

Part C Project Details**Goals and Objectives****Long-term Goal:**

To enhance pupils' English proficiency and learning interest, and provide suitable curriculum to address learning differences.

Short-term Goals:

To improve pupils English writing skills through reading and interactive writing exercises under online platform.

Objectives

1. To improve pupils' writing skills through strengthening their reading abilities.

Hong Kong pupils are usually weak in writing. According to the research conducted by University of Melbourne between 2004 to 2006, over 80% of P1 students versus over 40% of P.4 students could write simple sentences only (source: Evaluation of the Native-speaking English Teacher Scheme for Primary Schools in Hong Kong 2004 – 2006). As a goal of learning, English writing is to help students express themselves in written English in letters, messages, stories, and so on. As a mean of learning, English writing is to provide further sources of practice and can help students remember the words, phrases, grammar etc that they are learning. Writing skills are therefore very important.

Many experts suggest that if writing is the weakest skill among four other skills, pupils could read about a topic first and to note down useful phrase or ideas for their own writing. Every new book, short story or article they read teaches them new words, new ways to formulate sentences, and more natural ideas on how to use the language. They go to their minds subconsciously and slowly start becoming more natural to them and being part of them. Hence, reading is useful to enhance pupils' writing skills.

In this project, we will shortlist passages that are interesting and level suitable to students. There will be ten reading passages per level (totally 3 levels). We will appoint native-speakers to do the voice-over so that students can listen to the recording while reading. It can increase overall language proficiency, particularly listening comprehension, as well as the ability to acquire a greater sense of the rhythm of the language, which in turn can help learners read and listen in meaningful sense instead of breaking sentences into small parts. Sight words and vocabularies as well as the sentence structure will be introduced.

2. To arouse pupils' interest in English writing through online reading/writing platform and writing exercises.

In the Five Year Strategy in 1998 (Education & Manpower Bureau, 1998), it provides a stepping-stone for the injection of online platform in both the primary and secondary schools. Teachers are expected to have reached the "basic" level of IT competency so as to equip the ability to use online platform in their teaching. Until now, there are more schools and teachers willing to integrate online platform into their curriculum and subjects due to its powerfulness and diversity to implement in different subjects. By using online reading/writing platform, we would like to improve students' attitudes towards English learning, especially writing.

Online writing exercises can generate and increase motivation, which is a vital factor to students' success in language learning. A common reason for the use of interactive writing exercises in English

teaching is that they are an effective ways to interest students. Indeed, interactive writing exercises are capable of involving students if they are entertaining and challenging. As interest is a main ingredient of motivation it can be concluded that interactive writing exercises contribute much to motivate our students. Once students are highly motivated, they will likely study better.

We will include many multimedia materials to make the lessons more engaging. There will be ten writing exercises per level (totally 3 levels). Our writing exercises will reuse the content and vocabularies and structures used in the reading exercises for reinforced learning. We will apply different formats in the exercises such as fill-in-the blanks, matching and picture description to provide more variety in the question presentation. Through these exercises, students will drill on their grammar, familiarize with sentence structures and learn to plan and organize their writing.

3. To design a hybrid approach where classroom teaching and self-access learning are integrated.

An effective online platform that is embedded in the working practices of the school can offer a wide range of benefits to teachers, pupils and parents when using it in class and at home.

Online writing exercises can increase the amount of student practice and participation. When teachers make use of online writing exercises for their classroom teaching, students have more opportunity to practise together with other classmates which will help develop students' learning interest through collaboration learning. When the exercises are done at home, teachers can access, monitor and track students' progress and receive submission of work from pupils easily. It reduces teachers' burden by using transferrable data and automatic marking programme. Students can also access learning materials outside lesson time and do their revisions at home and at their own pace. Parents can also play a greater part in children's learning, where they have access to the learning platform from home. They can view reports and scores in assessments and support children in their learning.

In this project, we will develop an online reading/writing platform. The reading and writing lessons will be held in this platform. The platform includes both students' and teachers' login interfaces which allow them to access to the materials that they are granted with user right. Security control will be included to safeguard the intellectual property rights of the lessons. Students can login the system to do the exercises or have the revisions at home while teachers can login to the system and use the courseware to facilitate their teaching in class. The system can also help teachers handle some administrative works such as marking exercises, recording scores and performance checking. A database system is installed to keep all system and users' data.

