Project Title: 'Learn to Read, Read to Speak' - Developing the School-based English Language Curriculum through the Use of Information Technology (IT)	**Project Number:** 2018/1033 (Revised)

Name of School: <u>St. Stephen's Church College</u>
Direct Beneficiaries
(a) Sector: ☐ Kindergarten ☐ Primary ☑ Secondary ☐ Special School

(b) Beneficiaries: (1) Students: <u>350</u>; (2) Teachers: <u>12</u>; (3) Parents: <u>N/A</u> ; (4) Others: <u> N/A</u>
Project Period: <u>10/2020 to 7/2022</u>

1.   Project Needs

1.1	Project Aim(s)	The 2-year project is designed to develop the school-based English Language Curriculum through the use of information technology. Its aims are as follows: (a) to enhance students' English proficiency, particularly reading skills and speaking fluency through the use of information technology including e-Reading platform(s) and/or e-Reading App(s), Internet platform(s) (e.g. Google classroom and eClass, etc.); (b) to better cater for learner differences in learning through the above mentioned tools to assist students to learn at their own pace and levels. Students read digital reading resources in scheduled e-reading lessons and in their own time off campus; (c) to foster the effectiveness of our English teachers' skills in using information technology in education for classroom facilitation, allowing them to assess the capabilities of individual students and to offer additional inputs to those in need of extra assistance.; and; (d) to help students become more self-directed and responsible learners
1.2	Innovative element(s)	'Learn to Read, Read to Speak' is set as the main focus of the project. Our former school-based English reading programme (which focused on elements of reading) and the existing class reader lessons (which focus on reading and speaking) will be replaced by e-Reading and e-Speaking lessons. Students will be able to enhance their English proficiency through engaging in multimodal reading resources as well as practicing speaking tasks by using mobile devices or tablets.
1.3	Alignment with school-based / students' needs	**Alignment with the school development plan** In line with the school's 3-year plan, the two major concerns including (1) catering for learner differences and (2) develop the teachers' capacity in integrating and using IT in education for better learning effectiveness are addressed in the project. There are a number of favourable factors for our school to implement the project. Measures on promoting the use IT in education have been implementing in our school. The Wi-Fi network of our school is well-established with extensive coverage for students to get access to the Internet. Our school has allocated more resources on IT infrastructure and an increasing number of tablets are available for learning and teaching. The BYOD policy will officially be launched with F.2 and F.4 classes in next academic year 2020-2021 and gradually in all other forms from 2021-2022 onwards. Also, a number of teacher training IT workshops have been held to equip teachers with skills in using IT tools. The project is aimed at restructuring the school's existing English Language curriculum in different ways. The school-based reading programme for junior classes and the Extensive English Reading Scheme (EERS) had been implemented in our school for years until the academic year 2017-18. Due to time constraints, packed teaching schedules and complex administration work, the two captioned measures were suspended. It was found that much class time was wasted for the administration work of recording books and arranging the resources to be brought to the classroom and regardless how frequently new books were added in the book boxes, the needs and interests of students could not be easily accommodated. Nevertheless, surveys to students and observations from teachers revealed that most students showed positive responses to the measures as they could be benefitted from learning different elements of reading and read extensively.

In junior forms, some English lessons are allocated for class readers with the goal of promoting 'Read to Speak'. Students learn to analyse the elements of class readers and present the elements when they get involved in the school-based speaking tasks. However, through presenting the class readers for helping students to learn to read and read to speak cannot fully widen students' horizons, assist them to seek information and develop their thinking skills. Our school believes that students need to read adequately to master reading skills. It is hoped that with the project e-Reading and e-Speaking lessons, either conducted in our IT classroom or regular classrooms, students can become self-directed and competent language learners. This can be achieved when the students can choose digital reading resources and materials that suits their levels and interests. For the school-based speaking tasks, they can also work on those that feel confident in and make own audio recordings.

A series of IT workshops for equipping the teachers with skills and techniques of using IT tools both in and outside classroom have been held. When the teachers have the capacity of using IT in language teaching, we can have confidence and skills to use e-Learning tools to further enhance students' learning. It is hoped that the English teachers can provide support for the students to develop a sense of ownership of their English learning and they can become more independent learners.

Assessment on students' performance:
Having reviewed the past 5-year results of internal and external assessments (i.e. school tests and examinations, TSA / HKDSE in English Language) of the students, it is found that the students' performance varied significantly in classes and across the forms, particularly in reading and speaking papers. We would like to put much more effort to assist students to read and to speak. Re-structuring the English curriculum and allocating more resources to enhance students' reading habits and improve their reading and speaking skills are the measures to be implemented.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	**Literature Review Summary and Relevance**

In the study of improving speaking skills using contextual Internet-based instructional reading materials in an EFL class, Manurung (2015) found that the use of those materials improves the speaking skills of students. Manurung also stated that two significant ways, namely 'selection' procedure and 'instructional' procedure, help improve students' speaking proficiency. One of the measures of the project is to provide the students chances to make use of digital reading materials (e.g. e-book reading app(s) and /or e-reading platforms(s)) to explore different issues and learn ideas and vocabulary items as language inputs for productive uses.

