Quality Education Fund
Application with Grant Sought Not Exceeding $200,000
Part B: Project Proposal

Promoting English writing and speaking skills through the development of a digital story-writing and story-telling platform for primary school pupils	2017/0179 (Revised)

Basic Information

Name of School / Organisation / Individual:
Department of English Language Education, the Education University of Hong Kong

Beneficiaries

(a) Sector: ☐ Kindergarten ☒ Primary ☐ Secondary ☐ Special

(b) Students: 300 (in number) and P. 3 to P. 4 (class level/age)

(c) Teachers: 12 (in number)

(d) Parents: __300_ (in number)

(e) Participating Schools (excluding applicant school): at least 2 primary schools (in

will participate in the current project. They are both aided mainstream primary schools.
The two letters of intent are attached.

(f) Others (please specify): Academic and teaching staff and undergraduate students in the department of ELE, EdUHK

Proposal

(I) Project Needs

(a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.

The aims of the project are as follows:
1. To cultivate students' writing and speaking skills on narrative text-types through digital story-writing and story-telling.
2. To develop students' generic skills, especially on creativity and collaborations with peers, through co-construction of a story.
3. To cultivate students' interests in learning spoken English through the use of E-learning tools.
4. To promote digital literacy among primary pupils.
5. To build an online searchable student-story database, which includes writings and recordings from primary pupils, as well as lesson plans and feedback from teachers, for staff and students in the Department of English Language Education (ELE), EdUHK to carry out research or teacher-related activities.

(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
☒ Enhance school management / leadership and teachers' professional development / wellness

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
☒ School development plan: The primary schools that the PI are working with put a lot of emphasis on developing students' self-directed learning skill and digital literacy, as stated in their school annual plans and reports. It is also evident from the _____ of these schools that _____ of their students need improvement. The digital story-writing and story-telling platform can aptly fit the needs of these schools.
☒ Literature review summary: Wang and Zhan (2007) were among the pioneers who outlined a detailed step-by-step procedure on how to implement digital story-writing and story-telling. According to the researchers, the benefits of using online social media to write and tell stories are manifold, including higher students' engagement, reflections for deeper learning, easier to conduct peer evaluations and ability to retain products for a long time. Their assertions were later verified by empirical studies which explicitly compare the effectiveness of the two approaches. For example, Liu et al. (2011) compared two groups of students, who worked together to create a story either with or without the use of social media. The writers found that social media helps students produce more coherent stories in groups, as without its help, students can only collaborate in a linear way (i.e. one student writes each part and passes on to another to continue writing), hence leading to suffering of coherence. On the other hand, Yang and Wu (2012) adopted a more quantitative research design, by carrying out a longitudinal study to compare the influences of technological instructions and direct lecturing, on students' academic achievements and critical thinking. The results clearly revealed the effectiveness of the earlier over the later, hence further justifying the need for developing an online story-telling platform.
☒ Others (please specify): To foster school-university partnerships

(c) Please elaborate on 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.

Digital story-writing and story-telling is an effective means to stimulate students' interest in writing and speaking, due to the interactive nature of E-learning tools and the creativity elements inherent in them. Compared to traditional paper-and-pencil approach, using E-learning tools for story construction and telling also allows teachers and students to easily keep a permanent record of their own products, as well as carry out formative assessments such as peer evaluations. With the help of technology, students no longer need to write and tell their stories in "one-take". Instead, they can constantly refine their writings and recordings in order to produce the best possible performance.

This project can foster collaborations between the Education University of Hong Kong and local primary schools, in exploring innovative pedagogical strategies on story-writing and story-telling. The PI will provide consultancy service to the English teachers in participating primary schools on how to teach stories to primary pupils. On the other hand, data generated from the online platform, including written stories and voice/video recordings from students, as well as lesson plans and feedback from teachers, would also be organized into a searchable database for staff and students in the ELE department to carry out research or teaching-related activities.

(II) Project Feasibility

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

(i) Approach/Design/Activity (Applicants are advised to provide details on project activities as well as learning and teaching arrangements.)

