Part C   Project Details   (Revised)
1.   Needs Assessment and Applicant's Capability
1.1 Needs assessment

Needs for Hong Kong Primary English Education

In Hong Kong, recommended pedagogy for teaching English reading and writing include reading to learn, reading skills, writing skills and integrative language use (See CDC, 2017). Although English teachers are encouraged to treat the teaching of reading and writing as interactive processes, many teachers still continue to teach reading and writing as separate units. In English lessons, teachers may first focus on teaching reading as an input for writing, from which students learn grammar, vocabulary and sentence structures instead of appreciating the text from the perspective of a writer as well. On one hand, the separate and distinct articulation of reading and writing skills and goals (e.g., CDC, 2017) may lead to this practice. On the other, absence of effective professional development might constitute another reason for teachers' failure to integrate reading and writing effectively in the classroom. Doubet and Southall (2018) found although English teachers believe that reading and writing should be taught in an integrative manner, they do not feel sufficiently equipped with pedagogy to deliver instruction. The findings show that teachers' professional development featuring strategy modelling may be an effective way to promote reading and writing connections.

Students' learning to write is inextricably linked to their learning to read. Students improve their ability to write through opportunities to read, write and to integrate reading and writing as interactive processes in order to become effective writers. Some interactive processes include asking students to respond to reading through writing, to incorporate information (e.g., content, language, grammar, and sentence structures) into writing, and to evaluate the writer's craft in their own writing (Anderson & Briggs, 2011). More importantly, teachers should model the integrative reading and writing processes (e.g., reading and writing strategies) that are particularly useful for developing students' ability to write (Pella, 2011). In many Hong Kong primary schools, although reading is normally taught ahead of writing in order to prepare students for writing, reading and writing are frequently taught as separate skills. To complicate the situation, research shows Hong Kong students are not motivated to write (Lee, Yu, & Liu, 2018). In particular, Hong Kong English teachers find it challenging to teach writing well (Bai, 2014). Therefore, there is an urgent need to help English teachers improve their professional development and motivate Hong Kong students to write in English.

In addition, Bai and Lo (2017) undertook a study on the barriers of technology education integration with regard to primary English education in Hong Kong. Their findings indicated that a lack of resources (e.g., technology resources and preparation time), inadequate knowledge and skills of e-Learning practices were the most frequently reported barriers of technology integration in local schools. Based on the responses of the teacher participants, five recommendations were made to inform future practices of e-Learning. The recommendations include using some low-cost technology tools, e.g., free online platforms, having a technology integration plan in school, ensuring students' access to technology, improving students' skills and attitudes of e-Learning and providing opportunities of professional development. Another issue is related to inappropriate use of e-Learning resources. Wu and Wang (2015) found English teachers in Taiwan mainly used e-Learning to motivate students to learn English instead of being able to use e-Learning resources to create opportunities for students to learn and use English meaningfully and authentically in the classroom. Parents also play an important role in students' learning to take charge of their learning to read and write. Bai, Chao and Wang (2018) showed that parents' positive support contributes to Hong Kong students' ability to learn English more than peers' and teachers' support. As such, it is also important to train parents to help students self-regulate their learning.

Previous Work on Reading and Writing and Their Integration

To date, research concerning reading and writing connections has been primarily focused on learning English as a native language. Little has been done on students, who study English as a second/ foreign

language (ESL/EFL). Previous research has explored the reading and writing connections by examining the linguistic knowledge and cognitive processes shared by and common to the two literacy skills and across different language proficiency levels (Kent & Wanzek, 2016; Shanahan, 2016). Shanahan (2016) shows that reading and writing share some linguistic knowledge and skills in common including graphophonics, syntax and text format. ESL/EFL students rely excessively on their second language (L2) linguistic knowledge and their access speed to this knowledge in the writing process (Harrison et al., 2016). When the connections between reading and writing are taught explicitly, students will gain even greater benefits than when the two skills are taught separately (Malova, 2017). Students can learn about their organizational structure and decision-making process that writers experience when read-to-write is promoted in the classroom (Hirvela, 2013). In a meta-analysis, Graham et al. (2017) indicated teaching reading-writing connections can boost students' writing competence more effectively than teaching writing alone. For example, using reading as a resource for elaborating on ideas can lead to better writing competence. When reading and writing are taught interactively, students are engaged in a better use and variety of self-regulated reading and writing strategies. Therefore, empirical research evidence all points to the great potential for teaching strategies for students to read in order to write well.

Furthermore, writing is a highly demanding skill for both native English speakers and ESL/EFL students given the complex cognitive processes involved besides linguistic knowledge. In particular, ESL/EFL face even more challenges in their learning to write. As a result, many students are not motivated to write. An effective way of promoting reading and writing among ESL/EFL students is to teach self-regulated reading and writing strategies, which skilled readers and writers use. Specific read-to-write strategies (i.e., connections between reading and writing) should be taught to students. Recent empirical research has proven the positive effects of strategy-based writing instruction in Singapore (Bai, 2015, 2016). More intervention projects are needed to test and tailor strategy-based instruction in the reading and writing classroom in an ESL/EFL context, e.g., Hong Kong.

In order to enhance learning to even a higher level, the Hong Kong Education Bureau has implemented the Fourth Strategy on Information Technology in Education (ITE4), which is to empower all students to learn to learn and to do well through an interactive learning environment facilitated by e-Learning tools and resources. Reimann and Bannert (2018) point out that students' ability to learn, e.g., self-regulation, can be better promoted in a computer-supported collaborative learning environment. Many empirical studies have provided evidence for such claims (e.g., Balaman & Sert, 2017; Yang, 2017). However, little with regard to Hong Kong primary students' English reading and writing supported by e-Learning has been conducted so far. In particular, no intervention research has been conducted on how e-Learning may promote Hong Kong primary school students' learning to read and write in English.