Usó-Juan and Ruiz-Madrid (2009) discussed the effectiveness of e-reading in EFL classes and found that online reading was a helpful means to develop students' reading and understanding skills. They also pointed out that using traditional methods along with technology is important for the best outcome. Due to constraints imposed in classroom settings, regardless how enthusiastic the English teachers in our school are in helping students build up their confidence to read and speak, opportunities for the students to turn those tasks into practice are still limited.

Linguistic studies have had significant findings on ways of improving the teaching and learning techniques to improve the speaking skills that enable learners to communicate. This is of crucial importance as the ability of learners to use the language as a means of communication often judges one's successfulness in speaking class in language learning. Nunan (1995) argues that speaking is an important aspect of language learning whether it is as a second or a foreign language and the success is measured by the ability of language learners to carry out conversation in the language being learnt. The English teachers of our school are aware of the fact that instructional materials play the role to contextualise the language usage and to meet the students' needs, instructional media brings the teaching into real life situation. In the school, with the aim of enhancing students reading skills and

appreciate short stories, the class reader lessons have been scheduled and arranged. Nevertheless, such arrangements can still be 'one-directional' teaching instead of providing students chances and time to develop their own reading habits. Also, it seems difficult for practicing speaking activities in the classroom with different constraints. With the use of mobile gadgets, the students are likely to practice speaking tasks and understand the areas they need to improve. While the English teachers can facilitate and ease the learning process, the students manifest and produce meaningful and appropriate utterances as an indicator of the instructional success, and the speaking components relates to which components of the speaking should be the emphasis in speaking class activities.

Despite the faced problems in learning and teaching of speaking, Heaton (1988) stated that learners must master the three components of speaking; fluency, accuracy, and comprehensibility or appropriacy. The English teachers are aware that our students, like most ESL learners, will not be able to speak accurately merely after our teaching process. The teachers also realise that many students of the school have difficulties in expressing grammatically correct sentences due to the significant differences in the grammar of the native language of our students and that of English. Due to a number of school-setting constraints, most English teachers tend to put emphasis in students' fluency rather than on their accuracy when conducting speaking tasks. This might hinder the opportunities for the students to improve speaking skills. With the project, the English teachers will introduce e-learning tools, devise reading and speaking tasks for enhancing students' abilities in mastering both reading and speaking.

With the implementation of the project, it is hoped that the English teachers are not only limited to the choice of effective techniques in teaching speaking, they also can explore some approaches to design and develop creative and innovative instructional materials. This correlates with what Jones (2007) suggested as language teachers as well as the instructional materials guide students, manage students' activities, and direct learning during the language teaching and learning process. In discussing the increased effectiveness of teaching using technology, Alfaleh (2015) stated the research that advocates teachers need to develop strategies and improve skills in using technology in the classroom. Therefore, one of the main goals of this project is to enhance the teachers' knowledge in using IT in language teaching.

Effective Means
To summarize, with the implementation plan for utilising digital reading resources, e-learning tools as well as designing school-based speaking tasks, students would be able to enhance their reading and speaking skills. The project will provide a systematic approach for students and teachers to achieve this goal as follows:

1. A number of teacher development workshops will be organised for the English teachers. Depending on the learning progress of the teachers, workshops on the basics of using e-reading resources, creating reading and speaking materials will be uploaded onto the e-learning platform. The English teachers will be equipped with knowledge in using e-Learning tools and resources like Google Classroom and eClass for promoting e-learning to improve students' reading and speaking skills.

2. By setting up a team of English teachers to select digital reading resources or apps for students to use as well as design and develop related speaking tasks (for example, prose reading practices, in-class presentations and group discussions). In this regard, we prefer to select reading resources or apps that provide students with a wide range of reading texts of various topics and levels to read. It helps to cater to the diverse needs and interest of students. For the school-based speaking tasks, they can be set with levels from very basic speaking tasks to more challenging tasks. The tasks can be used by the English teachers in the classroom by the students at home and by the teacher advisors of the English Society / English Room. For example, students are expected to practise read aloud skills by recording their own voice of the reading materials they read. The students will also be required to present their own opinions of a particular issue related to the reading resources they read. Students' completion counts towards their assessment, particularly reading paper and speaking paper in the school terms.