In accord with the suggested guidelines outlined by Wang and Zhan (2007), as well as the paradigm of Liu et al. (2011), the design of the digital story-writing and story-telling goes as follows:
- Teachers design a general topic for students to work on, together with a specific target audience for the story.
- Students form small groups to jointly create a story together using the platform. The platform allows simultaneous group writing to be conducted in real time, with teacher comments. The platform is also equipped with functions of real-time feedback by primary pupils, teachers, EdUHK students or staff (to be further elaborated below in (ii) Key Implementation Details).
- Students begin by drafting a story plan (e.g. Setting / Problem / Solution / Ending).
- Students then write a storyboard and an initial script, which are briefly commented by teachers.
- The next step involves the collection of cliparts, photos, music and videos that can be integrated to the story. Students can either find resources from the Internet, or produce something from their own (e.g. scanning pictures, taking their own photos and making their own videos). The initial script may have to be modified as a result.
- After the script is written and all the resources are added, the students' project is then converted to a movie, and then students take turns to tell the story by recording different parts of it using a microphone.

- The sound track of the students' storytelling is combined with the video, and students can then add extra effects such as captions, titles, acknowledge the credit of images, change the background, and sound effects, etc to further enhance the digital story.
- The finalized product is then published online and all teachers, parents and students are able to give "Likes" and comment on them.
- A tailor-made online platform would be developed to implement the above procedures.

For the lesson plan to illustrate how students' writing and speaking skills will be enhanced through the proposed digital story-writing and story-telling activities and how students will be supported in co-constructing and producing stories and movies, please refer to the last few pages.

Linkage between the activities in the current project and the school-based curriculum
1. Story writing forms part of the writing curriculum f the schools. According to the school-based writing framework of both schools, the P. 3 and P. 4 students are expected to write 2-3 stories per year. For example, P. 4 students need to learn Ugly Duckling and then write a fable of their own. The digital platform can aptly fit the need by providing the support for the schools to carry out their writing activities. Students are provided with rich illustrations and language support on the platform to help them plan how to write a fable.

2. The school-based curriculum emphasizes the integration of four skills in every unit. The existing textbook curriculum, however, cannot provide much training on writing and speaking. The digital platform can aptly fit the need as students need to record their own writings, and read / listen to the writings made by others, hence achieving integration of the four skills.

3. The school-based curriculum also focuses on the development of assessment literacy. The peer-evaluations, expert-evaluations (from teachers, EdUHK staff and students) and self-evaluation activities in the digital platform can fulfill this aspect and promote assessment as/for learning.

4. Digital literacy is also a focus of both schools, as according to the school's subject plan, English teachers are expected to try out at least one e-learning app or website with their students in their English lessons per year. The digital platform can fit the need by providing the support for the schools to fulfill this criterion in the plan. Students will borrow iPads from schools and explore the interactive functions of the digital platform.

Staff and students in the ELE department, EdUHK will be given accounts to logon to the online platform, which will be hosted on the EdUHK server. They can then interact directly with the primary pupils by providing comments on their stories (for educational purpose), as well as systematically analyze their writings and recordings, as well as the lesson plans and written feedback of teachers (for research purpose).

(ii) <u>Key Implementation Details</u>
   Project period: <u>1/8/2018</u> to <u>31/8/2019</u>

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
1/8/2018-31/10/2018 (Development and Promotion Phase)	- Hire a computer programmer to develop an online platform and create accounts for the participating primary schools to use in creating, recording, publishing and sharing interactive stories. - Send promotional leaflets and application forms to primary schools.	LTTC Staff from EdUHK PI
1/11/2018 – 31/12/2018 (Training Phase)	- Liaise with two primary schools and discuss details of interventions - Provide trainings to the participating teachers in participating schools on using the online platform to teach stories. - The training programme consists of two parts. The first part is a general briefing session of the various functions of the online story-writing and story-telling platform, which will last for about 1 hour. Here the focus is on technical aspects and teachers will gain hands-on experience in developing digital stories with the platform in Student Mode, as well as monitoring and evaluating the works of students in Teacher Mode. The second part of the training is a co-planning meeting with participating teachers. The co-planning meeting aims to help teachers design lessons that make use of the online platform to teach digital story-writing / story-telling. The co-planning meeting should last for about 1 hour. Teachers will choose a topic for story writing that matches with the theme and text-type of the school-based curriculum (e.g. textbooks / PLPRW readers), and design 7-8 writing and speaking lessons using the platform as the major tool (see attached Sample Lesson Plan). The sample lesson plans will be modified by the participating teachers and subsequently commented and refined by the trainer. The process of refining lesson plans will take about 2 weeks. - The trainer (PI) is currently a lecturer in the department of English Language Education, EdUHK. She has a Bachelor and Master degree in English Language Education obtained in HKU and she will complete her doctoral degree in HKU by August, 2018. Her major teaching and research interest is on Language Arts and Literature in English.	PI Teachers from primary schools

