

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

<b>Project Title</b> The Oral-Language-for-Reading enhancement program for K3 children 悅講閱易:提升幼稚園高班學童口語能力計劃	<b>Project Number</b> 2018/1166 (Revised)
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**Basic Information**

**Name of School / Organisation / Individual** Division of Speech and Hearing Sciences, Faculty of Education, the University of Hong Kong

**Beneficiaries**

- (a) Sector: \*  Kindergarten (*Please tick the appropriate box(es)*)
- (b) Students: 100 K3 children at the Po Leung Kuk Tang Bik Wan Memorial (PLK-TBWM)
- (c) Teachers: 4 K3 and 15 teachers at PLK-TBWM Kindergarten, 50 teachers at other 25 Po Leung Kuk kindergartens
- (d) Parents: 24 parents with K3 children at PLK-TBWM Kindergarten (For parent involvement, please refer to annex)
- (e) Participating Schools (excluding applicant school): 1: PLK-TBWM Kindergarten (Confirmation letter: Attached)
- (f) Others (please specify): 50 speech therapists and potentially other K3 teachers and K3 children in Hong Kong who will benefit from the Oral-Language-for-Reading enhancement program pack

**Proposal**

**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.
  1. To develop the Oral-Language-for-Reading enhancement program pack, which includes lesson plans and teaching activities for oral language, specifically vocabulary, narrative skills, active listening and independent speaking, in K3 children. These skills lay the foundations for reading comprehension development in the primary school years.
  2. To promote interprofessional collaboration between kindergarten teachers and the project speech therapist (ST) through co-teaching.
  3. To enhance the professional capacity of kindergarten teachers in language teaching for children with diverse abilities and needs.
  4. To provide small-group sessions to help parents learn how to support oral language and reading development through shared book reading at home.

The proposed project will help enhance the Language curriculum of PLK-TBWM Kindergarten and increase its teachers' capacity to support the development of oral language of children with diverse abilities and needs.

- (b) (i) What are the areas of the needs and priorities of the school?  
 (*Please tick the appropriate box(es)*)
  - \*  Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
  - Promote students' social and emotional development
  - \*  Enhance school management / leadership and teachers' professional development / wellness
  - Others (please specify) \_\_\_\_\_
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i). (*Please tick the appropriate box(es)*)
  - \*  School development plan:

In the 2018 Quality Assessment exercise, Po Leung Kuk Tang Bik Wan Memorial Kindergarten (PLK-TBWM Kindergarten) received very positive feedback from the Education Bureau, particularly on the all-round curriculum and the mechanism that monitors its implementation. The curriculum covers all seven learning areas as

described in the Kindergarten Education Curriculum Guide (2017). Specifically, PLK-TBWM Kindergarten put a special emphasis on gross motor and music development, and recently established a new curriculum objective to promote healthy emotion development and moral education.

In the 2019-2020 academic year, PLK-TBWM Kindergarten plans to put more emphasis on the learning area of Language (Chinese) in the K3 curriculum. The goal is help K3 children develop better speaking and listening skills in Cantonese-Chinese in order to get prepared for learning to read in the primary school years. To accomplish this goal, teachers at PLK-TBWM Kindergarten will work with the project ST and the project teaching assistant (TA) to enhance their professional capacity for teaching oral language in the classroom.

Survey findings: NA \_\_\_\_\_

\*  Literature review summary:

Speaking and listening lay the foundation to reading. Research has shown consistently that there is a strong predictive relationship between oral language and reading (e.g., NICHD Early Child Care Research Network, 2005, Catts, Fey, Zhang, & Tomblin, 1999; Liu, McBride, Wong et al. 2010). Kindergarten children with strong oral language skills will turn out to be better readers in primary school, and kindergarten children with poor oral language, especially those with a diagnosed language disorder (Catts, Fey, Tomblin, & Zhang, 2002, Wong et al., 2017), are at risk for reading problems in the school years.