		3. The English teachers, with the assistance of a hired project assistant will make use of digital reading tools and e-resources to promote independent learning. Records of students' performance in reading and speaking will be kept for analysis. The students will be required to complete e-reading journals focusing on reading elements (refer to Appendix 1 – Sample e-Reading Journals) and to practice e-speaking tasks through recording their voice by using their mobile devices or tablets (refer to Appendix 2 – Sample e-Speaking Journals). Those voice recordings will be uploaded to a platform like Google Classroom or the school's eClass. The core team of the project will periodically review students' learning progress and provide feedbacks to them. The team will utilize the statistics and analytics available to make appropriate adjustments to their English teaching or the contents. The students can then develop a sense of ownership of their English learning, in turn, can become more independent learners. This serves the primary objective of the project to promote 'Learn to Read, Read to Speak' using multimodal resources. 4, If possible, pre-test and post-test measures will be conducted for understanding the effectiveness of students' learning in new approaches.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	The English Department completed a QEF project titled E-Learning Platform For English Vocabulary Teaching and Assessment (2016/0291 (Revised)) in the academic year 2017-2018. Both students and teachers should be familiar with the use of the e-Learning platform for learning and teaching. Results showed that students, particularly lower achievers could benefit from the above-captioned programme because they could read and listen to the embedded voice to improve their reading and speaking proficiency. Nevertheless, more capable students expressed that there should be a greater range of reading texts to read. Therefore, introducing more comprehensive digital reading resources will further benefit different parties in our school. In order to facilitate the implementation of this project, a number of measures will be carried out as follows: 1. Our school will hire a project assistant to achieve its objectives and goals. The project assistant should be a university graduate with a degree, preferably in English language or equivalent, have knowledge in computing skills. Applicants with an education degree or diploma, or are pursuing an education degree or diploma are preferred. The English teachers and the project assistant will select e-reading materials and resources, design and prepare e-speaking materials for the English Department. The team will also help set up the e-Learning platform that helps students enhance their reading and speaking skills. 2. The English teachers will hold regular meetings to discuss and complement the existing syllabus for the upcoming years. The learning materials, particularly e-reading and e-speaking tasks will be designed with progressive difficulties, so horizontal alignment and vertical alignment will be incorporated in the curriculum planning. In addition to self-learning e-reading materials, the English teachers will also assign additional materials for students as a pre-lesson, followed by lesson and post-lesson tasks. For those students without access to the Internet or a computer at home, they can use the facilities at school to complete the tasks. The English Department plans to create e-learning platform that provides resources which focus on reading comprehension, vocabulary and expressions of speaking. Using the promise of additional daily marks towards students· report card as extrinsic incentives, we hope to enhance the reading and speaking skills of the students. 3. To further nurture students' motivation in English and English reading habit, more e-reading materials recommended by teachers of other subjects will be provided to students to help them expose more issues and widen their horizons outside the English lessons. The English teachers and the project assistant will make necessary adjustment to the e-reading materials in order to suit the students' needs. 4. To enrich the learning incentives of students, our school will encourage students to participate in the English Video Club run by the NET(s). The student participants will

		produce short clips, which can be in the form of a speech, a poem, a presentation, etc. Those clips will be uploaded as samples or learning materials onto the Internet for the students to watch. The project assistant will assist in producing and editing these clips. Through doing this project, it is hoped that the students can become more independent and responsible for their learning. 5. Observations will be made. At least two focused interviews and questionnaires will be conducted at the end of each school term to evaluate and assess the effectiveness of the project. Statistics, such as the responses of the students will be collected to assess the students' habit of learning and their autonomy. 6. The copyright of the deliverables/materials developed should be vested with the QEF. Any reproduction, adaption, distribution, dissemination or making available of the deliverables to the public for commercial purposes by the service provider is strictly prohibited.
2.3	Principal's and teachers' involvement and their roles	**Phase 1 (in 2020-2021)** <u>English Panel Head, Assistant English Panel Head, F.2 and F.4 English Teachers, NETs</u> Our school will implement the policy of BYOD in F.2 and F.4 in 2020-2021. The targeted students are allowed to use their mobile gadgets (or school's tablets) during English lessons. **Phase 2 (from 2021-2022 and onwards)** <u>English Panel Head, Assistant English Panel Head, all English Teachers, NETs</u> Our school will implement the policy of BYOD in all forms from 2021-2022 and onwards. All students are allowed to use their mobile gadgets (or school's tablets) during English lessons. F.1-F.5 students (not F.6 students as they will be preparing the HKDSE) will be involved in the project. There will be a teacher in lead/ project manager/ project coordinator/ for project management tasks such as funding matters and project evaluations. He/she will coordinate with the hired project assistant and other English teachers concerned, and will arrange trainings on the use of IT in Education and meetings for task designs according to the implementation timeline. The rest of the teachers concerned (including the NETs) will receive trainings on the use of digital reading resources and/or apps. They will conduct e-reading and e-speaking tasks in their own class as described in Section II Project Feasibility throughout the two academic years. They will participate in the project evaluations and provide feedbacks regarding the execution and effectiveness of the project.
2.4	Parents' involvement / participation (if applicable)	Parents will be informed of the use of e-learning tools for learning and teaching English in our school.
2.5	Roles of collaborator(s) (if applicable)	N/A

2.6 Implementation timeline (Phase 1 – October 2020 to August 2021; Phase 2 – September 2021 to July 2022)

Implementation period	Project activities	Target Beneficiary / Participants
Phase 1 (10.2020-8.2021)		
09/2020 – 10/2021	Form core team members of English teachers for the project Recruitment of the project assistant (tenders) Subscribe to digital reading resources and materials (quotations / tenders) Set up e-Learning platform (e.g. Google Classroom and/or e-Class, etc,) Conduct planning work for the school-based e-reading and e-speaking tasks	Teacher Lead / English Teachers (F.2 and F.4) Service Provider Teacher Lead / School