| 1/1/2019 – 31/5/2019 (Implementation Phase) | - Students begin to create and record interactive stories on different topics and publish them on the platform, under the guidance of their teachers.
- Each student group should produce at least one digital / recorded story per month, except on months with long public holidays, but the exact number will be negotiated with the principals and teachers of the participating schools.

- Upon the completion of their writings or recordings, students will need to complete an online checklist which ask them to tick whether they have fulfilled the different criteria of a story, which cover both content (e.g. clear problem and solution / use of dialogues) and language aspects (e.g. grammatical / spelling mistakes, language structure). The checklist is pre-designed by the teacher, and can vary between different students (i.e. the better-able students will get a longer checklist). The aim of this checklist is to promote self-evaluation of student writings. The teacher will read through the student's story and determine if the criteria is appropriately fulfilled. If so, the story will be "published" and students will be awarded a mark on Richness of Content (0 to 4), Creativity (0 to 3) and Language (0 to 3) in the case of writing, and a mark on Pronunciation Accuracy (0 to 4), Fluency and Intonation (0 to 3), and Creativity (0 to 3) in the case of speaking (i.e. story-telling). If the student is found not to fulfill the criteria on the checklist, he/she will be asked to refine their writings and the criteria that have not been fulfilled will be highlighted to them.

- To foster peer evaluation, students in each group will be asked to give "stars" and other written constructive comments to other groups. Students, after seeing the comments from others, can choose to respond politely and refine their writings. For weaker students, the teacher will provide a language template for them to write their comments. Their performance will be monitored by the teacher.
- About 50 students from EdUHK will be invited to evaluate the published works of the primary pupils. To ensure that the work of every student has a chance of being evaluated, the PI will adopt a matching scheme, so that one EdUHK student will be matched with one or two groups of primary pupils. The EdUHK students will constantly give written | EdUHK staff and students in Department of ELE Teachers, students and parents from participating schools |

	comments and stars to the primary pupils on the quality of their published written / recorded stories, and the pupils can respond to their comments / refine their writings or recordings based on the comments. Three EdUHK staff, including the PI, will monitor the comments made by the EdUHK students and ensure that they are appropriate before releasing them to students. The staff can also provide their own comments if deemed necessary. - Teachers, parent representatives from Parents Teacher Association and principals from participating schools, as well as the PI and two other staff from EdUHK will select 3 best stories from each participating school at the end of the implementation phase. The PI will write detailed comments on these stories, which can serve as exemplar for teachers and students.	
1/6/2019-31/8/2019 (Evaluation Phase)	- Conduct focused-group interviews with English teachers in the participating schools to tap their beliefs on the effectiveness of the project. - Organize a dissemination seminar and invite the participating schools to share their findings with other teachers from other primary schools, as well as academic and teaching staff of EdUHK. - Write up evaluation report of the project.	PI Teachers from participating schools

(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.):

2 seed teachers and the English panel chair of each school will be involved in this project. They need to join trainings and co-planning meetings about this project and help monitor students' performance in the online platform.

