



Final Report of Project

Project No. : 2017/0236

Part A

Project Title: Read to Write – An intervention to improve students’ English writing competence through self-regulated reading and writing strategies, facilitated by e-Learning resources in primary schools

Name of Organization: The Centre for Enhancing English Learning and Teaching (CEELT), Faculty of Education, The Chinese University of Hong Kong

Project Period: From November 2018 to October 2019

Part B

1. Attainment of Objectives

The objectives of the QEF 2018/19 Project, Read to Write – An intervention to improve students’ English writing competence through self-regulated reading and writing strategies, facilitated by e-Learning resources in primary schools, were as follows:

- 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

The activities related to these objectives and the extent of the attainment is summarised in Table 1 as follows:

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Promoting students’ self-regulated reading and writing through the use of relevant reading and writing strategies and connections between reading and writing	<ul style="list-style-type: none"> • Developing school-based read-to-write projects • Co-planning meetings, lesson observations and post-observation feedback sessions 	Fully achieved	<ul style="list-style-type: none"> • According to the observations of the participating teachers and the QEF Project Team during lesson observations, all students were more aware of the importance of self-regulation in their learning. • In the lessons observed, students were motivated to apply a series of reading strategies, writing strategies and reading writing connections at the 	N.A.

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
			<p>end of the project, with success. (Appendix 1)</p> <ul style="list-style-type: none"> • Students' English writing showed improvement as the result of the use of writing strategies and the reading writing connections as shown in the pre- and post-tests statistics. (Section 4.3.1 on Pages 24 – 25) 	
<p>Assisting teachers to integrate the self-regulated strategies for read-to-write into their instruction through the use of and e-Learning resources</p>	<ul style="list-style-type: none"> • Professional development workshops • Developing school-based read-to-write projects • Co-planning meetings, lesson observations and post-observation feedback sessions • Experience sharing session • Lesson demonstration • Dissemination seminar • Sharing via on-line platform 	<p>Fully achieved</p>	<ul style="list-style-type: none"> • A total of 45 school-based read-to-write projects were developed by the 26 project schools. • Among the projects developed, 16 projects were compiled into a resource package for sharing purpose. (Appendix 1) • In the lesson observed, teachers tried out a list of self-regulated reading and writing strategies, reading and writing connections and e-Learning tools with 	<p>N.A.</p>

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
			increasing confidence.	
Developing school-based read-to-write curriculums to better cater for learners' differences	<ul style="list-style-type: none"> • Professional development workshops • Co-planning meetings, lesson observations and post-observation feedback sessions • Dissemination Seminar 	Fully achieved	<ul style="list-style-type: none"> • A total of 45 school-based read-to-write projects were developed by the 26 project schools to cater for the ability of their students. • Among the projects developed, 16 projects were compiled into a resource package for sharing purpose. (Appendix 1) 	N.A.
Enriching students' learning experiences through interactive activities with peers and the whole class on and with relevant e-Learning resources	<ul style="list-style-type: none"> • Developing school-based read-to-write projects • Co-planning meetings, lesson observations and post-observation feedback sessions • Learn to Code Enhancement Programme 	Fully achieved	<ul style="list-style-type: none"> • According to the observations of the participating teachers and the QEF Project Team during lesson observations, all students were able to carry out reading and writing activities with peers on and through the use relevant e-Learning tools and resources. • Besides, most students could plan, organize, generate and revise text with 	N.A.

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
			peers on and through the use of relevant e-Learning tools and resources successfully.	
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	<ul style="list-style-type: none"> • Developing school-based read-to-write projects • Co-planning meetings, lesson observations and post-observation feedback sessions • Learn to Code Enhancement Programme • <i>Storytelling with Contest</i> 	Fully achieved	<p>According to the teachers' feedback, most students:</p> <ul style="list-style-type: none"> • could analyse their reading and writing tasks with the help of their peers effectively. • could select and use some useful e-Learning tools on effectively. • could respond to higher-order thinking questions and reflect on their learning in lessons effectively. • were motivated to learn with the use of and e-Learning tools and resources. <p>(Appendix 10)</p>	N.A.

In short, the objectives of the QEF 2018/19 Project were fully attained through the implementation of the project activities for the participating teachers and students during the course of the project, from November 2018 to October 2019.

3. Activity list

During the course of the QEF 2018/19 Project, activities were conducted for different stakeholders, principal, teachers, students and parents of the 26 project schools. Key activities included the briefing session, professional development workshops, development of school-based read-to-write projects through lesson co-planning meetings, lesson observations and post-observation feedback sessions, experience sharing session, lesson demonstration, principals' meeting, workshops for parents, writing enhancement programmes and inter-school contest for students, pre-and post-tests and dissemination seminar.

The particulars of these QEF project activities are summarized in the following sub-sections.

3.1 Briefing session

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
1	Briefing session	14 September 2018 (3:00 - 5:00 p.m.)	CUHK	26	43	/	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.22 on 6-point scale

*For detailed quantitative and qualitative feedback on the briefing session, refer to Appendix 2.

3.2 Professional development workshops

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
1	PD Workshop 1: Teaching self-regulated reading and writing strategies	28 September 2018 (2:30 – 5:30 p.m.)	CUHK	26	97	/	/	<ul style="list-style-type: none"> ➤ Positive feedback was received ➤ Overall mean of responses to ten evaluative statements: 4.91 on 6-point scale
2	PD Workshop 2A/2B/2C/2D: (4 parallel sessions) Enhancing reading and writing with e-Learning tools	6 October 2018 2A: 12:15 – 2:45 p.m. 2B: 3:00 – 5:30 p.m. 13 October 2C: 12:15 – 2:45 p.m. 2D: 3:00 – 5:30 p.m.	CUHK	26	31/31/ 29/25 = 116	/	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to ten evaluative statements: 5.37/5.34/5.51/ 5.40 on 6-point scale respectively

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
3	PD Workshop 3: Building connections between reading and writing	16 October 2018 (2:30–5:30 p.m.)	CUHK	26	91	/	/	<ul style="list-style-type: none"> ➤ Positive feedback was received ➤ Overall mean of responses to ten evaluative statements: 5.04 on 6-point scale
4	PD Workshop 4: Developing school-based read-to-write learning and teaching materials enhanced with self-regulation and e-Learning resources	23 October 2018 (2:30 – 5:30 p.m.)	CUHK	26	97	/	/	<ul style="list-style-type: none"> ➤ Positive feedback was received ➤ Overall mean of responses to ten evaluative statements: 5.04 on 6-point scale

*For detailed quantitative and qualitative feedback on the professional development workshops, refer to Appendixes 3 and 4.

3.3 Pre-tests

	Types of Activities	Brief description		No. of participants				Feedback from participants
		Date (Time)	Venue	schools	teachers	students	others	
1	Pre-tests (Writing)	November 2018 (30 mins.)	Classrooms of project schools	22	22	1907	/	NA

*For detailed statistical report on pre-tests, refer to Section 4.3.1 (Pages 24 - 25).