Although both reading and writing are treated as two very important English learning skills in the Hong Kong English curriculum, reading and writing have, for the most part, been separated within regular school curriculums. Given the above-mentioned literature, the central goal of this proposed project is to improve Hong Kong primary students' English writing competence through teaching read-to-write strategies explicitly. In particular, the participants will be taught self-regulated reading and writing strategies facilitated by e-Learning tools (e.g., Padlet, Google Docs, and Edmodo).

Our project places connections between reading and writing in order to improve students' writing competence at the heart of the research. We also would like to promote connecting the two skills through the use of e-Learning resources. Self-regulated reading and writing strategies are found to contribute to learning of reading and writing in an ESL/EFL context effectively (Oxford, 2017). Especially, reading and writing strategies/strategy sets/graphic organizers designed on the basis of self-regulation can work as effective tools for guiding struggling ESL/EFL writers in their writing process. Englert, Mariage, and Dunsmore (2006) used thinksheets as strategies in a native context. The project saw the students' improved writing which was facilitated by group work. At a later stage, the students' individual writing competence increased as well. Such collaborative group work can well facilitate students' learning of self-regulated

reading strategies. Bai (2015, 2016) taught self-regulated writing strategies, e.g., planning, self-monitoring, text-generating and revising strategies to primary students in Singapore. The participants had a greater gain in their writing competence than those students who were taught in traditional writing classes. Collins, Lee, Fox and Madigan (2017) showed assisted writing with thinksheets (e.g., read-to-write strategies) helped improve struggling students' reading comprehension. Their thinksheets included useful self-regulated learning strategies such as statements, questions and graphic organizers relevant to the writing processes, e.g., planning, writing, revising and editing. Such self-regulated learning strategies bring together reading and writing effectively because the thinksheets could make thinking visible and amenable to assistance during reading and writing activities.

Selection of QEF Theme and Justification

The proposed project focuses on improving Hong Kong primary school students' English writing competence through explicit teaching of read-to-write (i.e., connections between reading and writing, facilitated by self-regulated reading and writing strategies as well as e-Learning tools and resources developed by the project.

Writing is an essential literacy skill that can bring many benefits to students, e.g., effective communication, academic performance, and self-expression. In an ESL/EFL context, writing is one of the four important skills, i.e., reading, writing, listening and speaking primary students have to master (CDC, 2017) and probably is the most challenging skill for students to learn. Besides writing skills, students also need to master other relevant skills, e.g., reading, phonics, and so on, which can help contribute to students' overall writing competence.

The literature suggests that young ESL/EFL students face a myriad of challenges besides grammar and vocabulary. Some scholars even suggest that competence in the writing process is more important than writers' linguistic competence in order to write well (Krapels, 1990). In addition, self-regulated learning (SRL) has been found to be strongly associated to students' English writing achievements (Paris & Paris, 2001). One of the major goals of a writing programme should be to train ESL/EFL students to become highly independent and strategic learners, who can survive in a competitive society. However, there is a general lack of attention to improving writing instruction worldwide (Graham & Harris, 2013). Hong Kong teachers' professional development with regard to teaching writing in the primary classroom also lags behind (Bai, 2014; Lee & Coniam, 2013). It is highly necessary to develop an effective intervention for Hong Kong primary English teachers to tap on for their professional development with regard to teaching writing in the classroom.

In a typical intervention, students are provided with a wide range of self-regulated reading and writing strategies, which skilled readers and writers frequently use. Students are made aware of how, when and why they should use their self-regulated learning strategies and the connections between reading and writing. Then students are given opportunities to apply their newly learned strategies (Bai, 2015). These strategies help students better regulate their reading and writing process. In the Hong Kong context, an optimal mode of intervention on primary school students' writing can be undertaken through group work, which students are engaged in integrative language use, e.g., reading, writing, phonics, speaking and listening (CDC, 2017).

The proposed project aims to provide Hong Kong primary school English teachers with professional development workshops for them to facilitate their students' development of writing competence through integrative use of language (i.e., reading and writing) with some of the best practices drawn from most recent empirical research with regard to self-regulated reading and writing strategies. Teachers can develop their teaching skills through collaborations with each other and university-based teacher educators (Bai, 2014). In addition, students can also have opportunities to develop their higher order thinking skills, collaboration skills, creativity and attitudes through the intervention as students are given opportunities to discuss and select their own topics, plan, write, give feedback, and revise in groups. Students will master

effective self-regulated reading, writing and read-to-write strategies that can help them become better writers.

To be competent 21st century citizens, students should master the 21st century skills including information, media and technology skills, critical thinking, creativity, and collaboration among the others (CDC, 2017). In the classroom, although primary students study their major subjects, e.g., English, Chinese and Maths typically with their textbooks, their learning is increasingly done with e-Learning resources and tools as most 21st century skills can be better honed. For example, students will be more motivated to write with the use of ███ and e-Learning resources. With the development of new technologies, e-Learning resources and social networks, English teachers can teach English reading and writing facilitated by ███ and e-Learning resources, which can greatly promote students' achievement, motivation, interest, collaboration, creativity and critical thinking. Wang, Teng and Chen (2015) found that students who learned English with ███ performed better than those who did not in the English examinations after one semester. Moreover, students showed great motivation towards learning English with ███. The literature also suggests that English teachers can better modify and differentiate their instruction for even very weak English learners with ███ (Sanders, 2016). The students' language learning was well mediated by peers, the task and applications on ███. The research mobilized the students' learning resources on ███, and promoted autonomy and discussion about their learning. Therefore, teaching English writing with ███ and e-Learning resources (e.g., applications) can encourage students to develop self-regulation, collaboration, and English writing itself.