4. To address learning differences by offering bonus lessons for students who can pick up faster.

There are barriers to teaching when pupils' learning progress is different. Pupils from diverse backgrounds and with special educational needs are challenges to school. Thus the development of tailor-made curriculum that caters for learning differences is very important. Students who can pick up faster should be given more challenges so that the highest potential in learning can be reached.

In the project, we will have seven lessons per level for general students and three lessons per level for top achievers. Students with normal ability will have the lessons provided to all students. Those students with lower ability can split the lesson into several parts when doing the revision at home and proceed further only after they can follow through the lesson. For top achievers, we offer three bonus lessons so that they can challenge themselves for better learning result.

5. To help teachers capitalize on the engaging interactive content for writing skills training

The online platform and interactive content can be supportive, but not all teachers and students are well prepared in using them for teaching and learning. Teacher training is therefore necessary to

enhance teachers' knowledge in using engaging and interactive content in their teaching.

In this project, we will organize one teacher training for English teachers for P.4-P.6. The purpose of the training is to teach our teachers the basic operation of the online learning platform. We will suggest them how to make use of the multimedia teaching resources for classroom facilitation. We will also teach our teachers to use the online platform to ease their workload on administration works so that they can focus their time on students' caring and lesson preparation.

Needs Assessment and Applicant's Capability

A. School Background

Catholic Mission School is a full-time government subsidized primary school. Founded in 1967 by Hong Kong Catholic Diocese, the missions of the school are to promote the love and care of God, provide education for all students without discrimination and according to their own ability, foster good education development and personal values. Our visions are to lead our students to God and let them learn under love and care. We emphasize biliteracy and trilingualism in our curriculum development, implement multi-dimensional teaching and nurture life-long learning. We want to develop students' independent and critical thinking, self-confidence and all-rounded skills.

For English language, we promote "Reading to Learn" culture in school. We develop students' language competency and encourage them to use English as a mean of communication in daily life. We also promote school-based curriculum development and introduce NET scheme in junior levels. To make our curriculum more enjoyable, different teaching strategies are used such as poems and songs, show-and tell, games, reading aloud, readers' theatre for P.1 to P.3 students and storytelling, introduction of good books, drama and project-based learning for P.4 to P.6 students.

B. Evaluation of Present Situation and Its implication

1. Students are weak in reading and writing skills.

Our students are generally weak in reading and writing. Their comprehension is weak because they cannot pick up sight words and their vocabulary is not enough. Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean. Weak vocabularies cause our students' comprehension to suffer, and difficulties in comprehension cause their vocabularies to remain weak.

2. Some students have low motivation and are passive in learning.

In our annual report of 2008-2009, we have pointed out that some students' academic performances are not up to standard. They have low motivation and are very passive in learning. Lacking the ability to review their learning progress, they rarely set any learning goals for self-improvement.

3. Online learning platform is needed to arouse learning interest and gain support from parents.

Even activity teaching approach is adopted in most classes, traditional textbooks or paper-based worksheets are used. The offline mode is not as flexible and dynamic as online interactive materials. Teachers cannot customize the content according to different class profiles or sequence the teaching patterns to suit different needs. Revision is not easy if students could not catch up their learning in class. Parents generally concern about their child's learning, but they cannot help if they do not have access to their child's learning material at home.

4. Learning difference creates problem in teaching and learning

Due to the diverse background of our students admitted through central allocation, we discovered big learning differences among students. While some students are keen to learn and perform very well in their learning, there are still some students who have learning problems such as Speech and Language Impairment, Autism, Hyperactive, Dyslexia and Asperger's syndrome that need special attention. The learning diversity is further shown in the Form 1 admission of the secondary schools for our graduates in 2008-2009: Sixty-eight percent of our

students were able to get into their first choice while twenty-five percent of our students were admitted to their fourth choice only. Our teachers have to handle students whose learning abilities vary so much and need motivational curriculum and teaching techniques to balance the needs of higher achievers and low achievers.

5. Lacking experience in using online interactive materials for classroom facilitation

Although we already adopted small class approach, the lessons are still mainly on offline mode which limits the interactivity between teachers and students. When using multimedia content for teaching becomes a trend nowadays, it is important for our teachers to enhance their knowledge in this aspect to facilitate teaching in the classroom.