3.4 Lesson co-planning meetings, lesson observations and post-observation feedback sessions

	Core Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
C1		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 7 times Lesson observations and post-observation feedback sessions = 6	1	4	79	/	Positive qualitative feedback was received
C2	1				5	149	/	Positive qualitative feedback was received	
C3	1				3	46	/	Positive qualitative feedback was received	
C4	1				4	104	/	Positive qualitative feedback was received	
C5	1				6	126	/	Positive qualitative feedback was received	

	Partner Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
P1		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 5 times Lesson observations and post-observation feedback sessions = 4	1	5	131	/	Positive qualitative feedback was received
P2	1				4	132	/	Positive qualitative feedback was received	

	Partner Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
P3		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 5 times Lesson observations and post-observation feedback sessions = 4	1	3	74	/	Positive qualitative feedback was received
P4	1				4	65	/	Positive qualitative feedback was received	
P5	1				4	87	/	Positive qualitative feedback was received	
P6	1				4	109	/	Positive qualitative feedback was received	
P7	1				6	117	/	Positive qualitative feedback was received	
P8	1				5	70	/	Positive qualitative feedback was received	
P9	1				3	54	/	Positive qualitative feedback was received	

	Networking Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
N1		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 2 times Lesson observations and post-observation feedback sessions = 2	1	2	46	/	Positive qualitative feedback was received
N2	1				4	85	/	Positive qualitative feedback was received	
N3	1				8	131	/	Positive qualitative feedback was received	

	Networking Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
N4		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 2 times Lesson observations and post-observation feedback sessions = 2	1	7	100	/	Positive qualitative feedback was received
N5					1	2	56	/	Positive qualitative feedback was received
N6					1	4	30	/	Positive qualitative feedback was received
N7					1	6	117	/	Positive qualitative feedback was received
N8					1	4	127	/	Positive qualitative feedback was received
N9					1	7	77	/	Positive qualitative feedback was received
N10					1	4	50	/	Positive qualitative feedback was received

	Networking Schools	Brief description			No. of participants				Feedback from participants*
		Date	Venue	Frequency	school	teachers	students	others	
N11		November 2018 – May 2019	Classroom and conference room	Lesson co-planning meetings = 2 times Lesson observations and post-observation feedback sessions = 2	1	4	68	/	Positive qualitative feedback was received
N12					1	5	121	/	Positive qualitative feedback was received

*For detailed project-end feedback on co-planning meetings, lesson observations and post-observation feedback sessions, refer to Appendix 5.

3.5 Experience sharing session

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
1	Experience sharing session	1 March 2019 (3:00 - 5:00 p.m.)	CUHK	15	46	/	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.18 on 6-point scale

*For detailed quantitative and qualitative feedback on the experience sharing session, refer to Appendix 6.

3.6 Lesson demonstration

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
1	Lesson demonstration	15 March 2019 (2:00 - 4:00 p.m.)	Buddhist Wong Cheuk Um Primary School	17	42	25	/	Very positive feedback was received

*For detailed quantitative and qualitative feedback on the lesson demonstration, refer to Appendix 7.

3.7 Principals' meeting

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	others	
1	Principals' meeting	26 March 2019 (3:00 - 4:30 p.m.)	CUHK	9	10	/	/	Very positive feedback was received

*For minutes of the principals' meeting, refer to Appendix 8.

3.8 Workshops for parents

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	parents	
1	Parents' Workshop (PW1A) Theme 1 **	16 November 2018 (2:30 – 4:00 p.m.)	Buddhist Chung Wah Kornhill Primary School	4	2	/	80	<ul style="list-style-type: none"> ➤ Very positive feedback received ➤ Overall mean of responses to four evaluative statements: 5.29 on 6-point scale
2	Parents' Workshop (PW1B) Theme 2 **	16 November 2018 (4:15 – 5:45 p.m.)		4	2	/	40	<ul style="list-style-type: none"> ➤ Very positive feedback received ➤ Overall mean of responses to four evaluative statements: 5.32 on 6-point scale
3	Parents' Workshop (PW2A) Theme 1 **	17 November 2018 (9:00 – 11:00 p.m.)	L.S.T. Leung Kau Kui Primary School (Branch)	10	2	/	60	<ul style="list-style-type: none"> ➤ Very positive feedback received ➤ Overall mean of responses to four evaluative statements: 5.59 on 6-point scale
4	Parents' Workshop (PW2B) Theme 2 **	17 November 2018 (11:15 a.m. – 12:45 p.m.)	L.S.T. Leung Kau Kui Primary School	10	2	/	60	<ul style="list-style-type: none"> ➤ Very positive feedback received ➤ Overall mean of responses to four evaluative statements: 5.67 on 6-point scale

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	others	
5	Parents' Workshop (PW3A) Theme 1 **	23 November 2018 (2:00 – 3:30 p.m.)	Baptist Lui Ming Choi Primary School	8	2	/	50	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.38 on 6-point scale
6	Parents' Workshop (PW3B) Theme 2 **	23 November 2018 (3:45 – 5:15 p.m.)		8	2	/	45	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.55 on 6-point scale
7	Parents' Workshop (PW4A) Theme 1 **	24 November 2018 (9:30 – 11:00 a.m.)	Tune Mun Government Primary School	10	3	/	80	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.31 on 6-point scale
8	Parents' Workshop (PW4B) Theme 2 **	24 November 2018 (11:15 a.m. – 12:45 p.m.)		10	3	/	80	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.44 on 6-point scale
9	Parents' Workshop (PW5A) Theme 2 **	15 December 2019 (9:30 – 11:00 a.m.)	The Chinese University of Hong Kong	8	/	/	30	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.52 on 6-point scale

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	others	
10	Parents' Workshop (PW5B) Theme 3 **	15 December 2018 (11:15 a.m. – 12:45 p.m.)	The Chinese University of Hong Kong	10	/	/	50	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.43 on 6-point scale
11	Parents' Workshop (PW6A) Theme 1 **	19 January 2019 (2:00 – 3:30 p.m.)	CCC Heep Woh Primary School	10	2		60	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.27 on 6-point scale
12	Parents' Workshop (PW6B) Theme 2 **	19 January 2019 (3:45 – 5:15 p.m.)		10	2		50	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.45 on 6-point scale
13	Parents' Workshop (PW7A) Theme 3 **	23 March 2019 (2:00 – 3:30 p.m.)	The Chinese University of Hong Kong	8	/	/	18	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.25 on 6-point scale
14	Parents' Workshop (PW7B) Theme 4 **	23 March 2019 (3:45 – 5:15 p.m.)		8	/	/	18	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.63 on 6-point scale

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	parents	
15	Parents' Workshop (PW8A) Theme 3 **	30 March 2019 (2:00 – 3:30 p.m.)	The Chinese University of Hong Kong	6	/	/	22	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.29 on 6-point scale
16	Parents' Workshop (PW8B) Theme 4 **	30 March 2019 (2:00 – 3:30 p.m.)		6	/	/	22	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.75 on 6-point scale
17	Parents' Workshop (PW9) Theme 3 **	13 April 2019 (10:00 - 11:30 a.m.)	Tuen Mun Government Primary School	8	/	/	55	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.36 on 6-point scale
18	Parents' Workshop (PW10) Theme 3 **	25 April 2019 (2:15 – 3:45 p.m.)	Buddhist Chung Wah Kornhill Primary School	4	2	/	65	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to four evaluative statements: 5.24 on 6-point scale

*For detailed quantitative and qualitative feedback on the parents' workshops, refer to Appendix 9.