(ii) Roles of teachers in the project:

☐ Leader ☒ Co-ordinator

☐ Developer ☒ Service recipient

☐ Others (please specify) _____

(c) Please provide the budget of the project and justify the major items involved.
Grant Sought: HK$164,700

Budget Item	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount ($)	
Staff ($125,391)	Employ a part-time research assistant for 18 hours per week for 30 weeks to handle administrative duties related to the project and help to maintain the online platform. (1/9/2018 – 31/3/2019) Employ a Programmer II (Band F staff) for 4 months to write the online platform.	$113 x 18 x 30 x 1.05 (MPF) = $64,071 $14,600 x 1.05 (MPF) x 4 = $61,320	- The part-time research assistant will handle the administrative duties related to the project, such as liaising schools, preparing documents, photocopying, printing and maintaining the online platform. - The programmer will develop the online platform, host it on the server, create accounts for primary schools and staff/students from the Department of ELE, EdUHK and follow up other technical issues.
Equipment ($5,000)	A server for the online platform	A server for the online platform = $5,000	The platform will be hosted on the EdUHK website. A server will be purchased to store the data generated by this platform.
General expenses ($12,378)	Travelling expenses for the PI Develop promotional and administrative materials related to the project	$64.2 x 20 times x 2 schools = $2,568 Printing, photocopying brochures (in colour), postage and other miscellaneous cost for the hard-copy materials = $4,280 Printing, photocopying, and miscellaneous administrative cost for the hard-copy materials for project schools = $530 Audit Fee = $5,000	- The PI provides onsite support for the schools to train the teachers on using the online platform, as well as carry out co-planning, lesson observations and evaluations. - Brochures (in colours) about this project will be sent to all the primary schools in Hong Kong, to invite them to join this project. Pre-and-post implementation survey on students' speaking ability and overall evaluation survey on the project will be administered upon project completion.

Contingency ($520)	3% of the total cost	$520	- According to the guidelines from the Finance Office of EdUHK, the aim of administrative overhead charge is to avoid cross-subsidization of UGC fund to non-UGC activities and this is not the money earned by the University but the claw back of UGC fund on administrative resources used on non-UGC activities. According to the guidelines from ELE department (which the PI is currently working with), successfully bidding an external fund like QEF will lead to a teaching course reduction, so as to give enough time for the PI to engage in the QEF project. Hence, additional resources will be involved in finding staff to take up the extra duties. Other possible expenditure, according to the feedback from Financial Office, includes the use of campus facilities for holding dissemination seminars, the use of library resources and other academic or administrative support from the university.
Administrative Overhead ($21,411)		$21,411	
Total Grant Sought ($):		**$164,700**	

Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	server	1	$5 000	An online digital platform will be developed and hosted on this new server. The data generated from this project will be stored on this server as well as the existing server of the department of English Language Education, EdUHK. The platform will be used to foster the development of story writing and speaking skills of primary pupils, as well as promote their digital literacy. Students will be guided to complete the stories through a process-writing approach coupled with spell-check functions, rich illustrations and the ability to add multi-modal texts. In the meantime, teachers will also provide real-time feedback at various stages. Their stories will be recorded and published online. Students, teachers, as well as EdUHK staff, can offer their feedback and students can refine them. All these would not be possible without this platform.

(III) Expected Project Outcomes

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

☒ Observation: The number and quality of stories developed in the online platform.

Success Criteria

- Quantity: Each participating student group (with group size of 3 to 4) is able to produce at least 2 written digital stories and 1 recorded digital story on the platform. Assuming that the total number of participating students is 300, at least 100 written stories and 50 recorded stories should be produced on the online platform in total.
- Quality: At least 70% of the published written and recorded stories receive a passing score (i.e. 6 out of 10 marks) from their teachers.

☒ Focused group interviews: Interview with participating teachers, English panel chair and principal upon project completion, and tap their beliefs on its effectiveness of the online platform in improving writing and speaking skills.

☒ Post-activity surveys:

Success Criteria

- At least 80% of the participating teachers and principals believe that the online platform can improve the writing / speaking skills of primary pupils and foster their development of generic skills such as creativity and collaborations with peers.

- At least 70% of the participating EdUHK students believe that the online platform can improve the writing / speaking skills of primary pupils, and improve their own assessment literacy skills (i.e. providing feedback to primary pupils' writings / recordings)
- All the participating staff from EdUHK believe that the online platform can help their EdUHK students, who are pre-service teachers, learn how to provide appropriate feedback to primary pupils, hence boosting their assessment literacy skills.