C. How can the project become part of the school strategic development

In our 3-year strategic plan for 2008-2011, one of our school's priorities is to strengthen teaching quality and enhance learning effectiveness. For English subject, we promote learning "from reading to writing" to encourage students to read more in order to improve their writing skills. We also emphasize more communication between teachers and students and take care of learning diversity through multi-dimensional approach. Teachers are encouraged to have more collaboration among themselves, such as prepare lessons together, sharing and feedbacks and organize class visits. Teachers should also acquire questioning skills and the ability to induce students' higher level thinking. We want to develop students' self-directed learning ability and self-discipline. Students should learn to prepare for the lessons and do the revisions themselves and establish IT skills through e-learning.

The project "Reading towards writing" align with our development priority in the sense that it incorporates reading in the writing skills training. The hybrid approach suggested in the project allows us to make use of the fun elements of the online materials for classroom facilitation and increase more interaction with students. The bonus lessons offered can help address learning differences. The online reading/writing platform allows teachers to access the same teaching materials, sharing students' learning progress and hence enables teachers to have better collaboration. Teacher training will be provided in the project to enhance the knowledge of our teachers in arousing students' interest and thinking. Since our students can also access to the lessons through the internet at home, they can prepare for their lessons in advance or do their revisions after class which can effectively promote self-directed learning.

D. Applicant's Capability and Condition

Our students are eager to take challenges. They have positive attitudes towards the projects we implemented before and have experiences in using online learning programmes before. They should have enough computer skills to do the lessons without supervision.

There is multimedia setting in every classroom including a projector and a computer with internet access. Teachers can conduct their classes using online content in the classrooms. We also have one computer room for 18 persons and a multimedia learning centre for 32 persons which can be opened to students who do not have computer facilities at home.

Targets & Expected Number of Beneficiaries

The number of beneficiaries of this project are:

Teachers	5
P4-6 pupils	155
Parents	300

Conceptual Framework

1. Writing through reading

Robert Gay in his book *Writing Through Reading* suggests that "Writing through reading is simply a unit of methods and exercises in different kinds of rewriting or retelling another person's thoughts. Through the processes of transcribing, translating, paraphrasing, condensing, and imitating, students can learn to reproduce in writing the thoughts of others."

Gay also mentions the advantages of reproducing thoughts. It provides students with the ideas about a subject and simplifies the problems from original composition. It also allows students to measure their own success by comparing the reading materials reproduced as a model. Similar writing submitted by classmates also provides a model with which students can judge their own work. Original writing can only be judged by the teacher's standards, which may be totally inconsistent with those of the students. Reproducing thoughts also force students to enlarge students' vocabularies. If students are to reproduce the thoughts of another, they must strive for accuracy. If their limited vocabularies do not provide the words for expressing another's thoughts, they must find them. Lastly, frequent exposure to good writing eventually enables students to distinguish between good writing and bad writing. If they can practice writing sentences following the exact model of those read, they will master the art of writing sentences.

(Source: Gay, Robert M. *Writing Through Reading*. Boston: The Atlantic Monthly Press, 1921.)

2. Interesting multimedia teaching resources can engage students' learning.

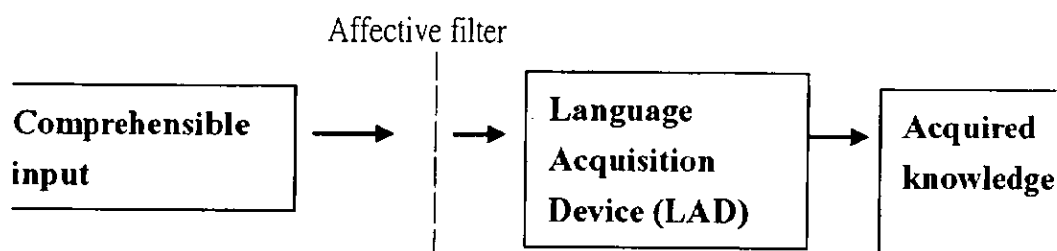
According to Jonassen, an essential part of learning is it has to be interesting, engaging and appealing. It must also be authentic, personally relevant, challenging and interesting to learners, and provide a physical simulation of the real-world task environment. (Jonassen 1999). Through student-centered learning, students will engage in collaborative activities with their team members as well as with the instructor.

Some researchers also suggest that the authenticity and richness in multimedia learning environments can provide qualitatively different experiences that motivate students to persist, immerse themselves in the content, encounter diverse perspectives, and develop more complex views of issues (Dwyer, 1994; Kinzie & Sullivan, 1989).