- ** Theme 1: How to enable our children to cultivate English reading and writing habits at home
 Theme 2: How to help our children to enhance English reading and writing abilities through self-regulation
 Theme 3: Understand e-Learning and the role of parents in supporting students' learning
 Theme 4: A glimpse of effective e-Learning resources for parents: What? And How?

3.9 Writing enhancement programmes (*Creative Writing through Coding*)

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	others	
1	Enhancement Programme EP1	27 April 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	1	1	12	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.42 on 6-point scale
2	Enhancement Programme EP2	4 May 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	1	3	37	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.39 on 6-point scale
3	Enhancement Programme EP3A	25 May 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	1	2	20	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.91 on 6-point scale
4	Enhancement Programme EP3B	25 May 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	2	2	37	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.53 on 6-point scale
5	Enhancement Programme EP4A	15 June 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	2	2	36	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.47 on 6-point scale

	Types of activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	school	teachers	students	others	
6	Enhancement Programme EP4B	15 June 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	4	7	37	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.39 on 6-point scale
7	Enhancement Programme EP5A	22 June 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	3	4	34	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.38 on 6-point scale
8	Enhancement Programme EP5B	22 June 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	2	2	30	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.76 on 6-point scale
9	Enhancement Programme EP6	29 June 2019 (9:30 a.m. – 4:30 p.m.)	CUHK	4	4	33	/	<ul style="list-style-type: none"> ➤ Very positive feedback was received ➤ Overall mean of responses to three evaluative statements: 5.60 on 6-point scale

*For detailed quantitative and qualitative feedback on the enhancement programmes, refer to Appendix 10.

3.10 Inter-school contest for students (*Storytelling with Contest*)

	Types of Activities	Brief description		No. of participants				Feedback from participants
		Date	Venue	schools	teachers	students	others	
1	<i>Storytelling with Contest</i>	June – July 2019	/	9	9	67	/	Positive qualitative feedback was received

*For the award list of the *Storytelling with Contest*, refer to Appendix 11.

3.11 Post-tests

	Types of Activities	Brief description		No. of participants				Feedback from participants
		Date	Venue	schools	teachers	students	others	
1	Post-tests (Writing)	June 2019 (30 mins.)	Classrooms of project schools	22	22	1875	/	NA

*For detailed statistical report on post-tests, refer to Section 4.3.1 (Pages 24-25).

3.12 Dissemination seminar

	Types of Activities	Brief description		No. of participants				Feedback from participants*
		Date (Time)	Venue	schools	teachers	students	Others	
1	Dissemination seminar	20 September 2019 (2:45 – 5:50 p.m.)	CUHK	88	197	3	3 parents	<ul style="list-style-type: none"> ➤ Positive feedback received ➤ Overall mean of responses to five evaluative statements: 4.91 on 6-point scale

*For detailed quantitative and qualitative feedback on the dissemination seminar, refer to Appendix 12.

4. Project impact on

4.1 Enhancing professional development

4.1.1 Professional development workshops

As mentioned in Section 3.2 on Page 5, four professional development workshops were organized to enable the participating teachers to integrate the self-regulated strategies for read-to-write into their instruction through the use of and e-Learning resources. The responses of the participating teachers were positive and encouraging.

Professional development workshop 1 on teaching self-regulated reading and writing strategies got an average mean score of 4.91 on a six-point scale and 74.8% of the respondents agreed or strongly agreed with the 10 evaluative statements, soliciting respondents' views on the effectiveness of the professional development workshop.

Professional development workshops 2A, 2B, 2C and 2D were parallel workshops on enhancing reading and writing with e-Learning tools and got an average mean score of 5.37, 5.34, 5.51 and 5.40 respectively on a six-point scale and 90.3%, 96.1%, 99% and 97.9% of the respondents agreed or strongly agreed with the 10 evaluative statements, soliciting respondents' views on the effectiveness of the professional development workshop, respectively.

Professional development workshop 3 on building connections between reading and writing got an average mean score of 5.04 on a six-point scale and 80.7% of the respondents agreed or strongly agreed with the 10 evaluative statements, soliciting respondents' views on the effectiveness of the professional development workshop.

Professional development workshop 4 on developing school-based read-to-write learning and teaching materials enhanced with self-regulation and e-Learning resources got an average mean score of 5.04 on a six-point scale and 83.9% of the respondents agreed or strongly agreed with the 10 evaluative statements, soliciting respondents' views on the effectiveness of the professional development workshop.

Samples of the qualitative feedback on the valuable/beneficial aspects of the professional development workshops include the following:

Professional development 1

'The reading and writing strategies and the sharing of other teachers'

'Videos showing the examples of teaching reading/ writing strategies'

'The paramount importance of reading and writing and make students understand that reading and writing are processes'

'Setting goals is really a good idea to give students a clear purpose in reading and writings.'

'SRL reading/ writing strategies to teach my students'

'Having discussion with the teachers who come from the other schools'

'The teachers' sharing on the effective ways of motivating students how to read and write'

'Strategies and tools for teaching writing and reading English for Hong Kong students; discussion topics are also inspiring'

'The application of the relevant concepts; different approaches'

'Strategies provided. Realistic, effective examples'

Professional development workshop 2

'Lots of useful I.T. tools that can be used in class to enhance reading and writing'

'The workshop has provided us with a wide variety of tools. They can make learning interactive and engaging.'

'We have an opportunity to try different types of e-Learning tools. It's very practical.'

'The e-Learning tools introduced were new to me and I felt that they would be useful in the future for my teaching. They are tools that can motivate students' learning in an interesting fun way.'

'A lot of different apps were mentioned. Detailed functionality of the apps was introduced. Very practical for teachers.'

'... are great because although I've heard about them, I haven't had the chance to use them. Now I do.'

'In the workshop, a variety of e-Learning tools are introduced. They are all well-selected and very practical.'

'All the e-Learning tools are very useful. I hope students can benefit from them.'

'All the educational apps are well-introduced and they are very useful.'

Professional development workshop 3

'I really like the ideas of 'creative editing' and 'I own these sentences'. The more students try to apply what they have learnt, the more they can absorb in lessons. The wide variety of strategies can fulfill different needs. The idea of connection is the core to help students learn how to learn.'