☒ Performance change of students in assessment: Determine if there are improvements in the exam score of writing and speaking of participating students before the implementation (i.e. measured in November / December, 2018) and after the implementation (i.e. measured in June / July, 2019)

Success Criteria:
- The score of the writing exam of 60% of the participating students is increased
- The score of the speaking exam of 60% of the participating students is increased

(ii) Please state the project deliverables or outcomes.

☒ Learning and teaching materials

☒ Resource package:

Lesson plans of teaching stories using the online platform.

At least two lesson plans (with 4-6 lessons in each plan) in Key Stage 1 (Primary 3) and Key Stage 2 (Primary 4) involving this online platform will be developed in each school. Hence, a total of at least 2 x 2 schools x 2 key stages = 8 lesson plans will be developed. The exact topics to be covered will be negotiated with the project schools, as it should fit into their school-based curriculum (i.e. textbooks or readers). However, it should involve both realistic stories (i.e. involving real-life situations) and tales (i.e. involving animal or imaginary characters). The assessment criteria for evaluating student works in each piece of writings, as well as the evaluation of these lesson plans written by teachers of the two participating schools will also be attached in the end of each lesson plan.

☒ Others (please specify): Quantity and quality of online stories (both written and spoken form) developed in the online platform. Research papers generated from the online platform, related to the field of digital story-writing and story-telling. Dissemination seminars to frontline educators and faculty members of the EdUHK on the online platform.

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
Progress Report 1/8/2018 – 31/1/2019	28/02/2019	Interim Financial Report 1/8/2018 – 31/1/2019	28/02/2019
Progress Report 1/2/2019 – 31/7/2019	31/8/2019	Interim Financial Report 1/2/2019 – 31/7/2019	31/8/2019
Final Report 1/8/2018 – 31/8/2019	30/11/2019	Final Financial Report 1/8/2019 – 31/8/2019	30/11/2019

Topic: Writing a simple fable with two animal characters using the digital story-writing and story-telling platform)

No. of lessons: 7-8

Target level: P. 4

Student ability: Low to moderate

Unit: Ugly Duckling (Reader)

Previous knowledge:

- Students have read a fable called Ugly Duckling in their P. 4 school-based curriculum and completed a story-map on it.
- Students have learnt the features of a fable (e.g. animal characters, unreal, with moral, etc).

Target language structure:

- Simple past tense (regular and irregular verbs)
- Dialogues
- Adjectives to describe personality
- Adjectives of feelings

Overall objectives:

By the end of the series of writing and speaking lessons, students should be able to

- plan a digital fable using the storyboard and story-map function of the platform
- draft a digital fable in small groups
- incorporate cliparts, photos and sound clips to enrich their fables
- proofread their fables and correct obvious spelling / grammar mistakes
- evaluate their own digital fables against a checklist set by the teacher
- record their digital fables with appropriate stress, rhythm and intonation

Stage	Activities	Functions of the platform
Pre-writing (Lesson #1 and #2)	**Idea Generation (Setting) (Lesson #1)** - Students co-construct the story setting in groups of 3, with clear division of labour at various stages. - Students use the Storyboard function of the platform to brainstorm a setting for the fable - The setting includes a good and an evil character (two animals), places (e.g. forest or farm or castle), time (e.g. at night / in the morning) and weather (e.g. cloudy, rainy). Student #1 will brainstorm the characters,	Storyboard Word-bank Story map

	Student #2 will brainstorm about the places, and Student #3 will think about the time and weather. **Idea Generation (Problem, Solution and Ending): (Lesson #2)** - When the setting is endorsed by the teacher, the students will see a story-map, which contains the "setting", "problem", "solution" and "ending". The details of story-map can be set by the teacher. Students take turns to complete the story-map in simple sentences or point forms.	
While-writing (Lesson #3, #4, #5)	**Drafting and Revising (Lesson #3, #4)** **Real-time simultaneous group writing:** - Once the story map is endorsed by the teacher, they can start writing their fables online. - Like a G document, students in the same group can edit each other's writings in real-time, so as to achieve the purpose of co-constructing the fable. They take turns to be writers and editors. For example, when Student #1 is writing, Student #2 and #3 serve as grammar and spelling checkers and correct the mistakes that Student #1 makes. They can also give opinions on the content as well. - Weaker students can use the speech-to-text function in the platform to aid their spelling of difficult words, such as advanced adjectives of feelings / personality. - During the writing process, students can include cliparts, photos, sound clips or video clips to enrich the content of the fables. **Editing (Lesson #5)** - The platform is equipped with simple spell-check and grammar-check functions. Spelling mistakes and simple grammar mistakes will be	Simultaneous group writing Speech-to-text Spell-check Grammar-check

