

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

<b>Project Title</b>  <b>Learning to Read, Learning to See: Using Graphic Novels in the English Language Classroom</b>	<b>Project Number</b>  <b>2017/1008 (Revised)</b>
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**Basic Information**

**PI:**

**Co-I:**

**Beneficiaries**

- (a) Sector:  Kindergarten  Primary  Secondary  Special  
*(Please tick the appropriate box(es))*
- (b) Students: 800 (in number)\* and Form 2 to 5 (class level/age)\*
- (c) Teachers: 20 (in number)\*
- (d) Parents: 300 (in number)\*
- (e) Participating Schools (excluding applicant school): 2-3 (in number and types)\*
- (f) Others (please specify): \_\_\_\_\_

Formal invitations to participate in the project are being sent to the following schools who have expressed a preliminary interest in participating:

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The beneficiaries of the project will be teachers and junior secondary school students from the participating schools. It is hoped that the project will contribute in enhancing the visual literacy of the students as well as their creative and critical thinking.

The \_\_\_\_\_ project, of which this project is a part, aims to foster shared reading practices between parents and children. Since many graphic texts \_\_\_\_\_ appeals to people of all ages, we would like to cater to parents in the initiative. Parents will be benefitted by the suggested ways in which they can share reading practices with their children. During the workshops for teachers, the consultant will provide a handout for parents called "Tips to help your child learn English from graphic texts." This will include a list of simple questions that parents can use to provoke thoughtful student responses when they share visual texts together with their children.

*\* Please specify where appropriate*

## Proposal

### (I) Project Needs

(a)	<p>Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.</p> <ol style="list-style-type: none"><li>1. To develop teachers' pedagogical approaches to visual literacy</li><li>2. To offer workshops to teachers on visual literacy and the graphic novel</li><li>3. To develop students' visual literacy skills through the use of the graphic novel</li><li>4. To develop students' language learning skills through the use of graphic novels.</li><li>5. To provide opportunities for students to participate in a _____ project</li><li>6. To develop students' creative and critical thinking skills through the use of graphic novels</li><li>7. To deliver the developed teaching and learning materials as a package of curriculum materials.</li><li>8. To develop student teachers' skills in visual literacy</li></ol>
(b)	<p>(i) What are the areas of the needs and priorities of the school? <i>(Please tick the appropriate box(es))</i></p> <p><input checked="" type="checkbox"/> Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development</p> <p><input checked="" type="checkbox"/> Promote students' social and emotional development</p> <p><input type="checkbox"/> Enhance school management / leadership and teachers' professional development / wellness</p> <p><input type="checkbox"/> Others (please specify) _____</p> <p>(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i). <i>(Please tick the appropriate box(es))</i></p> <p><input type="checkbox"/> School development plan: _____</p> <p><input checked="" type="checkbox"/> Survey findings: In order to gauge teachers' interest in adopting the graphic novel in the English classroom, we delivered a session at the World Book Day Fest organized by EdB on April 21<sup>st</sup>, 2018 entitled Learning to Read, Learning to See (Appendix 1). The session was attended by almost 30 school teachers (mostly secondary). It was very well received with the session being given an overall satisfaction rating of 4.38. Some teachers from that session have been invited to participate in the project.</p> <p><input checked="" type="checkbox"/> Literature review summary: The May 2017 draft document of the EdB's English Language Education Key Learning Area Curriculum Guide, stresses the importance of developing students' new literacy skills necessary for handling various modes of communication in today's fast changing world: "<i>Traditionally, "literacy" refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one's knowledge and potential. With the rapid development of IT and social media, "literacy" has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics) Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information</i>" (7). Graphic novels are an example of print based multimodal texts that can be used effectively in the ESL classroom. They provide language learners with comprehensible, contextualized input. Stephen Cary's 2004 book <i>Going Graphic: Comics at Work in the Multilingual Classroom</i> is a primer for ESL teachers. However, resources such as these remain relatively unexplored and underutilized in Hong Kong.</p>