'Different strategies that can be applied in our classroom'

'Different ways to stimulate pupils to read and write'

'I find the following are helpful: The compilation of reading and writing strategies'

'Different ways of getting students to write and give them a 'reason' to write'

Professional development workshop 4

'I really like the summary handouts for SRL reading and writing strategies as well as reading and writing connections. It's very useful when I plan my lesson.'

'The way all strategies can be put together in a unit'

'Sometimes we know the e-Tools but we do not have the opportunity to try it out.'

'The sharing sessions by fellow teachers'

'The content today and the sharing stimulated ideas for my own school'

'The hands-on experience of the ... is awesome. It is a powerful tool to engage students in making their own book.'

'I enjoyed the sharing from other teachers, really helpful and gave me more ideas in my future teaching of writing.'

Project-end Feedback

'The professional development workshops are the most effective activities in building up my capacity as a teacher. It is because from the workshops, I can acquire a lot of teaching techniques and learn how to use some new e-Learning tools.'

'I think the most effective activity in building up my capacity as a teacher is professional development workshops. I learnt lots of e-learning tools in the workshops. The e-learning tools could attract the students' interest during the lesson. We had more interaction as well.'

'I think professional workshops are the best part of the project because teachers can learn different kinds of e-Learning tools that they can try out with students in class. The workshops are practical as it is a good opportunity for teachers to share different teaching materials. It is good for their self-development.'

'I think the workshops benefit our team the most since we were not familiar with the use of e-learning tools and the workshops could better prepare us with ideas and knowledge in order to make our lessons more effective.'

'Professional development workshops benefit our English team most because new and great ideas are shared. This can inspire our team's teaching thoughts.'

For detailed statistics and qualitative feedback on the professional development workshops, please refer to Appendixes 3 and 4

4.1.2 Lesson co-planning meetings, lesson observations and post-observation feedback sessions

In addition to professional development workshops, to enhance teachers' competence in the development and implementation of school-based read-to-write projects, the QEF Project Team provided professional advice and support through on-site lesson co-planning meetings, lesson observations and post-observation feedback sessions.

During the lesson co-planning meetings, the QEF Project Team offered professional guidance and advice on the school-based read-to-write projects designed and the strategies/tasks/activities to be tried out in the lesson observations. There were exchanges of ideas, suggestions and experience sharing among participating teachers, resulting in the development of school-based read-to-write projects that could cater for different needs and abilities of the students in the school.

Lesson observations and post-observation feedback sessions aimed at further facilitating the professional development of participating teachers. Through reflection on their own teaching and constructive feedback from their peers, the participating teachers could better understand their own strengths and weaknesses, resulting in the possibility of improvements in teaching effectiveness. At the same time, through observing their peers and giving reflective feedback, observing teachers were given opportunities to assess teaching effectiveness professionally as well as to learn from one another.

In the project-end evaluation of the QEF 2018/19 Project, the participating teachers stated that they had benefited substantially from the lesson co-planning meetings. They also noted that lesson observations and post-observation feedback sessions had helped a lot in building up teachers' capacity.

Samples of the qualitative feedback on the valuable/beneficial aspects of the lesson co-planning meetings, lesson observations and post-observation feedback sessions include the following:

'The co-planning meetings help us to plan the lesson better through sharing and discussion.'
'I think the co-planning meetings are helpful because the CUHK QEF project team gives instant advice on the lesson plans and how we can make use of different e-Learning tools in the lessons.'

'In co-planning meetings, we can share our ideas and come up with different teaching strategies to enhance students' learning.'

'Through lesson observations, we can learn from each other's teaching practice and observe challenges faced by the students/teacher during the implementation of the planned lessons.'

'In post-observation reflection and feedback sessions, teachers could know more about their strengths and receive suggestions for improvement from the QEF project team.'

'I think post-observation reflection and feedback sessions benefit us most since it provided an overall observation on whether we have implemented the lesson plan with the planned learning tasks smoothly or not and we can easily identify our strengths and weaknesses. Also, we can enhance the forthcoming e-Learning tasks, strategies of catering for learner diversity, self-regulation strategies in reading and writing and so on in the next lessons for ourselves or our peer teachers.'

'I think lesson observations and post-observation reflection & feedback sessions are effective in building up my capacity as a teacher. Before the lesson observation, I need to draft a lesson plan in detail. I have to plan and design different activities. I also have to assess students' abilities – whether they are able to carry out the activities or not. Post-observation reflection & feedback sessions allow me to get valuable ideas and opinions from my colleagues and teaching professionals.'

'Lesson observations and post-observation reflection and feedback sessions can refresh my teaching strategies and improve my teaching.'

'Co-planning meetings and post-observation reflection and feedback sessions are effective as they are practical and I can acquire different teaching strategies in my lessons.'

'In the professional development workshops, we learnt a lot about the strategies we can use for teaching reading and writing. In the co-planning meetings, we know that we are on the right track. Lastly, in the reflection, we get constructive feedback that we can improve our teaching.'

For more project-end feedback on lesson co-planning meetings, lesson observations and post-observation feedback sessions, refer to Appendix 5.

4.2 Enhancing teaching effectiveness

4.2.1 Development of school-based learning and teaching materials

During the course of the QEF 2018/19 Project, with the professional support of the QEF Project Team, the project schools developed their own school-based read-to-write project that can cater for the needs and abilities of their students. The participating teachers designed the read-to-write projects through collaboration and sharing during co-planning meetings, adopting the self-regulation reading and writing

strategies, reading and writing connections as well as e-Learning tools that they would like to try out in the learning and teaching activities.

To enable the participating teachers to have an easier start, besides introducing effective self-regulated reading and writing strategies, reading and writing connections and e-learning tools in the professional development workshops, two sample read-to-write projects, one on *Healthy Eating* and the other on *Endangered Animals*, were compiled so that teachers could have an initial idea on how to make good use of self-regulated reading and writing strategies, reading and writing connections and e-Learning tools in their lessons as well as in developing their own school-based read-to-write projects.

For detailed information of the 16 read-to-write projects that are compiled in the resource package to be shared with local primary English teachers, refer to Appendix 1.

4.2.2 Experimenting with new teaching strategies

In the QEF 2018/19 Project, the participating teachers were equipped with the knowledge, skills and pedagogies of adopting self-regulated reading and writing strategies, reading and writing connections and e-Learning tools in their lessons.

In developing the school-based read-to-write projects, the participating teachers were encouraged to experiment the following learning and teaching strategies as well as e-Learning tools:

Reading strategies and graphic organizers:

Setting purpose for reading, predicting and confirming predictions, visualizing information read, making use of picture clues, asking questions, generating keywords, concept mapping, summarizing, making connections (Text to self, text to text, and text to world), evaluating, Read-write-pair-share, TWA (Think before reading, while reading and after reading), KWL (What already know, what I want to know and what I learned), self-reflection, etc.