10/2020 – 07/2021	Project Assistant starts working at school. Students use digital reading resources and materials, complete e-reading journals and e-speaking tasks The core team design '**simplified' e-reading journals and e-speaking tasks [#1]** and upload them onto the e-learning platform Students upload the e-reading journals and e-speaking audio clips onto the e-learning platform for teachers' constructive feedback	Teacher Lead /English Teachers (F.2 and F.4) Project Assistant
10/2020 – 03/2021	Organise at least two workshops for English teachers on using digital reading resources and materials / e-Learning and teaching	Teacher Lead /English Teachers (F.2 and F.4) Project Assistant
03/2021	Mid-term evaluation and follow-up	Teacher Lead /English Teachers (F.2 and F.4) Project Assistant
09/2021	Sharing meetings for other teachers in our school	Teacher Lead /English Teachers (F.2 and F.4) Project Assistant / School
06/2021 – 08/2021	Completion of Phase 1, evaluation and follow-up	Teacher Lead /English Teachers (F.2 and F.4) Project Assistant
Phase 2 (9.2021-7.2022)		
09/2021 – 10/2021	Form core team members of English teachers for the project Recruitment of the project assistant Subscribe to e-reading resources and materials (quotations / tenders) Conduct planning work for the school-based e-reading and e-speaking tasks	Teacher Lead /English Teachers (F.1-F.5) Project Assistant
10/2021 – 07/2022	Project Assistant starts working at school. Students use digital reading resources and materials, complete e-reading journals and e-speaking tasks The core team will adapt and revised the 'simplified' e-learning materials developed in Phase 1 as well as further design 'graded' or 'complex' **e-reading journals and e-speaking tasks [#2]** and upload them onto the e-learning platform Since we have experienced diverse learners with a wide range of interests and English standards in F.1-F.5 classes, we will empower students to make decisions on their own to select and use the e-learning materials that suit their interests and levels. For junior form students, particularly those new F.1 and F.2 students of the academic year of 2021-2022, teachers are likely to recommend them to use those 'simplified' e-learning materials. F.3 and F.5 students (those promoted from F.2 and F.4 have the experience of using e-learning materials in the academic year 2020-2021) will be encouraged to try the 'graded' or 'complex' e-learning materials. Students upload the e-reading journals and e-speaking audio clips onto the e-learning platform for teachers' constructive feedback Run **Lunchtime English Broadcasting Activities, Inter-class English speaking activities and competitions [#3]**	Teacher Lead /English Teachers (F.1 – F.5) Project Assistant Teachers on duty for Lunchtime Programme / School
10/2021 – 03/2022	Organise (at least) 2 workshops for English teachers on using digital reading resources and materials / e-Learning and Teaching	Teacher Lead /English Teachers (F.1 – F.5) Project Assistant
03/2022	Mid-term evaluation and follow-up	Teacher Lead /English Teachers (F.1 – F.5) Project Assistant
09/2022	Sharing meetings for other teachers in our school	Teacher Lead /English Teachers (F.1 – F.5)

		Project Assistant
06/2022 – 10/2022	Completion of Phase 2, evaluation and follow-up	Teacher Lead /English Teachers (F.1 – F.5) Project Assistant

(#1) *Simplified e-reading journals and e-speaking tasks – tasks including presentation, book review and prose reading, etc. which are completed individually*

(#2) *'Graded' or 'Complex' e-reading journals and e-speaking tasks – tasks of (#1, refers to the above explanation) and also including role-play, discussions on social issues and sharing reading that which are completed in pairs and groups*

(#3) *Lunchtime English Broadcasting Activities (Audio clips produced by students, together with worksheets) will be broadcast in lunchtime programme for junior forms; Inter-class English speaking activities and competitions – activities and competitions including Radio Broadcasting Projects and English News Rooms.*

2.7 Details of project activities
a. Student activity

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
For the following activities, they would be designed with articulation to the school curriculum with a number of measures: (a) The **theme and topics** selected would be strictly followed with the **Scheme of Work** of the forms in the English Curriculum. e.g. Form 2 (Term 2): teachers will select targeted materials under the themes: - 'Short Stories – Mysteries', 'Looking Good – Self Image and Impression' and 'Let's Get Involved – Volunteering Work' e.g. Form 4 (Term 1): teachers will select targeted materials under the themes: - 'The World Around Us – Travelling, Promoting Hong Kong to Tourists and Food Safety', 'Nature and the Environment – Handling and Recycling Waste, Ecotourism and Rainforest Conservation', 'Technology – The Internet, Social Media and E-Learning Tools' (b) The **theme and topics** selected can also be suggested by non-English language teachers for promoting the Cross-Subject Curriculum, e.g. Geography – 'Landscapes', 'Conservation' and 'Environmental Impacts of Farming.' e.g. Integrated Science – 'Causes of Food Poisoning', 'Drawbacks of Burning Waste'.				
Activity 1	Using e-reading resources and/or materials, particularly mobile apps in lessons and outside school to enhance reading and speaking skills. A wide range of e-reading materials and resources will be provided for students to use. The students can select e-reading materials and resources that suit their needs and interests. As stated in the previous section (1.3), the school-based English class reader lessons (which focus on reading and speaking skills) will be replaced by e-reading and e-speaking lessons. The students will be given lesson time to read multimodal reading resources by using mobile devices or tablets instead of the selected	In Phase 1 (2020-2021) Throughout the academic year, F.2 and F.4 in-class e-reading and e-speaking lessons, two lessons per week In Phase 2 (2021-2022)	The English teachers demonstrate ways of using the e-learning materials and resources, conduct e-reading and speaking lessons The project assistant provides the teacher with assistance in setting up and maintaining the school e-learning platform. He/She also checks the audio clips submitted by the students.	**Observation:** Students' reading skills and proficiency will be enhanced. They will also engage in active and self-directed learning through the use of e-reading resources and materials to enhance learner autonomy and allow them to learn at their own pace. At the beginning of the school term, students will be given