In Hong Kong, most schools are well equipped with IT resources. Hong Kong teachers can develop their teaching skills with the use of ███ and IT because IT-supported teaching improves the quality of teaching and learning effectively (Hsu, 2016). Schools are also encouraged to make use of a wide range of e-resources and e-Learning tools to motivate students and enhance teaching and learning effectiveness (CDC, 2017). With the use of ███ and relevant e-Learning resources (e.g., applications and platforms), students can have the flexibility of choosing their own resources suitable for their topics on the Internet, and discussing their ideas with their peers and even the whole class and in their free time. Teachers can teach the entire writing process (e.g., planning, drafting, revising and editing) effectively facilitated by ███ and e-Learning resources.

Needs of the participating students, teachers and schools
In order to have an accurate picture of the needs of schools, teachers and students, we surveyed all the participating schools of the project. We report the needs analyses into the following categories, i.e., students' needs, teachers' needs, and school needs. ████████████████████████████

1.2 Applicant's Capability

2. Goals and Objectives

Goals of the project include the following:
- Promoting students' self-regulation of learning (e.g., utilizing connections between reading and writing to improve writing)
- Building up a community of practice (CoP) through teachers' professional development, collaboration and sharing among members
- Developing and sharing of best teaching practices and materials

The project targets at the following objectives:
- Promoting students' self-regulated reading and writing through the use of relevant reading and writing strategies and connections between reading and writing
- Assisting teachers to integrate the self-regulated strategies for read-to-write into their instruction through the use of ▇▇▇ and e-Learning resources
- Developing school-based read-to-write curriculums to better cater for learners' differences
- Enriching students' learning experiences through interactive activities with peers and the whole class on ▇▇▇ and with relevant e-Learning resources
- Enhancing students' development of information literacy, higher order thinking skills, collaboration skills, creativity and motivation towards English learning through the use of ▇▇▇ and e-Learning resources

3. These goals and objectives were formulated with reference to the common issues/problems in reading and writing as reflected in the needs analyses conducted with the participating schools. The project aims to give professional support to the participating schools and collaborate with the participating teachers to improve students' English writing competence through teaching self-regulated reading and writing strategies, facilitated by e-Learning resources in their school-based Read to Write projects to be developed during the course of the project. ▇▇▇▇▇▇

The immediate beneficiaries of the project include curriculum leaders, English panel heads, English teachers, students and parents of 26 participating schools, which can select 1-3 levels from Primary 4 to Primary 6 when joining the project. The expected numbers of immediate beneficiaries are as follows:

		Curriculum leaders[1]	English Panel Heads[1]	Teachers[2]	Students[2]	Parents[3]
1	6 Core Schools (A total of 8 Levels & 40 classes)	6	6	40	1,200	600
2	8 Partner Schools (A total of 9 levels & 45 classes)	8	8	45	1,350	800

		Curriculum leaders[1]	English Panel Heads[1]	Teachers[2]	Students[2]	Parents[3]
3	12 Networking Schools (A total of 13 levels, & 65 classes)	12	12	65	1,950	/
	26 schools (A total of 30 levels & 150 classes)	26	26	150	4,500	1,400
		(202 teachers)				

Remarks:

1. It is estimated that for each participating school, there are 1 curriculum leader and 1 English panel head actively involved in the project.
2. It is estimated that there are 5 classes in each level and 30 students taught by 1 English teacher in each class.
3. It is estimated that for each Core and Partner School, there are 100 parents attending the parents workshop.

Wider beneficiaries include students in other levels of each participating school and are taught by English teachers empowered by the project. Other English teachers in local primary schools who attend the dissemination seminar or access our sharing platform can benefit from the project as well.

4. Innovation

This proposed project holds great potentials for English education in Hong Kong primary schools with focuses which have not been implemented in Hong Kong primary school curriculums before. First, the project will integrate English reading and writing in order to enhance primary students' English writing competence. Second, self-regulated reading and writing strategies will be taught to primary students. Third, the teaching of self-regulated reading and writing strategies will be facilitated and further enhanced through the use of e-Learning resources (e.g., ████████████████████) and ████. This project is expected to create new opportunities for research both pedagogically and theoretically with regard to teaching reading and writing in an integrative fashion.

Development of New Strategies/Strategy Sets/Graphic Organizers for Self-Regulated Reading and Writing

The project will develop a series of strategies, strategy sets and graphic organizers for teaching reading and writing effectively, which will be launched and used on online platforms (e.g., ████████████ ██████). All these will serve as useful and handy resources for primary English teachers to teach reading and writing integratively and effectively. It is expected that the project will generate strong values for both educational and English teaching research with several publications that can inform English education in an ESL/EFL context because the above-mentioned teaching resources will be designed and produced. At a later stage, a resource package will be published and some of the materials will be made available on the online platform so that not only English teachers in Hong Kong but teachers from elsewhere can have access to the useful resources.

In the proposed project, students will work on a group ████ where they have to use the pre-designed strategies, strategy sets and graphic organizers for reading and writing collaboratively in an online environment such as Padlet. In particular, the connections between reading and writing will be highlighted. For example, the teacher can monitor their performance by clicking on each group shown on the ████ interface. Students can also observe the other groups on the interface.

School-Based Curriculums and Instructional Practices Facilitated by E-Learning Tools

In Hong Kong, primary schools have to follow the CDC English Language Curriculum Guide for English education. At the same time, schools are also encouraged to develop their school-based curriculums in order to cater for learner differences in each school. While a general goal of the project is to develop some

teaching contents suitable for primary school English education in general, all the participating schools are expected to develop their school-based learning and teaching materials. With the professional support of the project team, the participating primary schools will develop teaching materials and instructional practices that are most suitable to their own schools.