(Sources: Jonassen, D. H. (1999). *Designing Constructivist Learning Environments*. In C. M. Reigeluth (Ed.), *Instructional theories and models: A New Paradigm of Instructional Theory* (2nd Ed.), Mahwah, NJ: Lawrence Erlbaum, 215-239, Dwyer, D. (1994). *Apple classrooms of tomorrow: What we've learned*. *Educational Leadership*, 51(7), 4-10. and Kinzie, M., & Sullivan, H. (1989).

3. Learning differences create barrier in second language learning.

According to Krashen's Theory of Second Language Acquisition, a mental block caused by affective factors prevents input from reaching the language acquisition device (LAD). The language learning is filtered somewhere along the way, and only a part of it is acquired or changed into intake. (Krashen, 1982).

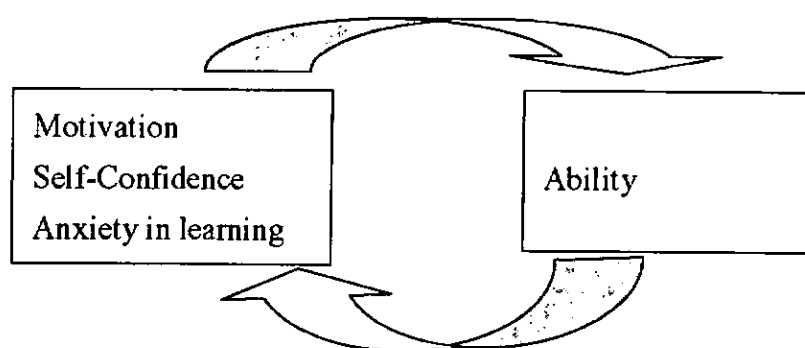


Krashen's Theory of Second Language Acquisition

Krashen claims that learners with low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. (Krashen, 1985) In order to make sure that the students' affective filter is low at all times in order for learning to take place, we need to have enough motivation, build their self-confidence and reduce their anxiety in learning. In the classroom, students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know – that they aren't any good at English. Feelings of failure can therefore lead to a downward spiral of a self-perception of low ability • low motivation • low effort • low achievement • low motivation

Specific contributing factors might be a low mark or a series of low marks, getting behind on a program of study and the difficulty of subject material. Students who lack behind the standard will be de-motivated and become lack of interest in catching up their learning.

(Source: Littlejohn, Andrew-November 2001 ENGLISH TEACHING professional, Issue 19, March 2001)



Innovation

Although our final goal is to improve students writing skills, we promote 'Reading while listening' instead of focusing on the training of writing alone. Students read while simultaneously listen to the audio recording can help increase overall language proficiency, particularly listening comprehension, as well as the ability to acquire a greater sense of the rhythm of the language, which in turn can help learners read and listen in meaningful sense rather than adopt a word-for-word strategy (Day & Bamford, 1998). Foreign language readers tend to break sentences into small incoherent parts while they are reading, it is therefore spoiling the sentences' integrity and rendering them meaningless.

“Reading while listening” helps retain that integrity by presenting larger semantic units that in turn leads to better comprehension. By adopting a more holistic approach, learners can attain a higher level of comprehension when engaged in reading. (Amer, 1997). In terms of vocabulary growth, “Reading while listening” created the conditions necessary for incidental vocabulary acquisition gains according to Horst et al. (1998) study.

The online learning platform to be adopted in the project will also help to remove the boundary between classroom and home. Students can access to the course materials anywhere with internet access so they can do their revisions or catch up what they cannot follow at school easily. This concept is new to us because we have never adopted such hybrid approach in teaching before. This is also consistent with our strategic plan to enhance students’ learning interest and independent learning.

Amer, A. (1997). The effect of the teacher’s reading aloud on the reading comprehension of EFL students. ELT Journal, 51, 43–47.

Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge, England: Cambridge University Press

Horst, M., Cobb, T., & Meara, P. (1998). Beyond A Clockwork Orange: Acquiring second language vocabulary through reading. Reading in a Foreign Language, 11, 207–223.

Extend of Teachers and Principal Involvement in the Project

Our principal, _____ is very supportive to innovative ideas and is very willing to provide resources to improve students’ learning. As mentioned in our 3-year strategic plan for 2008-2011, we will put our emphasis in strengthening teaching quality and enhancing learning effectiveness. It reflects the determination of the principal and the management team to support any project that can improve these two areas.

Our English Panel Chairlady, _____ has been in the position for three years. She is energetic and full of passion in teaching. She knows the strengths and weaknesses of our students very well and has good communication with English teachers and NET teachers. Ms. Chan will be the project leader to coordinate with people internally and work with the external parties such as the curriculum developer, parents and other schools.