	class readers and complete simplified (Phase 1) and complex (Phase 2) speaking tasks in the lessons. They will record the speaking tasks by using their mobile devices or tablets. The clips will be stored and uploaded to the school e-learning platform. The English teachers will comment the clips and give constructive feedbacks to the students for making improvement. To promote independent learning, the students can access the e-reading materials and resources outside classroom. They can read extensively at their own pace. Nevertheless, the English teachers will set reading targets for the students to achieve. Students' reading, critical thinking and problem-solving skills are expected to be enhanced. Their creativity and positive values in responding to imaginative and literary texts on different themes can also be enhanced.	Throughout the academic year, F.1-F.5 in-class e-reading and e-speaking lessons, two lessons per week *a special timetable for e-learning English lessons will be devised.	The English teachers listen to the clips and comment their performance of the students at different intervals.	a questionnaire or a 'Learning Plan' of which they have to write down their learning plans and expected improvement. Upon the implementation of the project, students will have to complete the school-based Learning Progression Checklists in each term to review their learning progress as well as to reflect their strengths and weaknesses when completing the tasks. It is hoped that they can develop some skills of independent learning.
Activity 2	School-based speaking tasks completed by the students, depending on the choice of e-reading/multimodal materials and resources the students read. These include stories, brochures, journals, reports, speeches, letters (formal and informal), debates, editorials, feature articles in newspapers and blogs covering various issues. The students get involved in different in-class speaking activities (including story-telling, in-class presentations and discussions). For example, the students might be asked to work on discussions and debates that require them to collect information about a certain topic/theme and then have a discussion about it or present arguments for or against a particular motion. Activities like a speech, a vote of thanks or a presentation give students opportunities to pay attention to delivery techniques (e.g. use of discourse markers, voice projection, expression and even posture in addition to content and rhetorical conventions).	Throughout the academic year, in-class e-reading and speaking lessons, two lessons per week	The English teachers designed the school-based speaking materials for their students to train their speaking skills and enhance their speaking proficiency.	As the school-based speaking tasks will be set with levels from very basic speaking tasks ('Simplified' ones) to more challenging tasks ('Graded' or 'Complex' ones). The tasks can also be used by English teachers in the classroom or by the students at home For example, students are expected to practise read aloud skills by recording their own voice of the reading materials they read. The students will also be required to present their own opinions of a particular issue related to the reading resources they read. Students' completion counts towards their assessment, particularly reading paper and speaking paper in the school terms.

				The use of multimodal texts provides students with an opportunity to explore how images, graphics, photos and videos with sound are combined to convey messages effectively to audience. They can then practice various tailor-made speaking tasks.
				Performance change of students in assessment: (1) Students' performance on reading examinations and speaking examinations can be compared with performance trend in the previous years. (2) The students will learn more words and expressions, especially for speaking tasks.
				Focused group interviews: Teachers and students are randomly selected to have focus group interviews in order to have a deeper understanding on the effectiveness of this project.
				Pre-and post-activity surveys: Surveys will be distributed to collect individual opinions about the usefulness and effectiveness in learning English in this project.

b. Teacher training

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Activity 1	Teachers' workshops on the subscribed e-reading and e-speaking platform(s) will be organised for the English teachers. Depending on the learning progress of the English teachers, workshops on the basics of setting up and making use of e-learning platform(s), the use of e-reading and speaking software and/or apps. Content of the workshops: - basic operation of the subscribed platform(s) - understanding of the features of the platform(s) including functions, resources provided, progress reports of students, audio files storage, etc.	3 (2 hours each) or 2 (3 hours each)	Hire a/some service provider(s) for information of the learning model Staff trainer - preferably a university degree holder (major in IT in Education and/or English) from a reputable institution, should have at least 2 years of experience offer practical English language professional development sessions which provide a balance of concepts and input, practical experience and discussion for our teachers - should also be able to present approaches to select and use of e-resources for formative assessment.	The English teachers have the chances to enhance their repertoire of strategies in implementing e-learning, particularly e-reading and e-speaking. They will also be able to make use of a range of e-resources and e-learning tools to motivate students and enhance learning and teaching.
Activity 2	Teachers training workshops on the use of mobile apps for e-reading materials (and/or e-speaking materials) Content of the workshops: - demonstration and use of learning and teaching mobile apps (e.g. Quizlet, Digital Storytelling, etc.) - understanding of e-Classroom(s) (e.g. Google Classroom and Breaking News, etc.) and other e-platform(s) for helping students do self-learning - set up of e-Classroom(s)	2 (3 hours each)	Hire a/some service provider(s) to introduce the purchased mobile apps. (Subsides not from QEF)	The English teachers will be familiarise with the use of mobile apps so as to provide students with support for their learning.
Activity 3	Teachers' meetings for designing and developing speaking materials based on the e-reading materials. The speaking tasks can be in-class presentations, role-plays, debates and group discussions and of different levels to cater for learner differences.	Terms 1 and 2	The core team involving English Panel Head, Assistant English Panel Head, English teachers, Project Assistant	The school-based reading and speaking packages with tasks of different levels for students and teachers across the whole curriculum.