The project expects to develop a set of effective instructional practices that can be carried out effectively on e-Learning platforms instead of treating e-Learning simply as a motivational tool for students (Wu & Wang, 2015). For example, the teacher can teach reading on ███████████, through which students will work collaboratively to develop their self-regulation of reading. At the same time, the teacher can set writing tasks and facilitate students' group writing on █████████. As such, the teacher can develop some effective practices for teaching connections between reading and writing, which will lead to students' better writing competence. The project also aims to develop strategies and resources for Hong Kong English teachers to teach English writing in the classroom in response to Bai and Lo's (2017) recent research.

Theoretical and Practical Pedagogical Design for Quality Education and Teachers' Professional Development

Although Collins, Lee, Fox and Madigan (2017) designed effective thinksheets for English learners in the United States, there has not been an effective teachers' professional development model to train teachers to use such novel pedagogical practices. There is also a need to develop a teachers' professional model that is suitable for Hong Kong English teachers and ESL/EFL teachers in other similar contexts.

The project aims to form community of practice (CoP) with the help of the project team. The teachers in the community can share and exchange their experiences both face-to-face and online. First, workshops will be provided to all participating schools including core, partner and networking schools. Then the project team will help the core schools to develop their school-based teaching materials and practices, which will be shared with the partner schools. With the professional support of the project team, the partner schools are expected to learn from the core schools and adapt the materials and practices of the core schools to suit their own situations. Good materials and practices will be further disseminated and shared through sharing sessions with the networking schools. Our training model will further enhance the effectiveness of teachers' professional development in Hong Kong primary schools. Such a model can develop school-based curriculums and influence the partner and networking schools effectively. Later, good practices and teaching materials will be shared and disseminated online and through the resource package with teachers in the wider community of English education in Hong Kong.

5. Conceptual Framework

Conceptual Framework for Students' Learning

Reading and writing are dependent on some common cognitive processes, knowledge base, procedural knowledge and linguistic features of reading and writing such as phonemic, morphological, lexical, syntactic and pragmatic. Empirical evidence suggests a reciprocal relationship between reading and writing (Shanahan, 2016). In other words, reading helps promote writing, which in turn leads to better reading. Within a general constructivist framework, reading and writing can be conceptualized as processes of active construction of meaning. For reading, the construction-integration model (Kintsch, 2004) denotes two levels of presentations of cognitive processing, i.e., textbase and the situation. On the textbase level, the learner can produce a summary of the text or a list of the main ideas. On a deeper level, i.e., the situation, the learner should connect the new context with what s/he already knows to form a mental model of the situation implied by the text. The situation may include multiple dimensions, e.g., visual, spatial, temporal, and emotional for a deeper understanding of the text. For writing, Bereiter and Scardamalia's (1987) information telling and information transformation are applied. In information-telling, the writer may simply write what s/he already knows by focusing on retrieving information from prior reading. In information-transformation, which is more advanced, the writer may go beyond what s/he already knows from reading and transform what is known into a novel construction of meaning.

We will design self-regulated reading (e.g., predicting and referencing) and writing strategies (e.g., planning and self-monitoring) and strategy sets (e.g., POW and text connections) that facilitate the reading and writing connections. For reading, we design self-regulated reading strategies for students to enhance their reproduction of the text, e.g., summarizing and listing main ideas. On the situation level, we also design graphic organizers for students to respond to the text visually, spatially, temporally and emotionally. Then students will use pre-designed self-regulated writing strategies, which are useful across the three main writing strategies, e.g., pre-writing, writing and post-writing to produce writing. Importantly, self-regulated reading and writing strategies that facilitate reading and writing connections will be highlighted to students both during reading and writing. During writing, students will be asked to apply some self-regulated reading strategies again in order for them to identify and experience the reading and writing connections. For example, when students need help with their content of the composition during the writing stage, they will be provided with a reading strategy set, called text connections. Students will use the self-regulated reading strategies to relate the text to themselves, other texts and world knowledge. This strategy tool is particularly useful for students to create composition content that represents information transformation (Bereiter & Scardamalia, 1987).

For a better illustration of students' learning reading to write, the proposed project adapted Collin et al.'s (2017) conceptual framework for students' learning (See Figure 1). During teaching, teachers provide self-regulated reading and writing strategies in the form of strategies, strategy sets and graphic organizers. Students learn the strategies and connections between reading and writing in order to produce content in writing. We will design strategies and strategy sets to assist students with strategic knowledge and cognitive processes. The students will work on tasks with the help of strategies and strategy sets in order to improve their reading and writing as well as understanding the connections between reading and writing. For content and linguistic knowledge, we will provide graphic organizers, texts and linguistic prompts and reminders. All the activities will be facilitated by e-Learning tools (e.g., ████████████████).
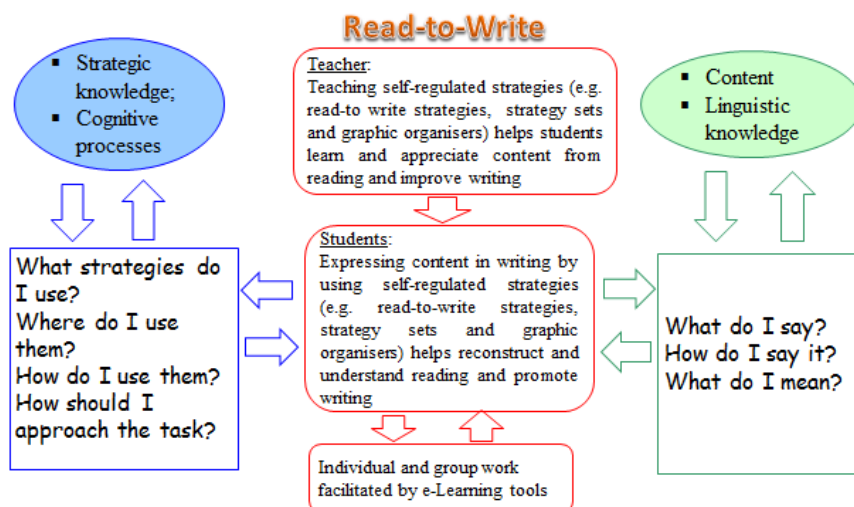