The graphic novel has gained an unprecedented ascendancy as a genre in literature classrooms across the world over the last decade or so. Tabachnik suggests that “literary pedagogy now finds itself confronted with highly sophisticated visual as well as textual material that has sprung out of the most unexpected of sources – the comics, an art form that had previously been disregarded (justly or unjustly) by most literature teachers” (Tabachnik, 1). Scholars have emphasized the many advantages of bringing the graphic novel into the classroom – students don’t have to be urged to read them, students find them enjoyable, students can read them quickly and yet they “fit students’ sensibilities at a deep cognitive level” (Tabachnik, 4), providing ample opportunities for developing students’ comprehension, as well as their creative and critical thinking skills. As McCloud demonstrates in his seminal text *Understanding Comics*, the visual appeal and immediacy of images coupled with the complexity of words, creates a richly layered text. Books like Frey and Fischer’s 2008 *Teaching Visual Literacy* have gone a long way in redeeming texts previously considered inappropriate for the classroom. In addition to developing comprehension and thinking skills, graphic novels have the potential to help introduce complex issues such as grief, death, immigration, conflicts and identity into the classroom. Art Spiegelman’s *MAUS* and Marjane Satrapi’s *Persepolis* are frequently included as supplements in history and social studies curricula.

In addition to the opportunities afforded by graphic novels in teaching visual literacy, creative and critical thinking, in the particular ESL context of Hong Kong education, graphic novels can also serve as a valuable resource for English language teaching in the classroom. This project aims to bring together the literary and the pedagogical aspects of graphic novels.

The project will foster collaboration between the \_\_\_\_\_ and secondary schools in exploring innovative pedagogical strategies in using the graphic novel in the English language classroom. The PI and Co-Is will provide workshops and consultancy services to English teachers in participating schools on the pedagogy of graphic novels. The project also aims to develop a comprehensive and easily accessible set of teaching materials that enable the teaching of visual literacy including a range of skills such as critical and creative thinking, comprehension skills, interpretative skills as well as English language learning.

Assessments on students’ performance: \_\_\_\_\_

Relevant experiences: \_\_\_\_\_

Others (please specify) \_\_\_\_\_

(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.

Since graphic novels often include little or no text, it may seem counterintuitive to use them in an English language learning classroom. However, good graphic texts offer sophistication of plot and theme without the use of sophisticated language and the sequential art in graphic novels often engages students more effectively than information found in textbooks and other curriculum materials. Consequently, graphic novels do in fact provide a wealth of opportunities to develop and apply new language. The challenge is for language teachers to build on children’s early skill of interpreting visual texts in order to enhance language learning. Graphic novels also have the advantage of being cross-curricular, providing opportunities for making connections across the curriculum.

They also support students’ learning in the Elective part of the NSS curriculum, such as Learning English through Popular Culture, Learning English through Short Stories and Learning English through Social Issues.

Through this project, the teachers in the participating schools will be introduced to ways of using graphic novels in the ESL classrooms. The workshops will adopt a broad strokes approach which will give many teachers an easy to apply repertoire of motivating strategies to promote students' engagement with text and their use of English. Workshop topics may include:

- Using graphic texts to expand students' English repertoire
- Using the visual to promote deeper comprehension
- Solving the age-interest dissonance in English language learning through graphic texts
- Making picture books work in your English program

This will enhance teachers' pedagogical content knowledge of utilizing multi-modal literacy advocated in the new curriculum. The activities in the project will enhance teachers' practical knowledge of using graphic novels for cultivating students' critical thinking and creative writing skills, which will be particularly useful for teaching certain text types (e.g. captions, stories, feature articles) in elective modules of the NSS English Language Curriculum (e.g. Learning English through Popular Culture, Short Stories and Social Issues). It is expected that our own students who are training to be teachers will also be benefitted from the project by being employed as student helpers and student ambassadors for the project. They will participate in the training activities and help with the implementation in schools following the training.

## (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.)

The project will include the three following phases:

Phase I: Training:

Intensive period of teacher training in using the graphic novel in the English language classroom, delivered by an international consultant through a series of workshops and demonstration lessons. The consultant will produce teaching packets and resource materials

Phase 2: Implementation:

During this phase the teachers will implement what they have learnt by using a particular graphic novel (*The Arrival* by Shaun Tan) in their classrooms. Project team members will provide ongoing support and feedback during this period. They will provide feedback on lesson plans, lesson observation followed by feedback, feedback on student outputs, etc. The purpose of this phase is for teachers to implement and experiment with the use of graphic novels and also for their students to create some outputs. The project's student ambassadors will help with small scale implementation activities like storytelling and library activities based on *The Arrival*, according to the needs of the participating schools.

Phase 3: Exhibition:

In the third stage we hope to have an exhibition showcasing the work produced by the students from the participating schools.