Reading is a complex skill that develops over time. It involves two key inter-related aspects, decoding (which includes word recognition and reading fluency) and reading comprehension. Word recognition refers to the ability to recognize individual printed words, while reading fluency refers to the ability to read printed words accurately and automatically. Reading comprehension, however, refers to the ability to understand the meaning of the sequence of words that have been recognized. How is oral language related to the two aspects of reading? Data from a large sample of 604 English-speaking children revealed that oral language measured at 5-years of age was a good predictor of both word recognition and reading comprehension at 8 years, although the prediction was stronger for reading comprehension (Catts, Fey, Zhang, & Tomblin, 1999). Oral language at 5-years of age was found to continue to predict a good amount of individual differences in reading comprehension in the same group of children at 14 years (Catts, Fey, Ellis Weismer, & Sittner Bridges, 2014). In these studies, oral language was a composite measure of the child's vocabulary, grammar and narrative skills.

In a longitudinal study of 369 Cantonese primary school children in Hong Kong (Yeung, Ho, Chan, & Chung, 2016), oral language measures in Primary 1 were also found to account for individual differences in reading comprehension in Primary 3. These studies provide evidence for the critical importance of oral language for the long-term development of reading, and reading comprehension in particular. In fact, the newly published Kindergarten Education Curriculum Guide (the Hong Kong Government, 2017) by the Curriculum Development Council included a recommendation that early childhood education should provide children with meaningful experiences in speaking and listening in order to prepare them for reading.

To date, there are two sets of teaching materials available to teachers (and parents) to help kindergarten children develop language and early reading skills: "Building a solid foundation for literacy: A sure-win manual" (Hong Kong Spastic Association, 2014), and "Listen, Speak, Read and Write: A Treasure Chest" (The Heep Hong Society, 2014). Both sets of materials come with lesson plans and suggested activities for 3 to 6-year-old kindergarten children. But the focus is on the teaching of independent and fluent word reading, including metalinguistic skills such as phonological awareness, morphological awareness and orthographic awareness. Importantly, there is no attention to the teaching of oral language skills, such as vocabulary, grammar, and narrative skills, which have found to be important for the development of reading comprehension.

With support from the QEF, we will develop the Oral-Language-for-Reading enhancement program in order to enhance PLK-TBWM Kindergarten's curriculum, particularly in the learning area of Language (Cantonese). We will engage PLK-TBWM Kindergarten's teachers in inter-professional collaboration with the project ST to increase their professional capacity for language teaching. We will provide small group parent-education sessions to help parent learn story-telling skills to facilitate their child's language development. Therefore, this proposal addresses **the theme of Effective Teaching and Learning of Languages.**

Assessments on students' performance: The standard score of 24 K3 children, who are randomly selected from the 4 K3 classes, on the Hong Kong Test of Preschool Oral Language (Child Assessment Service, in press) before and after the Oral-Language-for-Reading enhancement program will be compared to see they make more gains than expected from maturation.

Relevant experiences:

In 2015-2016, PLK-TBWM Kindergarten received support from QEF to implement the teaching pedagogy of Problem-Exploration-Experience in its classrooms (Chan & Yip, 2016). Using this child-centered pedagogy, PLK-TBWM Kindergarten teachers actively engage children in classroom activities and the co-construction of concept maps to summarize what they have learned. This proposed QEF project will capitalize teachers' ability to use this teaching pedagogy to promote children's oral language development through co-teaching with the ST.

Others (please specify)

The leader of this QEF project is a ST by training. She is a leading researcher in child language development and disorders in Hong Kong. She was the Principal Investigator in three UGC-GRF grants on Cantonese-Chinese speaking children with specific language impairment (SLI), currently known as Developmental Language Disorder. She has published 13 peer-reviewed international journal articles, 4 book chapters and numerous peer-reviewed conference papers to report on DLD's linguistic manifestations in Cantonese-Chinese, its impact on children's word reading and reading comprehension, and its psycholinguistic markers. Dr. also actively engages the media to promote public awareness of language disorders and gives workshops to help parents and kindergarten teachers learn how to support children's language learning and literacy development.