Writing strategies and graphic organisers:

Setting goals, POW (Pick my ideas, organise my notes, write and say more), planning using WWW W=2 H=2 (Who? When? Where? What? What? How? How?), Hamburger Writing Organiser, Story Mountain, OREO (Opinion, Reason, Example, Opinion) and TREE (Topic sentence, Reason(s), Explain reason(s), Ending), great endings using MEALS (Memory, Emotions, Advice, Lesson Learned, Summary), Show, Don't Tell, Stretch a sentence, describing characters using Inside and Outside, peer review, Let's compare and discuss, revising using CUPS (Capatisation, Usage, Punctuation, Spelling), editing using ARMS (Add, Remove, Move, Substitute), self-reflection, etc.

Reading and writing connections:

Previewing the writing task to be performed following the reading activities, linking the reading and writing tasks to the literacy tasks students perform in other settings, raising awareness of how reading supports writing, writerly reading, mining a text, writing about reading, creative editing, I own the sentence, investigative reading, online researcher, talking about reading and writing experiences, etc.

e-Learning platforms and tools:

In the project end evaluation, the participating teachers gave very positive feedback on the new strategies experimented. They also reflected on the effectiveness of these new strategies. Some of their feedback include the following:

'Making use of picture clues helps students to do brainstorming while reading and this gives them more ideas when doing the writing task.'

'Many self-regulated reading and writing strategies were implemented successfully. We found ARMS and CUPS, Hamburger Writing Organiser, OREO and the use of in the lessons most useful. They provide guidelines for students to organise, revise and edit their ideas. E-Learning tools also allowed students to visualize the process of writing.'

'CUPS is the strategy that has been implemented successfully. The illustration can easily attract students' attention. Also, the slogan of CUPS can let students remember the way of editing easily. This can improve their writing skills.'

' can enhance students' motivation and sense of achievement in creating their own books.'

'Hamburger Writing Organiser is easy for our students to follow and organise their ideas.'

'Among the strategies and the e-Learning tools adopted in the projects, e-Learning has been implemented relatively successfully. The e-Learning tools included . E-Learning tools facilitated collaboration and peer sharing among students. Students were more motivated to use English.'

is the most user-friendly tool that students can share their writing with their classmates anytime. Teachers can also feel free to give comments or remind students to do self-editing and revising.'

'It is good that teachers link up reading and writing explicitly. We have tried out writerly reading, creative editing successfully. These strategies can help to raise students' awareness that they can start looking for things which can help their writing while reading.'

For detailed information of self-regulated reading and writing strategies, reading and writing connections and e-Learning tools adopted in the school-based read-to-write projects, refer to Appendix 1.

When asked whether they were more confident in teaching reading/writing after participating in the QEF 2018/19 Project, teachers were quite positive. Their responses include the following:

'I am confident in teaching writing now because I can use more new methods or strategies to make the lessons more interesting.'

'Yes. If reading and writing are connected in teaching, students are more aware of the linkage between these two language skills. The language features learnt in reading can be used as language input in teaching writing.'

'Yes. I am because this project deepens my understanding in teaching reading/writing. It allows me to learn some useful strategies like building up a story mountain.'

'I am more confident in teaching both reading and writing now after joining this programme. I can adopt the strategies during the lessons in a more effective way.'

'Yes. In the writing lessons, I can ask students to brainstorm ideas based on the reading materials. They are more willing to write with supporting materials.'

'Yes. I learned more reading and writing strategies. I could try to help students to identify goals before they read and write. The different strategies could help students to be more confident to read and write too.'

4.3 Developing students' proficiency, confidence and competence in using English

4.3.1 Performance in pre-and post-tests

A pre-test and post-test were administered to collect data on the students' writing performance. The pre-test was held in November 2018 while the post-test was held in June 2019. In both tests, the students were asked to write narrative writings of 80 words in about 30 minutes. The writings were assessed according to four categories, namely content, language, vocabulary and organization, with a maximum score of 48.

The statistical report of the pre-test and post-test is shown in the following table:

Table 2: Statistical report of pre-test and post-test of the QEF 2018/19 Project

		No of students	Mean	SD	Post-test score – pre-test score	t	P (Note 1)
Primary 4	Post-test score	223	18.2982	7.78510	5.64	t (222) = 13.344	p < .001
	Pre-test score	223	12.6570	5.92293			
Primary 5	Post-test score	228	21.8268	10.73251	4.19	t (227) = 11.964	p < .001
	Pre-test score	228	17.6294	9.67977			
Primary 6	Post-test score	196	22.0510	8.42630	6.35	t (195) = 11.26	p < .001
	Pre-test score	196	16.9413	8.30510			

Note 1: *p < .05. **p < .01. ***p < .001. Two tailed significance.

Table 2 shows that the writing performance of students was significantly improved statistically, $p < .001$ in all three levels, Primary 4 – 6. It is very likely that the improved writing performance resulted from the self-regulation strategies, the graphic organisers and reading-writing connections teachers adopted during the course of the QEF 2018/19 Project.

4.3.2 Enhancement programmes: *Creative Writing through Coding*

Coding is regarded as one of the essential skills for the 21st century. To enable participating students to think creatively, reason systematically and work collaboratively with their peers, nine parallel enhancement programmes, *Creative Writing through Coding*, were organised for the students of the project schools. In the enhancement programmes, selected students of the project schools learned how to use _____ to create their interactive stories. The enhancement programmes were held on Saturdays from April to June 2019 on the campus of The Chinese University of Hong Kong. Each programme lasted for 6 hours. 276 students of 20 project schools joined the enhancement programmes and 27 teachers also attended the programmes to learn how to write creative stories using _____ with their students.

Participating students gave very positive feedback on the enhancement programmes. The average mean scores of the following three statements ranged from 5.91 to 5.38 on a six-point scale:

- I enjoy learning
- This programme enables me to create my animated story using _____
- This programme is interesting.

Samples of qualitative feedback on the part of the enhancement programme students' like are listed in the following:

- 「我最喜歡自己製作程式的時候，因為可以自由發揮創意。」
- 「我最喜歡作故事的部分，因為可以把自己想到的東西全部創作下去。」
- 「做編程的部分，因為可以發揮創意。」
- 「我最喜歡編程這部分，因為可以編寫一個關於自己的故事。」
- 「我最喜歡課程中創作故事的部分，因為創作故事可以訓練我靈活運用 _____ 各個功能。」
- 「編寫故事的時候，因為十分有趣，可以發揮創意。」
- 「用自己的想法創作屬於自己的故事。」
- 「創作動畫故事的部分，因為可以看到自己的動畫，很有趣。」
- 「我最喜歡製作動畫的部分，因為可以發揮自己的創意。」
- 「製作過程，因為那個部分很有趣。」
- 「我最喜歡課程中可以選角色，因為可以選擇自己喜歡的角色。」
- 「自己創作，因為我能夠自己嘗試。」
- 「自己創作的部分，因為可以讓我自由創作學到的部分。」
- 「我最喜歡課程中實踐的部分，因為我能嘗試已學的知識。」
- 「我最喜歡自由創作這部分，因為可以即時學，而且這是我第一次用電腦創作。」
- 「我最喜歡可以自己動手做動畫，因為可以享受自己動手的樂趣。」