c. Equipment

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Earphones (for tablets)	For e-speaking tasks (recording audio clips); high frequency for classes

d. Construction works

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	N/A	
2	N/A	

e. Features of the school-based curriculum to be developed

Lessons allocated for e-reading and e-speaking activities and tasks, replacing the school's reading programmes and reader lessons. The school-based e-reading and e-speaking materials at different levels are developed in the project. Those developed activities and materials will further be used upon the completion of the project.

f. Other activities

N/A

2.8 Budget

Total Grant Sought: HK$465,900

Budget Categories	Breakdown for the budget items		Justifications *(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)*
	Item	Amount (HK$)	
a. Staff	One project assistant $14,000 x 11 X 1.05 (Phase 1) $14,000 x 11 x 1.05 (Phase 2) (over 2 academic years)	$161,700 $161,700 ($323,400)	The project assistant should be a university graduate with a degree, preferably in English language or equivalent, have knowledge in computing skills. Applicants with an education degree or diploma, or are pursuing an education degree or diploma are preferred. The extra manpower is needed to help set up, monitor the e-learning platform effectively and smoothly in each year. The project assistant, together with the core team will also help design tasks for students to complete.
b. Service	Workshops for teachers on learning e-learning. (Phases 1 and 2; over 2 academic years)	$6,000 Phase 1 $6,000 Phase 2 ($12,000)	A few English teachers have the experience in setting up e-learning platform and to provide teachers with chances to understand ways of helping use the subscribed e-learning platform(s), making use of students' audio files for further creating meaningful learning tasks like digital story books and digital presentation work. Staff trainer(s) will be hired to conduct the workshops. The trainer(s), preferably a university degree holder (major in IT in Education and/or English) from a reputable institution, should have at least 2 years of experience offer practical English language professional

			development sessions which provide a balance of concepts and input, practical experience and discussion for our teachers. The trainer(s) should also be able to present approaches to select and use of e-resources for formative assessment. Around $1,000 /hour / workshop; 2 workshops x 3 hours or 3 workshops x 2 hours, 6 hours in total per year.
	Mobile apps / E-Reading platforms (over 2 academic years)	$52,500 Phase 1 $52,500 Phase 2 ($105,000)	Around $150/e-reading account x 350 students in school. The platform will be subscribed for two phases.
c. Equipment	Earphones (for tablets) $250 x 50	$12,500	For 50 tablets in our school or the students' own tablets and/or mobile phones. The earphones are additional purchased items that are not provided with the tablets. The earphones will be useful for students listen to multimodal texts as well as record the audio files for learning and evaluation.
d. Works	N/A	/	
e. General expenses	Miscellaneous materials	$8000	To be used for making worksheets and e-reading and speaking materials
	Audit fee	$5,000	
f. Contingency	N/A	/	

Total Grant Sought (HK$): 465,900

3. **Expected Project Outcomes**

3.1	Deliverables / outcomes	☑ Learning and teaching materials (e-Learning and e-teaching materials, e.g. e-Reading Journals and e-Speaking Journals) ☐ Resource package ☐ e-deliverables *(please specify)* _____ ☐ Others *(please specify)* _____
3.2	Positive impact on quality education/ the school's development	With the 'Learn to Read, Read to Speak' project, the students' reading and speaking skills can be enhanced. Presumably their performances in reading and speaking examination papers can be improved. The students with diverse learning styles will also become independent in their learning.

3.3 Evaluation

Measures (as stated in the previous 2.7)	Success Criteria
☑ Observation: Lesson observations will be conducted by the teachers on how the students make use of e-reading and speaking lessons throughout the two academic years.	- Sharing of good practices in English panel meetings and reports of teachers concerned kept for reference.
☑ Focused group interviews: Teachers and students are randomly selected to have focus group interviews in order to have a deeper understanding on the effectiveness of this project.	- Targeted students (students of high, mid, low English levels) from different classes would be invited to do the trial of the subscribed platform(s) before the project is officially used. They will express the advantages and disadvantages of the platform(s). The difficulties they encountered when completing the tasks.
☑ Pre-and post-activity surveys: Surveys will be distributed to collect individual	- 70% of students agree that the project is useful for their language learning. The surveys could be done by

opinions about the usefulness and effectiveness in learning English in this project.	using Google Survey form for validity and reliability.
☑ Performance change of students in assessment: improvement made on their reading and speaking tests and examinations. Students' performance trend can be compared with performance trend in the previous years.	- Analysis of performances of students in assessment, particularly on reading and speaking assessment.
☑ Products and/or projects of students, for example, digital storybooks, participation of inter-school English competitions (English Video Production Contests) are created and/or created.	- The measure is implemented.

3.4 Sustainability of the project

Upon the completion of the project, we expect the followings:

(1) The culture of using e-reading and speaking will be built and e-reading and e-speaking lessons will be scheduled formally in the time table.

(2) Packages of e-Reading and e-Speaking tasks will be developed and can be used by students and teachers in different means and channels in future. The English teachers will revise the materials accordingly to the needs and interests of students regularly.

(3) The English teachers should have knowledge on using the e-learning and teaching resources and tools effectively.

(4) If necessary, our school can allocate funding for expanding the digital reading resources by using the library grant. The library can also add more digital reading resources for the students to read at lunchtime and after-school, or even to issue log-in accounts for students to read at leisure time.