Team leader for the Po Leung Kuk District-Based Therapy Team will provide consultation to this project.

- (c) Please elaborate on the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

The Oral-Language-for-Reading program is inspired by the Nuffield Early Language Intervention (NELI) program developed for preschoolers and kindergarteners in the United Kingdom. The goals of the program are to "improve children's vocabulary, develop narrative skills, encourage active listening, and build confidence in independent speaking" (Fricke et al., 2013, p. 283). It specifically addresses the aspects of oral language that have found to be poor in children who experience reading comprehension difficulties: vocabulary (Nation, Clark & Snowling, 2002, Stothard & Hulme, 1992), narrative production (Cain & Oakhill, 2006; Cragg & Nation, 2006), active listening and comprehension (Nation, Clarke, Marshall & Duran, 2004) and independent speaking (Nation et al., 2004, Nation and Snowling, 2000). The program was theoretically sound and demonstrated to be efficacious. Children with poor oral language were reported to show significant gains in oral language skills after the program in four randomized clinical trials (Bower-Crane et al., 2008; Fricke, Bowyer-Crane, Haley, Hulme, & Snowling, 2013; Fricke et al., in press; Haley, Hulme, Bowyer-Crane, Snowling, & Fricke, 2017). It was also shown that positive effects on oral language were shown to mediate gains in later reading comprehension (Fricke et al., 2013)

Another key feature of this proposed project is inter-professional collaboration. PLK-TBWM Kindergarten teachers will learn how to use speaking and questioning strategies to scaffold oral language development in children with diverse abilities and needs from the project ST. The involvement of a speech therapist is unique for this project as speech therapists have had extensive professional training in language development and its facilitation. The project ST will gain from the inter-professional collaboration as s/he will develop a better insight of child and curriculum development from the teachers.

## (II) Project Feasibility

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

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

The Oral-Language-for-Reading enhancement program will help students develop each of the four aspects of oral language. This is how it happens.

1. Vocabulary: following the principles of multiple-context learning (Beck, McKeown & Kucan, 2013), children are asked to guess a new word from the context of a story, say the word aloud and listen to a formal definition of the word by the teacher and then use the word in a new context. The teacher also use a new word in different sentences at least five times to ensure sufficient input for learning. Where appropriate, the teacher will draw the children's attention to the fact that the same word is named differently in spoken Cantonese and in standard written Chinese.

2. Narrative skills, children are first asked to create a short story given a short sequence of pictures. The teacher then scaffold the children's knowledge of the typical structure of a story with the help of picture icons for the different elements of a typical story.

3. Active listening, children are asked to listen to a repeated word in a story and do a simple action (e.g., standing up) whenever the word appears. The teacher also uses questions of different cognitive-language demands during the Problem-Exploration-Experience activities to ensure active participation of all children with different language abilities.

4. Independent speaking, children are given opportunities to talk to the group on a favorite object or a past event and to ask each other questions. The teacher will model the correct words or sentences when errors occur, recast the child's error sentences and expand the child's sentences by making them slightly more complex. All activities are enjoyable and meant to encourage each child's active participation as well as engagement with other children and the teacher. The children are taught using multisensory techniques and given opportunities to engage in repetitive practice (Carroll, Bowyer-Crane, Duff, Hulme & Snowling, 2011).

### Project activities

1. With input from the K3 teachers, the project ST and the project teaching Assistant (TA) will develop the program materials, including 8 activities for each of the four aspects of oral language.

2. The ST will run two teaching training workshops for PLK-TBWM Kindergarten teachers on how to facilitate the development of the four aspects of oral language.

3. The ST and the 4 K3 teachers will co-run two activities on each of the four target aspects of language in the classroom. The session will be video-taped for the ST and the teacher to engage in reflective practice.