- 「自己嘗試的時候，因為可以自由創作，發掘不同我程式。」
- 「我最喜歡的是聽其他同學的故事，因為我能從中學學習其他人的優點。」
- 「我最喜歡課程的分享的部分，因為做完後很有成功感和期待別人的評價。」
- 「我最喜歡課程分享作品的部分，因為可以分享自己的作品。」
- 「我最喜歡分享與反思。」
- 「我最喜歡同學分享故事的時候，因為能令我知道可以怎樣改善自己的故事。」
- 「欣賞作品，因為能學習同學做得好的地方。」
- 「我最喜歡其他同學展示自己的作品給我們看，因為可以聽和看和了解其他同學的作品。」

For detailed quantitative and qualitative feedback on the enhancement programmes, refer to Appendix 10

4.4 Facilitating parent-school collaboration through parents' workshops

To enable parents to play a more active role in their children's language learning and to facilitate university, school and parents partnership, workshops of four different themes were organised for all parents of the 26 project schools. The themes of the parents' workshops include:

Theme 1: How to enable our children to cultivate English reading and writing habits at home

(主題一: 如何讓孩子在家裡培養英語閱讀和寫作習慣)

Theme 2: How to help our children to enhance English reading and writing abilities through self-regulation

(主題二: 如何協助孩子透過自主學習提高英語閱讀和寫作能力)

Theme 3: Understand e-Learning and the role of parents in supporting students' learning

(主題三: 認識電子學習及家長角色, 促進學童學習效能)

Theme 4: A glimpse of effective e-Learning resources for parents: What? And How?

(主題四: 有效利用電子學習資源家長實踐工作坊)

In Term 1, from November 2018 to January 2019, 12 parents' workshops were organized in 6 venues – project schools on Hong Kong Island, in Kowloon, Shatin and Tuen Mun as well as The Chinese University of Hong Kong. These 12 workshops were conducted in Cantonese and supplemented with English and focused mainly on Themes 1 and 2. Around 700 parents attended the 12 workshops in Term 1.

In Term 2, in March and April 2019, another 6 parents workshops were organised, focusing on Themes 3 and 4. Theme 4 was held in the computer room of CUHK and parents got hands-on experience of some effective e-Learning tools/applications for language learning. Around 200 parents attended the six workshops in Term 2.

The responses of participating parents were positive and encouraging. The quantitative feedback is summarised as follows:

	PW1A	PW1B	PW2A	PW2B	PW3A	PW3B
Theme	1	2	1	2	1	2
Average mean score*	5.29	5.32	5.59	5.67	5.38	5.55
Agreed + Strongly agreed	93.7%	92.6%	100%	99.4%	90.9%	96.3%
	PW4A	PW4B	PW5A	PW5B	PW6A	PW6B
Theme	1	2	2	3	1	2
Average mean score*	5.31	5.44	5.52	5.43	5.27	5.45
Agreed + Strongly agreed	94.1%	95.4%	98.0%	94.2%	97.7%	98.1%
	PW7A	PW7B	PW8A	PW8B	PW9	PW10
Theme	3	4	3	4	3	3
Average mean score*	5.25	5.63	5.29	5.75	5.36	5.24
Agreed + Strongly agreed	100%	100%	92.9%	100%	96.0%	93.0%

*Average mean score on a six-point scale

When asked whether self-regulation can enhance their children's reading and writing abilities, parents gave positive responses. Some of their responses are listed in the following:

「能夠，讓孩子主動認識字然後應用於寫作，文章會變得豐富。」

「能提升。首先能培養兒童閱讀習慣，使其融入學習及生活中，有好的學習態度和方法。發自內心，可提升動力，有助學習。」

「能，閱讀文章能收集詞語，短語和句子。閱讀完，提升寫作能力。」

「可以，如果能培養孩子有動機地學習，效果肯定比強逼被動的學習好。」

「能夠，因為策略用得恰當的話，孩子就是一步步的進步。」

「能，讓小朋友更有目標及方向去選擇讀物，主動分析閱讀材料，更能以文字形式產出閱讀成果。」

「能提升孩子的閱讀及寫作能力，因為可以幫助孩子以後的學習態度，提高以後的學習興趣。」

「我認為自主學習策略是可以提升子女的閱讀及寫作能力。因為經過思考可以更加深技巧及明白不足之處，從而加深自我寫作能力。」

「能。因為學習是長遠的過程，自主能提高動力去學習，從而提升閱讀及寫力。」

「當然吧!如果小朋友能自主地學習，加上有策略的必定能夠提升閱讀及寫作。」

「能。因為有家長協助策略能激發孩子學習動機，自然能激發孩子的動力，令孩子建立自信，閱讀及寫作能力自然會提升。」

「自主學習策略能提升閱讀及寫作能力，透過自主學習，激發學習動力，提升解題能力、組織技巧，這些都是提升閱讀及寫作能力的因素。」

「能夠，因為有動機才學習會有最大成果。」

「可以。按步就班學習寫作技巧，可避免不懂寫甚麼。」

「能。因為能夠提升學習動力和自信心。」

Besides, parents were also positive when asked whether e-Learning can motivate their children to learn English. Some of their responses are listed as follows:

「能，因為電子學習中有互動，能評估進度（即時），可引導子女找尋答案。」

「能夠，因為可以更多變化和有即時回饋和功能。」

「能！趣味性高，孩子願意參與。」

「好玩，有趣，遊戲中學習，成效更大。」

「能，因為正確引導的話，可以提升孩子們學習的興趣，增加學習的主動性。」

「可以，因為可以提升小孩子的學習興趣。」

「能夠，因為模式具變化和互動，聲畫俱備。」

「增強學習興趣，互動易吸收。」

「可以，因為可透過遊戲互動，增加英語學習的趣味，但家長的態度和管理對成效起決定性作用。」

「我認為可以提升子女學習英語的動機，因有聲和有畫會加強子女的學習興趣。」

「能，孩子享受競賽的感受，每天的學習，看到同學間的排次，更有興趣。」

「互動的元素吸引，正面利用其吸引力是關鍵。」

「可以。互動學習增加學習趣味，鼓勵自主學習。」

「可以，有情境學習，易投入。」

「可以，因為學習有趣味，電子學習不會悶，小朋友主動學習。」

For detailed quantitative and qualitative feedback on the parents' workshops, refer to Appendix 9.

4.5 Building up a Community of Practice (CoP)

4.5.1 Fostering collaboration and sharing among participating teachers of individual schools

The QEF 2018/19 Project aimed at building up teachers' capacity through professional development, by attending professional development workshops, lesson co-planning meetings, lesson observations, post-observation feedback sessions, by applying effective self-regulated reading and writing strategies and activities as well as reading and writing connections, facilitated by e-Learning resources/ tools in the classrooms and by developing the school-based read-to-write projects that can cater for the needs and abilities of their students.