(5) Upon the completion of the project, the English teachers will take over the work done by hired Project Assistant and continuously develop a targeted number of e-learning materials based on the Scheme of Work of each form. Co-planning work meetings on such development will be conducted in each term. This facilitates the school's major concern of promoting e-learning in a larger scale gradually.

(6) Upon the completion of the project, the school will allocate funding to the English Department for maintaining / renewing the proposed equipment if necessary as well as to keep subscribing an online learning platform for students to engage in online learning.

3.5 Dissemination

Sharing sessions can be conducted with other secondary schools on the implementation of the project.

4. Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 01/10/2020-31/03/2021	30/04/2021	Interim Financial Report 01/10/2020-31/03/2021	30/04/2021
Progress Report 01/04/2021-30/09/2021	31/10/2021	Interim Financial Report 01/04/2021-30/09/2021	31/10/2021
Progress Report 01/10/2021-31/03/2022	30/04/2022	Interim Financial Report 01/10/2021-31/03/2022	30/04/2022
Final Report 01/10/2020-31/07/2022	31/10/2022	Final Financial Report 01/04/2022-31/07/2022	31/10/2022

5. Assets Usage Plan

Category	Item(s)	No. of Units	Total Cost (HK$)	Deployment plan
Equipment	Earphones (for tablets)	50	$12 500	Upon completion of the project, all the procured equipment will be continuously used by the school so as to sustain the project effectiveness.

Remarks:
- The school guarantees that the procurement of goods and services is made on an open, fair and competitive basis with measures taken to avoid conflict of interest in the procurement process.
- The school fully understands the expenditure items funded by the QEF is one-off. The school is required to bear the recurrent expenditure incurred, including maintenance costs of EarPods, daily operating cost of e-platform, etc. and the possible consequences that may arise.

St. Stephen's Church College
English Department
e-Reading Logbook (Phase 1: 2020-2021)

F. _____   Name: _____   (   )

My Reading Record

Date	Title of digital reading materials	Topic / Main Issue / Genre, etc.	Rating	Remarks
R1			☆☆☆☆☆	
R2			☆☆☆☆☆	
R3			☆☆☆☆☆	
R4			☆☆☆☆☆	
R5			☆☆☆☆☆	

St. Stephen's Church College
English Department
e-Reading Logbook (Phase 2: 2021-2022)

F. _____   Name: _____   (   )

My Reading Record

Date	Title of digital reading materials	Topic / Main Issue / Genre / Main ideas of the text / Writer's intention, etc.	Rating	Remarks
R1			☆☆☆☆☆	
R2			☆☆☆☆☆	
R3			☆☆☆☆☆	
R4			☆☆☆☆☆	
R5			☆☆☆☆☆	

e-Reading Guide (1) – A story

When you read a story, there are different features for you to understand. Think about what e-Reading materials you have read today and complete the journal.

A. Genre
◆ Genre refers to the type /category or style of the text
◆ e.g. narrative, report, recount, romance, adventure, war, etc

B. Understanding the text
1. Plot
◆ The plot refers to the events that occur in the text. These events usually take place in the following orders:

⟹	The beginning	A lot of texts begin in an exciting way to draw readers' interest.
⟹	Conflict	The conflict is the problem that has to be resolved by the characters in the text.
⟹	Rising action	The rising action is probably the main part of the story. A number of events will push the conflict toward an exciting conclusion.
⟹	Climax	This is the most exciting part of the text.
⟹	Resolution	The result of the climax is the resolution.

2. Setting
◆ The setting refers to the place (where) and time period (when) the story takes place.
◆ The setting may be real, imagined or both.

3. Characters
◆ There are main characters, some major characters and a number of minor characters.
◆ Main characters and major characters will change as the story develops
◆ Minor characters do not change.

4. Themes
◆ Themes refer to the messages or ideas presented in the text.
◆ Some examples of common themes are:
   ➢ Everyone has the ability to be a good person
   ➢ Hard work will be rewarded if people do not give up
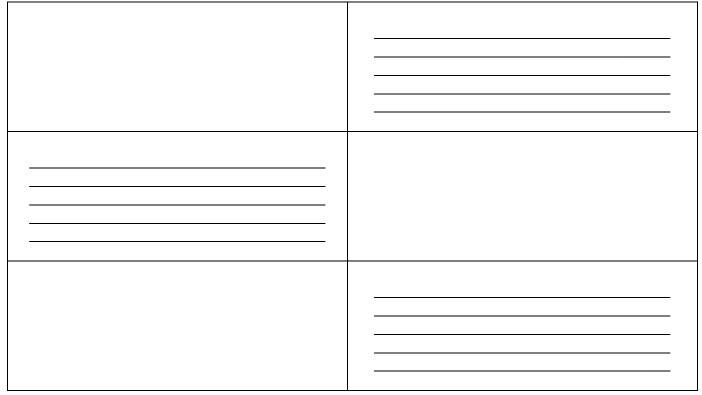   ➢ Evil people always get what they deserve

e-Reading Guide (2) – Charaterisation

Characters play an important role in every story, an event or an incident. Do you remember the characters of the text you have read today?

The Characters

Name of the e-Reading materials: _____

Draw or Search pictures from the Internet of some of the characters in the boxes below and describe each of them in at least 3 sentences.