3. The K3 teacher will run the other eight activities with children in their classrooms. The ST and one other K3 teacher will observe 4 sessions and give feedback.

4. The 4 K3 teachers at the PLK-TBWM kindergarten and the project ST will share their experience on inter-professional practice with K3 teachers in the other 25 Po Leung Kuk kindergartens and 50 STs working in the kindergarten setting.

5. The project ST will give small-group sessions to help parents of 24 children to learn how to support their children's oral language and reading development through shared book reading at home.

For the outline of the activities, please refer to annex 1.

(ii) Key Implementation Details

**Project period:** 1 Nov 2020 to 31 Oct 2021

Month / Year	Content / Activity / Event by ST	Beneficiary/Participants
1 Nov 2020 – 30 Jan 2021	Development of the Oral-Language-for-Reading (OLR) enhancement program materials for 8 activities for each of the 4 aspects of language. (ST: 150 hours, and the illustration artist)	4 K3 teachers and 100 K3 children at PLK-TBWM and other K3 teachers and students in Hong Kong
1 Nov 2020– 30 Jan 2021	Development of materials and videos for the teacher training workshops. (ST 50 hours)	Same as above
1 Feb. – 31. Mar. 2021	Two teacher training workshops (ST: 15 hours)	19 teachers at PLK-TBWM
1 Apr. – 31 Jul 2021	Two activities for each of the four target oral language skills in the K3 classrooms and reflective practice (ST: 30 hours)	4 K3 teachers, 100 K3 kids at PLK-TBWM
1 Apr – 31 Jul 2021	Development of materials and videoclips for the parent education sessions (ST: 30)	24 Parents with K3 children at PLK-TBWM
Aug 2021	4 small-group parent education sessions on shared book reading (ST: 20 hours)	Same as above
Oct 2021	Experience sharing session on inter-professional practice (ST: 15 hours,) Evaluation of project outcomes and (progress and end project report writing (ST: 40 hours)	50 teachers at PLK Kindergartens, 50 STs

Month / Year	Content / Activity / Event by ST and PT	Individuals	Beneficiary/Participants
1 November 2020 – 31 January 2021	Inter-professional exchanges between the ST and the PLK-TBWM principal and teachers on the school's curriculum and teaching pedagogy, and the teachers' professional development needs.	ST	8 K3 teachers and 100 K3 children at PLK-TBWM-KG and other teachers and children at PLK-TBWM-KG and other kindergartens in Hong Kong
	Preparation of a short quiz on each of the four chapters of the OLR program resource handbook	ST	
	Development and production of the 8 sets of sequenced picture cards	Graphic artist	
	Production of 100 USB drives	ST	

	Development of a behaviour checklist for identifying the use of the strategies introduced in the handbook	ST	
	Videotaping of the 8 teachers in the running of a “questioning, exploration and experience learning” activity and a book-reading activity and complete a behavioural checklist for each of the 8 teachers	ST	
	Preparation for the 4 training sessions	ST	
January 2021 - February 2021	Running of the 4 1.5 hour training sessions for the 8 K3 teachers and other interested PLK-TBW-KG teachers  Completion of the one pre-training and one post-training quiz for each of the sessions	ST	8 K3 teachers and other interested PLK-TBW-KG teachers
February 2021	Preparation of the interim report to QEF-EdB	ST	
	Preparation for the co-teaching sessions	ST	
March to May 2021	The ST will co-teach two sessions with each of the 8 K3 teachers. There will be a total of 16 sessions. The PT will observe and lead the reflection session afterwards.	ST	8 K3 teachers, (indirect) 100 K3 kids at PLK-TBWM-KG
June 2021	Videotaping of the 8 KS teachers on a “questioning, exploration and experience learning” activity and a book-reading activity and complete a behavioural checklist for each of the 8 teachers	ST	8 K3 teachers
June 2021	Analysis of the outcome assessment data	ST	
	Preparation for the parent workshop	ST	
	Preparation for the inter-professional practice seminar	ST	
July 2021	1.5 hour parent workshop	ST	50 teachers in the other PLK KG teachers and 50 STs in the community
	1.5 hour inter-professional practice seminar	ST	
	Preparation of the written feedback summaries	ST	150 parents in the community

August - October 2021	Preparation of the completion report for QEF- EdB	ST	
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Remark: The table is prepared, according to the requirement of the 'conditions for approval'.