Figure 1: The Read-to-Write conceptual framework for students' learning

Conceptual Framework for Teachers' Professional Development

For teachers' professional development, we adapted Butler and Schnellert's (2012) collaborative inquiry and Dam and Blom's (2006) school-based teachers' professional development. The participating teachers will share and exchange their professional experiences in workshops, observations and feedback sessions collaboratively with teachers from other participating schools (See Figure 2). At the same time, the teachers in each participating school will focus on developing their professional experience in the context of their own classrooms and with the help of university-based teacher educators (Bai, 2014). Such school-based professional development is particularly powerful because the teachers will learn to improve their teaching in response to problems they encounter in their daily teaching. The teachers' professional development model aims to enhance teaching effectiveness, strengthen teacher capacity, develop reflective teachers, and

cultivate a culture of sharing and collaborations. Then, the core community of practice can have sharing with other teachers in Hong Kong on the online platform and through the resource package.
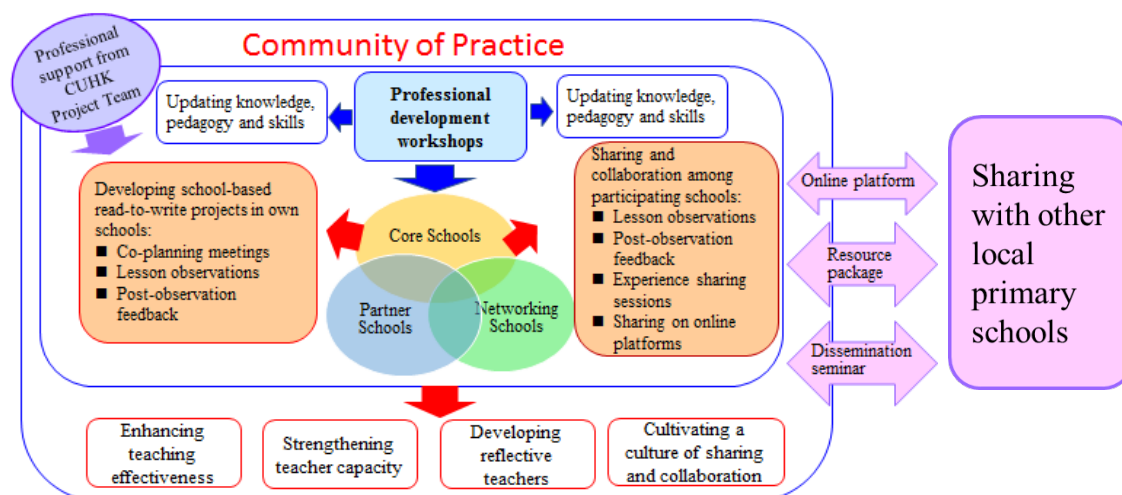

Figure 2: Conceptual framework for teachers' professional development

6. Implementation Plan with Timeline

	Activities	Timeline	Participants		
1	Briefing session on the goals/objectives, implementation plan and details of the project	November 2018	Principals, curriculum leaders, EPHs and teachers of all participating schools		
2	Professional Development workshops on ➢ self-regulated reading and writing strategies (3 hours) ➢ e-Learning platforms and tools (3 hours X 3 parallel sessions) ➢ developing school-based read-to write learning and teaching materials enhanced with self-regulation and e-Learning resources (3 hours)	November – December 2018	Curriculum leaders, EPHs and teachers of all participating schools		
3	Pre-test (For students) Pre-project questionnaire survey (For students, principals and teachers)	November 2018	Principals, curriculum leaders, EPHs, students and teachers of all participating schools		
			Core	Partner	Networking
4	Development of school-based read-to -write projects (Note 1)	December 2018 – August 2019	3 projects	2 projects	1 project
5	On-site co-planning meetings		7 times	5 times	2 times
6	Lesson observations and feedback		6 times	4 times	2 times
7	Review of the school-based English reading and writing curriculums and preparation for the dissemination seminar		Curriculum leaders, EPHs and teachers of all participating schools		
8	Online platform for sharing school-based projects and video clips of exemplary lessons	Starting November 2018	Curriculum leaders, EPHs and teachers of all participating schools		

	Activities	Timeline	Participants
9	Parents workshops on self-regulation and the latest development of e-learning, e-safety, e-ethics and parents' role in facilitating language learning at home (2 hours X 14 workshops) (Note 2)	November 2018 – April 2019	Parents of Core and Partner Schools
10	Quality assurance meeting to monitor the progress and effectiveness of the project	March 2019	Principals of Core and Partner Schools, university professors, ESL educators and representatives of QEF/EDB
11	Experience sharing session among participating schools for teachers to share their good practices and reflect on their own professional development and teaching effectiveness	January 2019	Curriculum leaders, EPHs and teachers of all participating schools
12	Lesson demonstration The lesson observation can provide an opportunity for participating teachers to engage in professional dialogues on self-regulation and e-learning strategies.	March – April 2019	Principals, curriculum leaders, EPHs and teachers of all participating schools
13	Learn to Code Enhancement Programme The 8-hour programme will enable students to learn coding and create simple programmes that are related to reading and writing. (10 parallel programmes for 400 students from 26 schools) (Note 3)	February – May 2019	➢ 30 students x 6 Core Schools = 180 students ➢ 20 students x 8 Partner Schools = 160 students ➢ 5 students x 12 Networking Schools = 60 students (A total of 400 students)
14	Code to Learn Contest Students submit programmes that are related to reading and writing. Entries can be language games, digital stories, etc. (Note 4)	June – July 2019	Students of all participating schools
15	Post-test (For students) Post-project questionnaire survey (For students, principals and teachers)	July 2019	Principals, curriculum leaders, EPHs, students and teachers of all participating schools
16	Dissemination seminar for participating teachers to share their experience gained and to disseminate good practices developed in the project with other local primary English teachers	September 2019	Principals, curriculum leaders, EPHs, students and teachers of all participating schools and local primary schools
17	Interim report and financial report	31 May 2019	
18	Final report and financial report and submission of deliverables	31 January 2020	