	highlighted. For example, as students need to frequently use simple past tense in this fable (except within dialogues), the digital platform can automatically highlight the mistakes for them if the wrong verb form is used (e.g. adding "ed" for irregular verbs). - The teacher will also highlight other higher-order mistakes and give brief comments on the content for the students, like choice of vocabulary (i.e. adjectives), incorrect sentence structure or absence of a clear problem, but will not correct the mistakes for students or generate other ideas for students. - Based on the mistakes or comments highlighted by the platform or teacher, students edit their fables to improve the accuracy and enrich the content.	
Post-writing (Speaking) **(Lesson #6, #7 + out-of-lesson time)**	**Self-evaluation and Teacher check (Lesson #6)** - Teacher shows a checklist on the platform to the students and explain it. In this piece of writing, the checklist for content may include the presence of a problem (the evil character did something bad to the good character), the solution (what the good character did to solve the problem) and a moral (what the characters learnt), and for language dimensions may include the presence of the target language structures such as simple past tense, dialogues and adjectives. - Students evaluate their own digital writings against the checklist online. - The checklist is reviewed by the teacher, who either endorsed or rejected it. In cases of rejection,	Self-checklist Oral Recording Peer Evaluation

	students need to refine their writings on aspects that are still not up to standard.	
	Publishing (Lesson #7)	
	- Students co-construct their fables orally in groups of 3. Student #1 will play the role of the good character, Student #2 the bad character and Student #3 the narrator in the fable. Similar to that of a radio drama, they take turns to record their lines on the platform, which are then merged with the animations to produce a short movie. Students should not only focus on pronunciations but also on other speaking skills, such as the use of appropriate stress, rhythm and intonations to tell the story. For example, when talking about the character is sad, students need to use a "sad" tone and read slowly and softly. Whereas if the character is excited, a high-pitch tone with a faster reading pace should be used.	
	- Teacher demonstrates how to read their fables with appropriate stress, rhythm and intonation.	
	- Students can paste their fables on websites such as http://www.naturualreaders.com to learn how to read the fable fluently and naturally as well as the pronunciations of certain words.	
	- Students can practice a few times before making a final recording. Teachers will provide feedback on students' recordings, and tell them the speaking skills (as stated above, like pronunciations of words, fluency, as well as stress, rhythm and intonation of the story-telling performance) that they need to improve further before publishing.	

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| | - Their recordings, the storyboard, the student writings, as well as any additional photos / cliparts / sound clips added will be converted into a movie and published online for others to view.
Peer Assessment (out of lesson time)
- Students, teachers and EdUHK staff and students award "Stars" and provide feedback to the published stories by giving stars and comments. Students can respond to these comments on the platform and refine the fable. | |

The lesson plans above illustrate how students are guided step by step to produce a digital story using the functions of the online platform as well as under the assistance of the English teacher. Lesson #1 - #6 (first half) focuses on the development of writing skills, using the process writing framework.   The specific skills are generating ideas (in pre-writing lessons), drafting and revising their ideas based on feedback (in while-writing lessons), proofreading (in while-writing lessons) and self-evaluation using a checklist (in post-writing lessons). while Lesson #6 (second half) - #7 focuses on speaking skills, which is not only limited to pronunciations of words and overall fluency, but also to the stress, rhythm and intonations of the whole story, so that the meaning of the story can be communicated effectively.

透過發展網上故事平台提升小學生的英文寫作及說話技巧

(Promoting English writing and speaking skills through the development of a digital story-writing and story-telling platform for primary school pupils)

<u>參加意向信</u>

香港教育大學英語教育學系擬透過優質教育基金，推行上述學習計劃。

本校現表達願意參與此計劃。

學校名稱：

校長簽署：

校長姓名：

聯絡電話：

日期：

2017/0179

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