ST: speech-language therapist, TA: Teacher Assistant

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

- (b) (i) Number of teachers involved and degree of input (time, types, etc.):  
4 K3 teachers, the project ST and the project TA as key collaborators in the activities described in Ilaii, the other 15 teachers and the school principal provide input and participate in the activities
- (ii) Roles of teachers in the project:  
(Please tick the appropriate box(es))
- Leader  Coordinator
- Developer  \*Service recipient
- Others (please specify) Collaborator in interprofessional practice
- (c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$ \_\_ \$ 198,900 \_\_

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
Staff (\$103,600)	Plan A: One ST for 350 hours	Plan A: 350 x \$ 280 per hour = \$ 98,000	ST with six years of experience at point 22: \$42,330 x 1.03 (cost of living adjustment) x 1.03 (MPF) /160 hours per month = \$280 per hour.  Qualification of the ST: The ST has 13 years of post-qualification experience  Experience of the ST: All of her 13 years of experience were with the kindergarten and school- aged population. She has extensive experience working with teachers and giving training workshops to teachers and parents.

	<p>Plan B: One ST for 120 hours</p>	<p>Plan B: 120 x \$280 per hour = \$ 33,600</p>	<p>Justification to show the necessity and effectiveness of co-teaching of speech therapists and teachers in normal classrooms:</p> <p>Co-teaching enhances interprofessional collaboration and consolidation of skills.</p> <p>Remark: They should preferably process teaching experiences on K3 students. The speech therapist should possess the experience on working/providing support to kindergartens or equivalent.</p> <p>Note / Justification: The principal and teachers of the kindergarten are willing to inform us on their curriculum and there is no need to hire a teaching assistant with Kindergarten teaching experience to be a part of the project. The SLT however needs more time to develop the materials and engage the teachers and parents through workshops and co-teaching. I increased the amount of hours allocated to this position and provided justifications.</p> <p>The unused expenses will be refunded to QEF at the end of the project, if applicable.</p> <p>ST with six years of experience at point 22: \$42,330 x 1.03 (cost of living adjustment) x 1.03 (MPF) /160 hours per month = \$280 per hour.</p>
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	One teaching assistant for 500 hours	500 x \$140 per hour = \$70,000	KG teacher with 2 years of experience at 21,000 x 1.03 x 1.03 / 160 hours per month = \$ 140 per hour  The qualification and experience of the teaching assistant: Certificate / Diploma levels (according to the QEF pricing standard )
Service (\$60,000)	One graphic artist	60,000	For drawing illustrations for 16 out of the 32 activities for the program. Each activity will require 10 illustrations. The artist will finish typesetting and formatting  The graphic artist has a diploma in multimedia advertising design.
General expenses (\$35,300)	Other teaching materials for running the activities in the program; And costs for making 100 USB and all the printable materials for the program	\$ 4,365	Printing of notes and quizzes for the workshops and the OLR materials = \$1,365  100 USB: 30 X 100 = 3,000
	Audit fee	\$5000	Audit
	HKU overhead (15%)	\$25,935	For office space and other university facilities for use by the ST.
<b>Total Grant Sought (\$):</b>		<b>\$198,900</b>	