Phase 4: Evaluation

In this final phase, project team members will survey as well as conduct interviews with the participating teachers and students to collect their views on the project. A final resource package including materials provided by the consultant as well as sample student outputs, will be prepared.

The PI will attempt to evaluate the project through the following means:

- (i) Survey all participating teachers and students on the effectiveness of the project. Pre and post activity surveys will be conducted.
- (ii) Focus group interviews of some participating teachers about their experience of using graphic texts in the classroom. Have the teachers evaluate the effectiveness of using graphic novels in the English classroom.
- (iii) Write up a project evaluation report after conducting the surveys and interviews.

(ii) Key Implementation Details

**Project period: April 2019 to March 2020**

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
April- June 2019 Training	<ul style="list-style-type: none"> <li>● staff will collaborate with the international consultant when planning the workshops to fit the needs of local schools and align with the latest development of the NSS English Language Curriculum in Hong Kong (March-April)</li> <li>● staff will train a group of student ambassadors who will work as student helpers for the project.</li> <li>● The international consultant and staff will co-plan the lessons using graphic novels with the teachers to fit the needs of their school-based curriculum (March-April)</li> <li>● The international consultant will provide a series of training workshops and demonstration lessons to the teachers (May-June)</li> </ul>	Secondary school teachers
June - July & September - October 2019 Implementation	<ul style="list-style-type: none"> <li>● Teachers implement some of the learnt strategies for using the graphic novel in the English language classroom</li> <li>● staff will offer support in the form of post-lesson conversation and provide assistance to the teachers during the process of lesson planning and developing materials.</li> <li>● Student ambassadors will follow up with small scale activities based on <i>The Arrival</i> as per the needs of participating schools</li> </ul>	Secondary school teachers and students
November - December 2019 Exhibition	<ul style="list-style-type: none"> <li>● The participating schools will organize an exhibition to display students' output</li> <li>● A sharing session will be hosted by and the participating teachers to share the pedagogies of using graphic novels in the English lessons and how this fits with the teaching of the elective modules of the NSS English Language Curriculum</li> </ul>	Secondary school teachers and students
December 2019 - March 2020 Evaluation	<ul style="list-style-type: none"> <li>● Distribute surveys and conduct interviews with the teachers and students in the participating schools to tap their belief on the effectiveness of the project</li> <li>● Write up evaluation report of the project</li> </ul>	Project team members

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

As is evident from the phases of the project, this project is a collaboration between three parties, the consultant, \_\_\_\_\_ and the schools, to support students' language development through the graphic novel. The PI of this project, \_\_\_\_\_ is conducting a community-based reading programme on Shaun Tan's graphic novel \_\_\_\_\_

The participating schools in the QEF will have the opportunity to attend events related to that project (even possibly meeting the illustrator Shaun Tan). The student outputs produced in this project will be showcased as part of the project.

- (i) Number of teachers involved and degree of input (time, types, etc.): 20-25

The teacher training programme will include 2-3 three-hour workshops (ie. a total of 6-9 hours of training) followed by a demonstration lesson for the teachers in each participating school. The workshops will be offered to the teachers in their respective schools. At least 4-5 teachers from each school will be expected to participate in the workshop. The workshop content will be developed around the topic of visual literacy. They will include strategies and methods for using graphic texts in language learning and also some specific materials for using Shaun Tan's wordless graphic novel \_\_\_\_\_ in the classroom. Topics covered in the workshops will include:

What is visual literacy?

Why teach with visual texts?

How to work with images

How to develop teaching strategies for visual texts

How to develop possible language focus while working with images

The project team has considered soliciting support from HK based professional with relevant expertise in Visual Literacy to provide training and consultancy services. However, finding such a candidate who also has a good understanding of the English curriculum in HK local schools proved to be challenging. That's why we are seeking an international visual literacy consultant for the project, ideally someone who has experience working as a NET teacher in Hong Kong schools. In order to ensure the openness, fairness and competitiveness of the procurement of services, our organization and the project team will conduct quotation/tendering in accordance with the QEF General Guidelines in Staff Administration and procurement matter to select the service provider(s).

The ideal candidate will have expertise in visual literacy development and experience in the areas of multiliteracies and language teaching pedagogy. Some experience of teaching in the Hong Kong local school system and knowledge of the local English curriculum is highly desirable. Candidates with experience developing pedagogical projects and offering school consultancies will be preferred.