Note 1: Development of school-based Read to Write projects

During the project, each participating school is to develop a specific number of school-based Read to Write

projects, i.e., three projects by each Core School, two projects by each Partner School and one project by each Networking School. Schools can choose any chapters/units/modules in their course books currently adopted or existing school-based learning and teaching materials and develop them into school-based Read to Write projects. Participating teachers can select any reading materials and writing tasks that are suitable for the abilities of their schools. There are no prerequisite requirements of text types or themes. However, the school-based Read to Write projects must include the following key elements in the lesson design:

> ➢ Self-regulated reading strategies
> ➢ Reading and writing connections
> ➢ Self-regulated writing strategies
> ➢ e-Learning tools and resources

Take the sample Read to Write project, ████████████ for example ███████. Students are asked to read an e-brochure on penguins, an information text on one kind of endangered animals, and then students will be asked to create an e-brochure about another kind of endangered animals of their own choice. In this project, besides the adoption of self-regulated reading and writing strategies, there are reading/writing tasks that build up the reading-writing connections, for example, Writerly reading and Raising awareness of how reading supports writing. Moreover, the development of generic skills, like communication skills, problem-solving skills, collaboration skills and information technology skills, as well as catering for learner diversity are taken into account in the lesson design. e-Learning resources are adopted in the teaching of reading and writing, for example, ████████████████████████.

For each participating school, the school-based Read to Write projects are intended to be part of the school-based English Language curriculum, specially designed to enhance the reading and writing abilities of students. For sustainability, these projects can be adopted and further consolidated in subsequent academic years. More similar school-based Read to Write projects can be developed when participating teachers have mastered the pedagogy and skills as well as feel capable and confident as a result of the professional development experience and collaboration with their peers from their own schools and other participating schools during the project.

Note 2: Parents workshops
Parents are important agents in students' effective learning. To enable parents to play a more active role in supporting their children's language learning, parents workshops will be organised ████████ ████████████████████ or in the school halls of the participating schools for parents to sign up. The tentative themes of the parents workshops are as follows:

Workshop 1: How to cultivate reading and writing habits at home
Workshop 2: Helping your children to enhance reading and writing abilities through
　　　　　　self-regulation
Workshop 3: How to guide your children to learn with e-Learning resources effectively and
　　　　　　safely at home
Workshop 4: A glimpse of effective e-learning resources for parents: What? And How?

Workshops 1 and 2 will enable parents to support their children in their development of reading habits, and self-regulated reading and writing strategies at home. Workshops 3 and 4 will enable parents to know more about the latest e-Learning developments in schools, effective and user-friendly e-Learning tools that enhance reading and writing, and issues like e-safety and e-ethics so that they can give proper guidance and support to their children at home. Other themes may be added to cater for the needs of parents.

Note 3: Learn to Code Enhancement Programme

In the Learn to Code Enhancement Programme, students who are interested in the programme and selected by the participating schools will learn how to use ███████, a free programming language, to create and share their own interactive stories. In the process, they learn to think creatively, reason systematically and work collaboratively with their schoolmates and peers of other participating schools. These are considered to the essential life skills for life in the 21st century.

Note 4: Code to Learn Contest

In the Code to Learn Contest, students of participating schools can submit their ███████ programmes that are related to reading and writing, for example, interactive stories, games and animations. All the entries will be posted on ███████ online platform for sharing purposes and certificates will be awarded to outstanding entries during the dissemination seminar. The students' entries will be shared with all participating schools of the project and other primary schools in Hong Kong. Email reminders will be sent to all primary schools in Hong Kong so that primary students are informed of the ███████ programmes and will get inspired by their capable peers from the project.

For both the Learn to Code Enhancement Programme and the Code to Learn Contest, besides enriching students' learning experiences, they contribute to the achievement of the following objectives:

➢ Developing students' creativity and collaboration skills

➢ Enhancing students' development of information literacy, higher order thinking skills, and motivation towards English learning.

7. Teachers' and Principals' Involvement in the Project

The involvement of principals, curriculum leaders, English panel heads and English teachers are crucial to the success of the project. Principals are expected to give support and create 'space' in terms of workload and time for participating teachers so that they can participate in the project fully. The expected participation of different participants in the project activities is listed in the implementation plan in section 6.