**(III) Expected Project Outcomes**

- (i) Please describe how to evaluate the effectiveness of the project.
- \*  Observation: using a checklist we will develop for this project, we will examine the 4 K3 teachers' speaking and questioning skills during classroom activities before and after the workshops and co-teaching sessions with the ST
  - \*  Focused group interviews: will be conducted on the ST and the 4 K3 teachers on the teacher education workshop and inter-professional co-teaching sessions.
  - \*  Pre-and post-activity surveys: for 1. Teaching education workshops and small-group parent education sessions
  - Performance change of students in assessment.
  - \*  Others (please specify) A link to the video made on parent-child shared book reading will be uploaded to the school's website
- (ii) Please state the project deliverables or outcomes. *(For details of deliverables, please refer to annex.)*
- \*  Learning and teaching materials
  - Resource package
  - \*  DVD  Others (please specify) \_\_\_\_\_

**Report Submission Schedule**

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

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/11/2020 – 31/10/2021	31/1/2022	Final Financial Report 1/11/2020 – 31/10/2021	31/1/2022

## Annex 1:-

### 1. Outline of the activities of the Oral-Language-for-Reading enhancement program Pack (to justify its appropriateness and to illustrate how these activities integrated with the school-based curriculum)

There are four components in the Oral-Language-for-Reading (OLR) enhancement program: vocabulary, narrative skills, active listening, and independent speaking. The OLR program is designed to enrich the language aspect of the school's curriculum. It will not be a separate, but an integrative piece of the PLK-TBWM-KG's curriculum. It is hoped that the OLR program will make a difference in the teacher's teaching practice, and the children's oral language, and that it will be sustainable after the completion of this QEF project.

PLK-TBWM-KG's curriculum is built on the constructivist theory of learning and development, and is designed to provide opportunities for children to engage in "questioning, exploration and experience learning" through hands-on activities and collaboration with peers. Since its implementation in 2015, the school continues to develop teaching and learning activities for use with children in the K1, K2 and K3 classrooms. We will study these activities and identify contexts where teacher can provide more opportunities for children to learning new vocabulary items, and engage independently speaking. Vocabulary and independent speaking are two of the four components in the OLR program.

In 2018, the school added two new aspects to the curriculum, healthy emotions and moral education. Teachers use picture books to help children become more aware of theirs and others emotions, and to learn some basic values that will help them become healthy and well-adjusted members of the society. We will first study the books teachers use for these two aspects of the curriculum, to see if the books illustrate the core elements of a typical story and provide opportunities for inferential comprehension. If yes, we will use these books to help children develop stronger narrative skills and better active listening. Narrative skills and active listening are the other two of the four components in the OLR program. As part of this QEF project, we will develop 8 sets of sequenced picture cards illustrating different levels of story complexity for use with children at different levels of language skills.

As can be seen in section 8 below, three of the four objectives for this project are on capacity building in teachers and parents, and interprofessional practice for teachers and speech-language therapists. Only one objective is on the development of materials. Children develop language from people they spend quality time with, but not materials no matter how fancy or well-designed they are.

After discussion with the principal of PLK-TBWM-KG, we will make use of activities the school uses in their curriculum as the context to promote language learning. This will make sure that children will engage in language learning in their natural school environments with teachers they are familiar with. So, in the program pack, we will not describe or report on the activities. Instead the program pack, in the form of a USB, includes basically two items.

The design of the programme should immerse students in an authentic and natural environment for their language development and learning.

#### a. A resource handbook for teachers.

##### Chapter 1: supporting word learning

We will first describe the principles and procedures of multiple-context learning (Beck, McKeown & Kucan, 2013). The teacher will pause to ask the children to guess the meaning of a new word from the sentence, or sentences a child or the teacher says during the course of a "questioning, exploration and experience-learning" activity. The children will then say the word aloud, and listen to a formal definition of the word by the teacher, and then use the word in a new context. The teacher also uses the new word in different sentences at least five times, to ensure sufficient input for

learning. Where appropriate, the teacher will draw the children's attention to the fact that the same word is named differently in spoken Cantonese and in standard written Chinese. The chapter will end with a script on how multiple-context learning is actually used in a "questioning, exploration and experience-learning" activity.