With the professional support of the QEF Project Team, together with the leadership of the principals and the English panel heads, the QEF project had successfully served as a platform for the participating teachers in each school to work in collaboration in the process of professional development.

During the project activities, in co-planning meetings, lesson observations, and post-observation feedback sessions, the participating teachers contributed ideas, suggestions and comments; they shared problems, solutions and experiences; and they made changes in teaching through experiments, reflection and supportive feedback. Together, the participating teachers had built up their capacity and enhanced teaching effectiveness as a team.

For project-end qualitative feedback on lesson co-planning meetings, lesson observations and post-observation feedback sessions, refer to Appendix 5.

4.5.2 Fostering collaboration and sharing among teachers of project schools

One of the goals of the QEF 2018/19 Project is building up a Community of Practice (CoP) through professional development, collaboration and sharing among project schools. Bearing this goal in mind, an experience sharing session and a lesson demonstration were organised in March 2019.

To facilitate sharing and initiate professional dialogues among the participating teachers, an experience sharing session was organised on 1 March. Six project schools were invited to share their good practices and school-based read-to-write projects developed. 46 teachers of 15 project schools attended the session and gave very positive responses on the activity.

The experience sharing session got an average mean of 5.18 on a six-point scale and 95.9% of the respondents agreed or strongly agreed with the 4 evaluative statements, soliciting respondents' views on the effectiveness of the activity.

During the experience sharing session, effective self-regulated reading and writing strategies were shared, including Goal Setting, KWL, Prediction, Story Mountain organiser, ARMS and CUPS, Picture Walk, Stretch a Sentence, Hamburger organiser and Writerly Reading. Teachers also shared their experience of trying out e-Learning tools in their lessons. Effective e-Learning tools included

Samples of the qualitative feedback on the valuable/beneficial aspects of the experience sharing session include the following:

'Rich ideas were exchanged.'

'Teachers in the sharing sessions gave us a lot of inspiring examples.'

'Useful authentic teaching experiences are shared.'

'The frontline sharing is useful.'

'The ideas are really practical and the writing strategies are useful to students.'

For detailed quantitative and qualitative feedback of the experience sharing session, refer to Appendix 6. Furthermore, to facilitate sharing and professional dialogues among the participating teachers, a lesson demonstration was organised on 15 March 2019 in _____, one of the Networking Schools. The lesson was taught by _____ the English panel head. The lesson demonstration was attended by 42 teachers of 17 project schools.

The theme of the lesson is *Getting around Hong Kong*. The lesson focused on the reading writing connections and e-Learning tools adopted included _____. The participating teachers found the e-Learning tools were adopted effectively in the lesson. Teachers' feedback on the effectiveness of the e-Learning tools include the following:

'_____ is so new for me and it really helps students to build up some vocabulary items.'

'_____ can help students to share ideas (adjectives about transport) and brainstorm ideas. I like the follow up part of it. The teacher can make use of students' ideas to answer different useful and related questions. For example, students classify the adjectives and nouns. Students give ideas about why some words are bigger. Students make sentences with the words.'

'_____ Teacher can prompt students to think about some questions about the writing and make a mind map within very short time.'

'_____ is a good way to organise different ideas before writing.'

'Using _____ to draw a mind map enables teacher to show students how they should organise their ideas logically. When time is insufficient, the mind map can be saved and used in the next lesson. A very useful tool.'

'It is good to share their work on _____ and they can browse others' work at home and they can edit their work later.'

'_____ is a good platform for students to give comments. Even shy students can share ideas with their peers.'

Samples of the qualitative feedback on what teachers like about the lesson include the following:

'Teacher invites students to brainstorm questions which can help them enrich the content of their writing. As students always run out of ideas whenever they need to do a writing task. This kind of practice stimulates students' thinking and they can use the same strategy in other writing tasks later on.'

'A lot of HOT questions. Teacher can encourage students to make the questions.'

'T-S interaction is good. Teacher makes good use of e-learning tools. Teacher's questioning skills are good. She is able to guide students in developing the word bank.'

'Students are engaged in the task. They can produce a piece of writing with peers through discussion. Students are familiar with the e-learning tools and enjoy using them.'

'The lesson is well-organised. Students have great motivation to learn and is enthusiastic and passionate.'

'I like the lesson flow. It is smooth and clear. The teacher creates/promotes a safe environment for students to express ideas. All students have chances to participate/contribute to the writing/lesson.'

'The lesson design can help scaffold students to write (e.g. vocabulary building, idea generating).'

'Teacher encouraged students to try out and stressed that it is fine to make mistakes since they can also learn from mistakes.'

'Students follow the teacher's instructions well and classroom routines have been set.'

'Encourage students to talk to/ share with friends before answering questions.'

'Students set questions by themselves. The teacher helps students' thinking and organising ideas.'

'The questioning techniques. The teacher always asks students follow-up questions related to their daily life experience.'

'Students are highly motivated. At the end of the lesson, all students can give comments to their classmates, both positive ones and suggestions. This is very effective to share their work in lesson.'

'Getting useful phrases or pretty phrases from the reading text is my favourite part. Students can do their writing from reading.'

For detailed quantitative and qualitative feedback of the lesson demonstration, please refer to Appendix 7.

5. Cost-effectiveness

5.1 Utilization of available resources and unit cost for direct beneficiaries

The grant of the QEF 2018/19 Project was fully utilized to manage and implement the project so as to maximize its positive impact. The actual expenses of the project according to budget items are summarized as follows:

Besides, the number of stakeholders, teachers, students and parents, involved in each of the project activities during the course of the QEF 2018/19 Project is summarized in Table 2 as follows:

Table 4: Summary of the number of direct beneficiaries per project activity

Project activity	Frequency	Teachers	Students	Parents	Reference
Briefing session		43			Section 3.1
Professional development workshops (7 workshops)		401			Section 3.2
Pre-tests			1,907		Section 3.3
Lesson co-planning meetings (5 Core Schools)		22	504		Section 3.4
	7	154	3,528		
Lesson co-planning meetings (9 Partner Schools)		38	839		
	5	190	4,195		
Lesson co-planning meetings (12 Networking Schools)		57	1,008		
	2	114	2,016		
Lesson observations* (5 Core Schools)		10	135		
	6	60	810		
Lesson observations* (9 Partner Schools)		18	243		
	4	72	972		
Lesson observations* (12 Networking Schools)		24	324		
	2	48	648		
Experience sharing session		46			Section 3.5
Lesson demonstration		42	25		Section 3.6
Principal's meeting		10			Section 3.7
Parents workshops (18 workshops)				868	Section 3.8
Writing enhancement programmes (9 parallel programmes)		27	276		Section 3.9

Inter-school contest: Storytelling with Contest			67		Section 3.10
Post-tests			1,875		Section 3.11
Dissemination seminar		197			Section 3.12
Total		1,404	16,319	868	

*Each lesson observation involved at least 2 teachers (1 teacher and 1 observer) and one class of 27 students.