8. Budget

	Budget Items	Details	Expenditure HK$	Remarks
A	**Staff Cost**			
1	One School Development Officer II (SDOII) (Project coordinator)	($52,545+$1,500) x12 months	648,540	Note 5
2	Two Assistant School Development Officers (ASDO)	($34,625+$1,500) x 12 months x 2	867,000	Note 6
		Subtotal of A	**1,515,540**	
B	**Equipment**			
3	Software and licence fees ███████ ███████████		3,000	Note 7
		Subtotal of B	**3,000**	
C	**Services**			
4	Training cost for PD workshops	$1,000 x 3 hours x 5 workshops	15,000	

	Budget Items	Details	Expenditure HK$	Remarks
5	Training cost for Parents workshops	$700 x 2 hours x 14 workshops	19,600	
6	Training cost for Learn to Code enhancement programmes	$700 x 8 hours x 10 programmes	56,000	
7	Fees for a keynote speaker for the dissemination seminar	$1,000 x 1 hour	1,000	Note 8
8	███████ online sharing platform and webpage hosting charge		2,000	Note 9
9	Travelling expenses for on-site co-planning meetings (7 times for each of the 6 Core Schools; 5 times for each of the 8 Partner Schools; 2 times for each of 12 Networking Schools) (A total of 104 trips)	$35 x 106 trips x 2 officers	7,420	
10	Travelling expenses for on-site lesson observations (6 times for each of the 6 Core Schools; 4 times for each of the 8 Partner Schools; 1 time for each of 12 Networking Schools) (A total of 80 trips)	$35 x 80 trips x 2 officers	5,600	
11	Student helpers For workshop and programme assistance, clerical work assistance and data inputting (300 hours)	($55 x 300 hours) x 1.05	17,325	
	Subtotal of C		**123,945**	
D	**General Expenses**			
12	Office expenses (general office suppliers, ███████████ Internet use, stationery, postage and printer ink cartridge etc.)		5,000 (5,092*)	
13	Printing materials for briefing session, PD workshops, pre- and post- tests, pre- and post- questionnaires, meetings, sharing sessions, enhancement programmes, dissemination seminar, and certificates		7,000	
14	Audit fee		15,000	
15	University Overhead Charge (15% of total expenses of (A+B+C+D))	1,669,485 x 15%	250,423	Note 10
	Subtotal of D		**277,423** (277,515*)	
	Grand Total (HK$)		**1,919,908** **1,920,000***	
	***Rounded up to HK$1,920,000 with $92 dollars added to General Expenses under Item 12**			

Note 5: School Development Officer II (SDOII)

SDOII will be the project coordinator who helps the Project Team Leader to oversee and manage the operation of the project. His/ her role is of utmost importance to the successful implementation of the project. He/she should have at least ten years of post-degree ESL teaching experience plus experience

in curriculum planning and school administration, for example, serving as an English Panel Head since this project is expected to impact Hong Kong English teachers' professional development and students' English learning on a large scale. He/she should be knowledgeable about self-regulation/self-directed learning and e-Learning as tools to teach and learn English. Besides, he/she should also have at least three-year experience in managing a funded English related project of large scale, for example, QEF/SCOLAR projects of over a budget of HK$2,000,000 with a large number of schools.

His/her main duties include:

a. Recruiting Core Schools, Partner Schools and Networking Schools
b. Providing professional support to participating schools in developing and consolidating school-based read-to-write curriculums
c. Planning and organising all project activities for teachers, students and parents
d. Designing and administering pre-and post-tests and pre-and post-questionnaire surveys to different stakeholders
e. Collecting data, analysing and evaluating the effectiveness of the project
f. Planning and organising dissemination seminar
g. Planning and maintaining the online platform
h. Compiling school-based learning and teaching materials developed by participating schools and the resource package
i. Liaising with QEF, related organisations and different stakeholders
j. Organising quality assurance meetings and experience sharing sessions and preparing relevant documents
k. Compiling reports
l. Managing project staff
m. Performing duties related to the project as instructed by the Project Team Leader

Note 6: Assistant School Development Officer (ASDO)

The two ASDO will provide support to SDOII in implementing the activities of the project and giving professional support to the 26 participating schools in co-planning meetings and lesson observations. Their main duties include giving support to Items a – j listed in Note 1 and performing duties related to the project as instructed by the SDOII.

They should be experienced English teachers with at least 3 years of post-degree teaching experience. Experience in project implementation would be a preference.

Note 7: Software and licence fees

Free Apps and software are also available for participating schools after the completion of the project.

Note 8: Fees for a keynote speaker for the dissemination seminar

In the dissemination seminar, besides the sharing of teachers of Core, Partner and Networking Schools on their experiences in developing the school-based learning and teaching materials, and the effectiveness of the Read to Write projects they developed, a keynote speaker who is a reputable university-based teacher educator will be invited to discuss effective teaching practices regarding reading and writing with local primary English teachers who attend the seminar. The keynote speech will give a finishing touch to the project and professionally benefit all the teachers who attend the seminar. Because the focus of the project is about an innovative pedagogy, the invited keynote speaker needs to develop his/her seminar materials by conducting some extensive literature review and communicating with the project team regarding the content of the project, the keynote speaker will appreciate being reimbursed financially for his/her efforts and work. The fees of HK$1,000 are regarded as a token of appreciation.

Note 9:

After the conclusion of the project, [REDACTED] will bear the cost of maintaining the online sharing platform.

Note 10: University Overhead Charge

The University Overhead Charge will cover utilization of university facilities (e.g. office space, electricity and water supplies), administrative services (such as personnel and accounting services), etc.