#### Chapter 2: providing opportunities for independent speaking

In each "questioning, exploration and experience-learning" activity, the teacher can model questioning for the children and encourage them to pose questions of their own. Then the teacher will encourage children from different language abilities to share their thoughts and questions on the topic under investigation. After each activity, the teacher will model for the children how to summarise what they learn in a coherent discourse with support of the concept map they have constructed together. The teacher then gives opportunities to children with different language abilities to give their summary in front of the whole class. In this chapter, we will illustrate how teacher can use an evidence-based conversational strategy, recast, either to provide feedback to the child's error utterances, or to extend the meaning and expand the length of the child's utterances, when appropriate.

#### Chapter 3: scaffolding narrative skills

Stories are used in PLK-TBWM-KG for healthy emotions and moral education. In this chapter, we will first describe the principles of dialogic reading and Blank's model of classroom discourse. We will illustrate with a script how strategies in these two approaches of teacher talk can facilitate children's active listening, inferential comprehension, and higher-level verbal reasoning. We will also describe the core elements of a typical story and introduce the icon for each of the element. The icons will provide visual scaffolds to help children tell a coherent and complete story. The chapter will end with a script to illustrate how the teacher uses questions and the icons to support children's story retelling and/or telling.

#### Chapter 4: making listening active

In this chapter, we will describe what inferential comprehension is. We will then give examples of questions that require inferencing using world knowledge and information from the earlier story context or language context. These questions will be generated from stories teachers at PLK-TBWM-KG use for their healthy emotions and moral education class time. The chapter will end with a description of a task e.g., listen to a repeated word in story and do a simple action (e.g., standing up) whenever the word appears.

- b. 8 sets of sequence picture cards and icons illustrating the different elements of a typical story. We will discuss with the teachers to see what topics in the emotional health and moral education aspects of their curriculum they would like to address in the sequenced cards. The sequenced cards will cover events of interest to K3 children (e.g., getting lost and running into a panda bear in a bamboo forest). The cards will illustrate stories at different levels of complexity, making them appropriate for children at different levels of abilities.

## 2. Assessment and the criterion of the proposed learning tasks for teachers (primary beneficiaries)

For teachers, there will be four short-answer quizzes and one for each of the chapters. The quizzes will be given before training and one after training. Some items for the quiz on chapter 1 supporting word learning include: 1) in these two sentences, identify two new words for some, if not all, children in your class, 2) define the words for the children using words and contexts the children can understand, 3) write down how you will use the words five times in 5 different short sentences, and 4) write down the standard modern Chinese version of the words, and write down how you will tell the children introduce the fact that the same meaning can be said in two ways: standard modern Chinese and Cantonese.

The expected learning outcomes is that each of the 8 teachers will score substantially higher in the four quizzes post-training

3. Details of the teacher training programme (including brief description of building teacher capability on teaching children with diverse needs and abilities, to justify how teachers are equipped with aforesaid skills and knowledge under the project):

There will be four training sessions for the 8 K3 teachers. Each session is 1.5 hours long. Each session will cover the content of one chapter of the resource handbook. We will first give a 15-minute briefing on the theoretical background for the teaching strategies to be introduced. We will then introduce the strategies illustrated in the scripts given in the handbook. We will engage teachers in role-play for at least 30 minutes so that teachers are comfortable using them in the classroom.

After two training sessions, the speech-language therapist will co-teach a session with each of the K3 teacher using the strategies and engage in a reflective of the experience immediately after. Altogether, there will be 2 co-teach sessions with each of the 8 teachers.