	_____ _____ _____ _____ _____
_____ _____ _____ _____ _____	
	_____ _____ _____ _____ _____

Vocabulary Corner

Write down 5 vocabulary items and its part of speech and meanings.

1	2
3	4
5	

e-Reading Guide (3) A Description of the Book

Describe the book in the aspect of its genre, setting, main character(s) and plot.

Name of the e-Reading resources: _____

Genre: _____

Setting: _____

Main Character(s):
Describe one or two main character(s).

Name		
Age		
Personality		

Plot
Write the summary of the book in about 50 words.

_____

_____

_____

_____

_____

_____

Vocabulary Corner
Write down 10 vocabulary items and its part of speech and Chinese meaning.

1	6
2	7
3	8
4	9
5	10

St. Stephen's Church College
English Department
e-Speaking Logbook (Phase 1: 2020-2021)

F. _____ Name: _____ (   )

My Speaking Record

Date	Task – Read Aloud / Short Response / Presentation, etc.	Topic / Main Issue / Genre, etc.	Self-Evaluation	Areas to improve / Remarks
S1			☆☆☆☆☆	
S2			☆☆☆☆☆	
S3			☆☆☆☆☆	
S4			☆☆☆☆☆	
S5			☆☆☆☆☆	

St. Stephen's Church College
English Department
e-Speaking Logbook (Phase 2: 2021-2022)

F. _____ Name: _____ (   )

My Speaking Record

Date	Task – Read Aloud / Presentation / Role-play / Discussion, etc.	Topic / Main Issue / Genre, etc.	Self-Evaluation	Areas to improve / Remarks
S1			☆☆☆☆☆	
S2			☆☆☆☆☆	
S3			☆☆☆☆☆	
S4			☆☆☆☆☆	
S5			☆☆☆☆☆	

e-Speaking Guide (1) – Writing a script to present a book

Knowing how to present a story can help you recommend it to others. The following list of vocabulary and expressions can be used. Write a script and record your script with your mobile gadget or tablet.

<u>Useful Vocabulary & Expressions</u>

1. Describing stories and books
   ✧ Positive: enjoyable / entertaining / fascinating /scary / educational /amusing
   ✧ Neutral: simple /realistic / unusual
   ✧ Negative: silly / boring / ridiculous / scary/ confusing / annoying

2. Making a choice
   ✧ I would choose / pick / select …
   ✧ I prefer … / I prefer … to …

3. Listing a number of reasons
   ✧ First of all…
   ✧ Secondly …
   ✧ Besides that, …
   ✧ Finally …

4. Giving reasons
   ✧ … because …
   ✧ The reason why I chose … is that …
   ✧ The main reason is that …

5. Giving opinions
   ✧ I think …
   ✧ I feel that …
   ✧ I believe that …
   ✧ In my opinion …

6. Giving examples
   ✧ For example …
   ✧ … such as …
   ✧ Like …

7. Using connectives to organize ideas
   ✧ First, …Second,… Third,…
   ✧ Next… /Then…After that …
   ✧ Although/Though/Even though…
   ✧ Also…

8. Relating to one's personal experience
   ✧ In my case…
   ✧ Sometimes, I …

9. Saying what you wish /hope for
   ✧ I wish I could …
   ✧ I wish I were …
   ✧ I hope I can …

e-Speaking Guide (2) My Favourite Character

Characters play an important role in every story, an event or an incident. Who is your favourite character in the text you have read today? Complete the following sections and record ideas of your favourite character with your mobile gadget or tablet.

Name of the e-Reading resources: _____

If I could be a character from this book, I would choose to be _____ **.**

Use THREE words to describe this character.

_____ , _____ **and** _____

The character I like the most is _____

I want to make friends with him/her because _____

_____

Vocabulary Corner
Write down 10 vocabulary items and its part of speech and meanings.

1	6
2	7
3	8
4	9
5	10

e-Speaking Guide (3) - Diary of a Character

Imagine you were one of the characters of the book, write a diary about your story in 80 words. Record your diary with your mobile gadget or tablet.

Name of the e-Reading resources: _____

Today's Weather: Sunny / Cloudy/Rainy

Dear Diary,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary Corner
Write down 10 vocabulary items and its part of speech and Chinese meaning.

1		**6**	
2		**7**	
3		**8**	
4		**9**	
5		**10**	

e-Speaking Guide (4) A Letter to a Character

Write a short letter to one of the characters in the book in 80 words. Read aloud the letter and record your letter with your mobile gadget or tablet.

Name of the e-Reading resources: _____

Dear _____ **,**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary Corner
Write down 10 vocabulary items and its part of speech and Chinese meaning.

1	6
2	7
3	8
4	9
5	10

e-Speaking Guide (5) A New Ending

Do you like the ending of the text you read? What can you do to improve the ending? Complete the following sections and record your new ending with a mobile gadget or tablet.

Name of the e-Reading resources: _____

I like /dislike the ending because…

_____

_____

_____

If I were the writer, my ending would be different. It would be like this….

_____

_____

_____

I like my ending better because…

_____

_____

_____

Vocabulary Corner
Write down 10 vocabulary items and its part of speech and Chinese meaning.

1	6
2	7
3	8
4	9
5	10