9.   Expected Project Outcomes and Deliverables

The expected project outcomes and deliverables are as follows:

a.   A set of professional development materials on how to develop school-based English read-to-write curriculums enhanced with self-regulation and e-Learning resources in primary schools

b.   A resource package of school-based read-to-write projects developed by participating schools

c.   An online platform sharing school-based read-to-write projects and video clips of exemplary lessons

d.   A professional development network where participating teachers can share teaching experience and good practices in the experience sharing sessions and on the online platform

e.   A set of parents workshop materials on self-regulation, e-Learning, and e-safety, which enable parents to play a more active role in their children's learning to write in English and to provide guidance for their children for effective, ethical and legal use of e-Learning resources

f.   A set of teaching and learning materials for the Learn to Code enhancement programme

g.   A collection of learning games and digital stories created by students

h.   Research findings on self-efficacy of teachers in adopting e-Learning resources and strategies and students in enhancing their learning with e-Learning resources

i.   A dissemination seminar

j.   A progress report, an interim financial report, a final report and a final financial report

k.   The community of practice (CoP), which is formed during the project, will continue to function after the completion of the project. It will then be coordinated by a core group of voluntary participating teachers and supported by ███

10.   Project Evaluation

Both quantitative and qualitative data will be collected to investigate the effectiveness of the project and its impact on teachers, students and parents. Evaluative measures include:

a.   Pre- and post-tests will be administered to investigate the changes in students' language skills and abilities

b.   Feedback will be collected at the end of every project activity

c.   Qualitative feedback will be given and elicited after every on-site school-based co-planning meeting and lesson observation

d.   Interviews with teachers and students will be conducted to collect their feedback on the project

e.   Two quality assurance meetings will be conducted to monitor the progress and effectiveness of the project

f.   The project team will meet regularly to assess progress made and identify areas for improvement, with reference to the feedback collected

For the detailed success criteria and evaluation methods, please refer to Appendix C.

11.   Sustainability of Project Outcomes

The project outcomes/deliverables can be sustained in the following ways:

a.   The project enables schools to develop their own sustainable school-based read-to-write projects. The developed learning and teaching materials can be further adapted and consolidated according to the needs of the school after the completion of the project.

b.   Through professional development workshops, lesson co-planning meetings, lesson observations and feedback sessions, capacity of participating teachers is built up and their teaching effectiveness is enhanced. Participating teachers are empowered to continue to develop school-based read-to-write

projects that can cater for the needs of their students. They can also collaborate with peer teachers and enable more teachers to try to develop effective school-based projects.

c. The resource package which compiles effective read-to-write learning and teaching materials is shared on the online platform and disseminated to all local primary English teachers who are welcome to adopt, adapt and further develop the materials.

d. The sharing and collaboration will continue as the community of practice (CoP) formed during the project will continue its functions after the completion of the project. The CoP will then be coordinated by a core group of voluntary participating teachers and supported by █████████

12. Dissemination/Promotion of Project Outcomes

A dissemination seminar will be organized in September 2019 and principals, curriculum leaders, English panel heads and English teachers of local primary schools will be invited to attend. During the dissemination seminar, participating teachers will share the Read to Write projects they developed and demonstrate how self-regulation and e-Learning can enhance students' English writing competence in their schools. Besides, they will also share the good practices and experiences they gained while developing the school-based learning and teaching materials collaboratively with their peers and the ████████ project team. Besides the sharing sessions by participating teachers, keynote speech and talks on key issues in the learning and teaching of reading and writing will be arranged. University professors, reputable teacher educators and experienced frontline teachers will share their views with primary English teachers attending the dissemination seminar.

All the materials shared in the dissemination seminar, including Read to Write developed, PPTs and handouts of the talks, will be uploaded to the ██████ online platform and accessible by all English teachers who plan to adopt and adapt the projects in their schools.

13. Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	**Report due date**	**Type of Report and covering period**	**Report due date**
Progress Report 01/11/2018 - 30/04/2019	31/05/2019	Interim Financial Report 01/11/2018 - 30/04/2019	31/05/2019
Final Report 01/11/2018 - 31/10/2019	31/01/2020	Final Financial Report 01/05/2019 - 31/10/2019	31/01/2020

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Appendix C: Summary of project objectives, success criteria and evaluation methods

Objectives	Success Criteria	Evaluation methods
Promoting students' self-regulated reading and writing through the use of relevant reading and writing strategies and connections between reading and writing	• All students will become more aware of the importance of self-regulation in their learning. • About 80% of the students will be able to apply a series of reading strategies, writing strategies and read to write connections at the end of the project very successfully. • Students' English writing will be improved as a result of use of reading strategies, writing strategies and their connections	• Pre- and post-tests will be administered to investigate the changes in students' language skills and abilities • Pre- and post-intervention questionnaires • Classroom observations • Interviews
Assisting teachers to integrate the self-regulated strategies for read-to-write into their instruction through the use of ▊ and e-Learning resources	• All participating teachers will be able to design reading and writing lessons with useful applications introduced in the project. • All participating teachers will be able to teach reading and writing lessons on e-Learning platforms.	• Classroom observations • Interviews • Teachers' feedback
Developing school-based read-to-write curriculums to better cater for learners' differences	• All participating schools will produce a school-based read-to-write curriculums/lesson plans • The school-based curriculums/lesson plans can differentiate their students' learning abilities	• Interviews • Teachers' feedback • Meetings with English panel heads and principals • Dissemination seminar
Enriching students' learning experiences through interactive activities with peers and the whole class on ▊ and with relevant e-Learning resources	• All students will be able to carry out reading activities with peers on ▊ and through the use relevant e-Learning resources. • About 80% of the students will be able to plan, organize, generate and revise text with peers on ▊ and through the use relevant e-Learning resources very successfully.	• Interviews • Teachers' feedback • Classroom observations

Objectives	Success Criteria	Evaluation methods
Enhancing students' development of information literacy, higher order thinking skills, collaboration skills, creativity and motivation towards English learning through the use of ▓▓ and e-Learning resources	• About 80% of the students will be able to analyse their reading and writing tasks with the help of their peers effectively. • About 80% of the students will be able to select and use some useful e-Learning tools on ▓▓ effectively. • About 70% of the students will be able to analyse and respond to higher-order thinking questions posed by teachers and reflect on their own learning in lessons effectively. • About 80% of the students will be motivated to learn with the use of ▓▓ and e-Learning resources.	• Interviews • Teachers' feedback • Classroom observations