parent seminars to introduce the objective of the project and equip them with knowledge and skills to support their children at home-reading	15 teachers, 550 parents and the service provider who is qualified and has experience in e-learning /English language education.
Sept-2016	Final review interactive storybooks and teaching materials Start implementation of the project to the reading lessons	15 teachers, 275 students and 550 parents

Oct-2016 to June-2017	Adopt the four e-reading materials in P3 & P4 reading lessons Observe and monitor students' progress and reaction, refine teaching timetable and classroom activities if necessary	15 teachers, 275 students and 550 parents
Oct-2016 to June-2017	Home-reading sessions	275 students and 550 parents
June 2017	Follow up students' reading progress and results; wrap up the program by summarizing students' reading ability and interest; giving further assistance, guidance and instructions for further self-learning reading habit / pattern Gather feedback and comments from teachers, students' and parents for evaluation Lesson plans and teaching materials will be collected, reviewed and revised for next school year	15 teachers, 275 students and 550 parents

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

English Panel will take the lead in selecting and examining the multimedia reading materials and developing the related lesson plans and teaching materials; other English teachers will give full support in e-learning classroom teaching strategy and designing corresponding classroom activities.

(ii) Roles of teachers in the project:

Leader

Co-ordinator

Developer

Service recipient

(c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$ 108,800

Budget Item*	Expenditure Detail		Justifications
	Item	Amount (\$)	
ii) Service	1: Co-planning meeting (2 visits x 1.5 hrs x \$700/hr)	\$2,100	Co-plan, develop & select the appropriate electronic readers and related lesson plans with the service provider
	2: Teacher professional training (1 session x 2hr x \$700/hr)	\$1,400	Professional teacher training on how to adopt multimedia materials in classroom activities by experienced and qualified expertise / educationalist
	3: Multimedia English storybook materials, content & copyright for different levels in the project period (P3&P4)	\$ 44,700	Multimedia English storybook materials that are professionally written, and aligned with EDB English curriculum in Key Stage 1

	4: Multimedia English storybook application accounts and license in the project period	\$21,100	Reading, speaking and recording functions included in the application design in the Multimedia English storybooks that are coherent with the story's' content
	5: LMS maintenance & hosting service & license in the project period	\$17,160	Web hosting and maintenance service from service provider that allows our teachers to focus on teaching and classroom activities.
	6: Reports of students' reading progress and performance generated from the system	\$17,290	6: Computerized and systematically recording of students' reading progress and performance allow teachers follow up and provide correct assistance to students in a timely manner.
v) General expenses	QEF audit fee	\$5,000	
Total Grant Sought (\$):		\$108,750	(rounding up to \$108,800)

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;
- Observation: We will observe students' performance and participation in classroom activities as well as their result from the reports, worksheets and assessment exercises, to see if they enjoy reading more and their reading skills are improved.
 - Focused group interviews: Teachers will get together to share experiences and observation about students' performance and reaction, if the program can help form a better reading habit and their appreciation of English language got enhanced.
- (ii) Please state the project deliverables or outcomes.
- Learning and teaching materials: we will develop lesson plans, design pre and post reading tasks and activities for classroom implementation, and there will also have worksheets and assessment exercises. The ownership and the copyright of the deliverables are vested with the QEF so that they can be disseminated to all schools.

Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 01/07/2016 - 30/06/2017	30/09/2017	Final Financial Report 01/07/2016 - 30/06/2017	30/09/2017