The expected learning outcomes is that each of the 8 teachers will use the strategies discussed and role-played in the training sessions and practised in the classroom with the speech-language therapist immediately after the co-taught session and at the end of the QEF project. To document this outcome, we will do a recording of each teacher's running of the "questioning, exploration and experience learning" activity and a story-telling activity for healthy emotions and moral education at the beginning of the QEF project before any of the training sessions, and at the completion of the OLR program. We will rate the teachers' use of the strategies introduced in the OLR program using a behaviour checklist we will design.

The primary trainer is the project speech-language therapist who has at least 3 years of experience working with preschool and school-aged children. The project teacher, who has at least 2 years of experience as a kindergarten teacher, will work with the speech-language therapist in the development of the resource handbook and consult her on classroom and teacher culture in kindergarten settings in order to make our OLR program authentic, valid and sustainable.

4. Parent involvement

The project principal investigator, the speech-language therapist and the project teacher will give a 1.5 hour workshop to 150 interested parents in the community on how to support their children's oral language and reading development through shared book reading at home.

More parents will be involved as possible.

Parents will learn and practise some social interaction and conversational skills with their children at home. These skills will facilitate their children's development of speaking (e.g., vocabulary) and listening skills, especially those that will support their emergence of reading abilities

5. Details of the deliverables (nature, quantity, topics and levels to be covered)

100 USB with a resource handbook and 8 sets of sequenced picture cards (please see details / topics above)

A behaviour checklist on the use of strategies described and illustrated in the four chapters of the resource handbook

A 1.5 seminar on inter-professional practice with kindergarten teachers in the other 25 Po Leung Kuk kindergartens and 50 STs working in kindergarten settings.

A 1.5 hour workshop to 150 interested parents in the community on how to support their children's oral language and reading development through shared book reading at home.

## 6. Evaluation of the project objectives with success criteria

Objective a. To develop the Oral-Language-for-Reading enhancement program pack, which includes lesson plans and teaching activities for oral language, specifically vocabulary, narrative skills, active listening and independent speaking, in K3 children. These skills lay the foundations for reading comprehension development in the primary school years.

Evaluation a: production and distribution of the deliverables

Objective b. To promote interprofessional collaboration between kindergarten teachers and the project speech-language therapist (ST) through co-teaching.

Evaluation b: pre and post seminar quiz and written feedback from the kindergarten teachers in the other 25 Po Leung Kuk kindergartens and 50 STs working in kindergarten settings after the seminar on inter-professional practice.

Objective c. To enhance the professional capacity of kindergarten teachers in language teaching for children with diverse abilities and needs.

Evaluation c: Our ratings of the teachers' use of the strategies introduced in the OLR program using a behaviour checklist before and after the program. Teachers' scores on the quizzes before and after each of the four training sessions will be compared.

Objective d. (Original) To provide small-group sessions to help parents learn how to support oral language and reading development through shared book reading at home.

(Revised) To deliver a 1.5 hour workshop to help parents learn how to support oral language and reading development through shared book reading at home

(Note that d has been edited given the feedback that we need to increase the number of parent beneficiaries).

Evaluation d: pre- and post- workshop quiz and written feedback from the parents after the 1.5 hour workshop

The project team has provided an evaluation plan with success criteria to assess the achievement of the project aims.

It is estimated that the listening and speaking skills of at least 50% participating kindergarten students will be enhanced, after the project.

### Task lists

1. Writing of a resource handbook for teachers—four chapters
2. Writing one short quiz on each of the four chapters
3. Writing 8 sets of sequenced picture cards with a prototypical macrostructure
4. Lead four teacher training sessions, 1.5 hour each
5. Engage in two co-teach session (1-hour max) with each of the 8 K3 teachers
6. Record a teaching session for each of the teacher pre-program and after-program and lead reflective discussion with them  
2 sessions pre- and 2 sessions post-program for each of the 8 K3 teachers
7. Design a behavioral checklist on teacher's use of language and responsive interaction skill
8. Deliver a workshop to parents 1.5 hours
9. Co-deliver a workshop with the PA on interprofessional practice 1.5 hours