5.2 Sustainability

One of the key deliverables of the QEF 2018/19 Project is the school-based read-to-write projects developed by project schools during the course of the project. The materials are usually saved on the servers of the English Department as teaching resources accessible for further adaptation and consolidation by all English teachers of the school. This guarantees the sustainability of the fruits of collaboration and sharing during and after the project.

At the same time, selected good practices developed by all project schools are compiled in a resource package, which will be submitted to the Quality Education Fund as one of the deliverables of the QEF 2018/19 Project. After further review, the resource package may be published and made available for all local primary English teachers. At the same time, the read-to-write projects will be uploaded to the online platform of CEELT for sharing purposes.

As the resource package compiled is designed to be user-friendly, any teachers or schools can adopt and adapt the read-to-write, as they wish, to cater for the needs and abilities of their students, at practically no additional cost at all.

6. Deliverables and modes of dissemination

Deliverables of the QEF 2018/19 Project included a dissemination seminar, a resource package, two sample projects, a programme handbook for the enhancement programme, *Creative Writing through Coding* and an online platform sharing the school-based read-to-write developed by project schools.

The details of these deliverables are summarized as follows:

Table 5: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination
A dissemination seminar	<p>The seminar provided a good opportunity for the participating teachers of the QEF 2018/19 Project to disseminate and share their good practices and success factors in developing the school-based read-to-write projects with teachers in local primary schools. The seminar also included talks on key ESL issues that could facilitate professional dialogues among the attendees, and thus teachers' capacity could be enhanced through sharing and reflection in this Community of Practice.</p>	<p>A dissemination seminar on the QEF 2018/19 Project was organized on 20 September 2019 in CUHK. The 197 attendees included vice-principals, senior teachers, English Panel Heads, NETs, English teachers, students and parents from 88 local primary schools. Details of the dissemination seminar are as follows:</p> <p>The keynote speech: <i>Engaging and motivating young learners to read and write English: 21st century challenges for Hong Kong educators.</i></p> <p>Three parallel talks Talk1: <i>Fostering student reflection in reading and writing</i> Talk 2: <i>Connecting reading and writing</i> Talk 3: <i>Reading across the Curriculum: What I have learnt from my tryout lessons</i></p> <p>Three sharing sessions 12 project schools shared the good practices and experience of developing the school-based read-to-write projects</p>	<p>Yes.</p> <p>Good practices shared in the seminar can be uploaded online for public access.</p>

		All the attendees were satisfied with the event. For detailed quantitative and qualitative feedback, refer to Appendix 12.	
A resource package	16 effective school-based read-to-write projects developed by project schools are compiled in the resource package.	This resource package was submitted together with the final report in January 2020.	Yes. The resource package can be published by the QEF.
Two samples of read-to-write projects	The two sample projects served as reference and enabled the participating teachers to have a good start in developing their own school-based read-to-write projects.	Both hard and soft copies of the sample projects were made available for the participating teachers in November 2018.	N.A.
A programme handbook for the enhancement programme: Creative Writing through Coding	The programme book enabled students to learn the key features of step by step.	Both hard and soft copies of the programme handbook were made available for all project schools in April 2019.	N.A.
An online platform sharing read-to-write projects developed during the projects	The platform shares effective and adaptable read-to-write projects	An online platform, https://www.ceelt.fed.cuhk.edu.hk/resourcesqef1819 has been created for primary English teachers to access the read-to-write projects developed.	N.A.

7. Difficulties encountered and solutions adopted

7.1 Venues for Parents' Workshops

As stated in our proposal, we proposed to organise 14 parents' workshops for Core and Partner Schools. However, some project co-ordinators of Networking Schools mentioned that their parents might be interested in the parents' workshops. We agreed that it would be a good idea to include parents of the Networking Schools as well. However, we found it difficult to find appropriate venues for these 14 parents' workshops for all the 26 project schools, which are located in different districts of Hong Kong.

After several attempts, we managed to obtain permissions from principals of five project schools to organise the workshops in their schools halls. Thanks to principals of the following schools:

We had to organise some workshops in The Chinese University of Hong Kong, especially the practical sessions which required the use of computers, to accommodate all interested parents.

7.2 Technical support for participating teachers

Most participating teachers agreed that adopting e-Learning tools could have positive impacts on both teachers and students, for example, teachers could gain a sense of satisfaction when they saw that their students were interested in the lesson. However, they did have their concerns in adopting e-Learning in their lessons. Common concerns include the following:

- Teachers are not familiar in using e-Learning tools.
- More time-consuming to integrate e-Learning tools into lessons.
- The teaching schedule was very tight but a lot of time had to be spent on trying out different e-Learning tools.
- Teachers did not have on-site support when technical problems happened.

Though we had organised a professional development, with four parallel sessions, on Enhancing reading and writing with e-Learning tools, a few project co-ordinators expressed that their colleagues were still not confident in using some of e-Learning tools introduced even though they would like to try them out in their lessons. To boost their confidence, the QEF Project Team organised on-site mini-workshops to enable teachers to get more familiar with specific e-Learning tools,

8. Concluding remarks

Based on the feedback on the project activities collected, the quantitative and qualitative reports compiled, the good practices shared during the dissemination seminar and the deliverables shared with local primary schools, the QEF 2018/19 project was successfully implemented in accordance with the project objectives. Results included the adaptation and development of effective school-based read-to-write projects, the enhancement of collaboration and sharing among the Community of Practice, and the facilitation of the professional development of participating teachers.

To conclude, thanks to the dedication of the participating principals, EPHs and teachers, the QEF 2018/19 Project was completed fruitfully and we are quite sure that the deliverables of this project can be sustained and school-based read-to-write projects can be further developed to enhance the learning and teaching of reading and writing in project schools.

9. List of Appendixes

Appendix 1	List of school-based read-to-write projects compiled in the resource package
Appendix 2	Briefing session: Summary of Evaluation and Feedback
Appendix 3	Professional Development Workshops 1- 4: Summary of Evaluation and Feedback
Appendix 4	Project End Feedback on professional development workshops
Appendix 5	Project End Feedback on lesson co-planning meetings, lesson observations and post-observation feedback
Appendix 6	Experience Sharing Session: Summary of Evaluation and Feedback
Appendix 7	Lesson Demonstration: Summary of Evaluation and Feedback
Appendix 8	Minutes of Principals' Meeting
Appendix 9	Parents' Workshops: Summary of Evaluation and Feedback
Appendix 10	Enhancement Programmes: Summary of Evaluation and Feedback
Appendix 11	<i>Storytelling with Contest</i> : Award List
Appendix 12	Dissemination Seminar: Summary of Evaluation and Feedback