The international consultant's training of the teachers will be supplemented by HK based VL experts such as the project's PI and Co-Is -

They will contribute their expertise to the project by following up the consultant's workshop and demonstration lessons with continuous ongoing support for the participating teachers in whatever form they require. This will include support with lesson planning, lesson observation and feedback and help with developing additional visual literacy materials for teachers to use in the classroom. Also, our "Student Ambassadors" (who are all senior year students in the BEd(English Language) programme at our University) are trained by us in visual literacy and can provide secondary levels of support by volunteering to help the teachers in the classroom or do some activities with the students. As pre-service teachers, they are HK based professionals to be.

## (ii) Roles of teachers in the project:

(Please tick the appropriate box(es))

 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\$177,600**

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
i) Staff (\$37,800)	student helper (s) for 600 hours	37,800 (with MPF) 60\$/hr + 1.05MPF= 63\$/hr  63\$/hrx600hrs = 37,800\$	The student helpers will be responsible for assisting with all clerical tasks associated with the project. Student helpers/ambassadors will also be sent to schools to promote and share reading activities emerging form the project.
ii) Service			
iii) Equipment			
iv) Works			
v) General expenses (\$139,800)			
	b) Transportation cost (project team)	b)9,000	No. of team members: 9 (PI, 2 Co-Is, Student helpers) \$50 x 9 pp x 20 days = 9,000
	c) Book cost	c)27,268	\$32 x approx. 852-853 copies = 27,268
	d) MISC	d)5,076	For printing and preparation of material/resource packages No. of teachers estimated: 20 Approx. \$253.8 x 20 pp = 5,076
	e) audit fee	e)5,000	Actual audit fee is estimated at 10,000, any actual audit fee exceeding \$5,000 will be covered by the University

	f) administrative overhead	f)23,156	Overhead as requested by the University Central and Faculty on self-financed activities which recover relevant time cost of its administrative and support staff for providing services to these activities.
<b>Total Grant Sought (\$):</b>		<b><u>177,600</u></b>	

\* Please cross out as appropriate

Asset Usage Plan: Not applicable

### (III) Expected Project Outcomes

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

*(Please tick the appropriate box(es))*

- Observation: The development of teachers' pedagogies in using graphic novels as a teaching aid in the lesson. The number and quality of students' work shown in the exhibitions
- Focused group interviews: Interview with participating teachers, English panel chair and principal upon project completion, and have them evaluate the effectiveness of using graphic novels as a tool in students' English language learning
- Pre-and post-activity surveys: Survey of teachers to see if they find the workshops and feedback from lesson observation useful to their teaching. Survey with students at the end of the lessons to tap their views on using graphic novels as a means to learn English. Another survey with students participating in the exhibition at the conclusion of the project
- Performance change of students in assessment: Determine if there are improvements in students' daily marks/portfolio (especially in those modules related to the use of graphic novels, such as Popular Culture, Social Issues, Short Stories) before and after the implementation of participating students

We have set the following success criteria:

1. 80% of students developed visual literacy skills
2. 75% of students enhanced their creativity
3. 75% of students enhanced their critical thinking skills.

(ii) Please state the project deliverables or outcomes.

*(Please tick the appropriate box(es))*

- Learning and teaching materials
- Resource package
- DVD

Topics include generic resources that can be used with a range of visual texts as well as materials designed to be used specifically in teaching with *The Arrival*. The notes provided will include materials pertaining to the following topics:

What is visual literacy?

Why teach with visual texts?

How to work with images

How to develop teaching strategies for visual texts

How to develop possible language focus while working with images

The deliverables of the project include teaching packs for the teachers. There will be two differentiated packs per topic, beginners and advanced. Each pack will have suggestions for 8 sequenced tasks with at least one worksheet per task. Other deliverables include 1-2 scholarly journal articles to be written after the completion of the project. The topics of these articles will generally be visual literacy and the graphic novel in the English language classroom in Hong Kong.

It is confirmed that the copyrights of the deliverables and materials developed will be vested with the QEF and can be shared with other schools.

#### **Report Submission Schedule**

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

<b>Project Management</b>		<b>Financial Management</b>	
<b>Type of Report and covering period</b>	<b>Report due day</b>	<b>Type of Report and covering period</b>	<b>Report due day</b>
Final Report 1/4/2019 – 31/3/2020	30/6/2020	Final Financial Report 1/4/2019 –31/3/2020	30/6/2020