Other English teachers, including _____, our Vice Principal, _____, our Prefect of Discipline and _____, APSM, our Curriculum Developer _____ will also provide suggestions to the projects. They will provide administrative supports, such as arranging the student orientations, parent seminar and offer feedback to us about the project after it is implemented.

Our IT assistants will also provide their supports to teachers, pupils and parents during project implementation. They will also have close contact with the curriculum developer for any emergency support.

Implementation Plan with Time-line

We plan to start our project from June 2010 and finish it by June 2011.

May 2010

In this stage, we start to prepare for our proposal. We will study relevant programs and content in Hong Kong. Teachers who are responsible for teaching English will also be interviewed to obtain their opinions and expectation on this English writing courseware under hybrid approach. It is expected that all teachers’ concerns have been addressed before the proposal is finalized and the framework of the curriculum is developed accordingly.

June 2010 to Aug. 2010

In this stage, the project proposal is confirmed and approved. We will contact multimedia curriculum developers to provide quotations on the online platform and the English writing courseware with 3-level of difficult for classroom facilitation and online learning. Once the provider is selected and the service contract is signed, the program development deploys. We will start working with the developer to establish an online platform that can hold the courseware. The courseware development will also be done according to the framework formed in May 2010. Testing will be carried out after both the online platform and the courseware content are ready. The project will be launched if everything goes smooth in the initial testing.

Sept 2010 to April 2011

In order to get our teacher familiar with the curriculum as well as the system, a teacher training will be provided to all teachers who will be teaching P.4 to P.6 English. The ways to make good use of multimedia teaching resources for classroom facilitation will be suggested. Teachers will also learn how to operate the online multimedia learning platform and use it for administration purposes.

Orientation will be arranged to help students familiarize the interface of the online platform so that they can use it at home easily without problem.

Parent seminar will also be arranged. It not only help get parents' support to assist students' learning at home but also let them understand their child's learning situation and enhance the relationship between parents and school.

When the project continues to deploy, we will collect feedback from users. On-going development and enhancement on the multimedia platform as well as the courseware will be done. It is expected that the project is being fine-tuned continuously so as to be most suitable for all users' needs.

We will use the assessment scores after each lesson to monitor the performance of our students. It can help us understand the learning progress of individual student and also evaluate the effectiveness of the programme.

May 2011 to June 2011

In this stage, evaluations will be conducted with students and teachers who have used the resources and the online courseware for teaching and learning. The evaluation results will be shared with all parties in the school website. A seminar will be organized to introduce the project to the other primary schools.

Expected Deliverables and Outcomes

This project will have both tangible deliverables and intangible outcomes: Tangible deliverables:

1. An online reading/writing platform: A platform that holds the courseware for classroom facilitation and online learning. It can also help teachers in their administration such as marking exercises, recording scores and performance checking.
2. Ten reading exercises per level recorded y native speakers (3 levels of difficulty totally 30 exercises). Seven out of ten will be used by students in the related level. Three exercises will be treated as bonus exercises to high achievers who want to take more challenges.

3. Ten writing exercises per level (3 levels of difficulty, totally 30 exercises). Same as reading exercises, seven out of ten will be used by students in the related level. Three exercises will be treated as bonus exercises to high achievers who want to take more challenges. The writing exercises will consist of several different formats: (fill-in-the-blanks, dictation, grammar, picture description, planning and organization). The writing exercises will base on the content in the reading exercises. Vocabularies learnt from reading exercises will be repeatedly used in the writing exercises to reinforce learning and understanding.
4. Teacher training workshop: One professional development workshop will be provided in September 2010 to English teachers for P.4-P.6. The purpose of the workshop is to teach our teachers the basic operation of the online learning platform. We will suggest them how to make use of the multimedia teaching resources for classroom facilitation. We hope our teachers can capitalize on the attractiveness of the multimedia materials to arouse the learning interest of our students. Besides, we will also teach our teachers to use the online platform to ease their workload on administration works such as marking and recording scores.
6. Student orientation: One student orientation will be organized in September 2010 to students in P.4 to P.6 to familiarize with the multimedia online learning platform and the courseware so that they can reinforce their learning at home. The workshop will include the basic operation of the platform, introduction of the reading and writing exercises and the bonus lessons.
7. Parent seminar: One parent seminar will be organized in September 2010 so that they will familiar with the system and school's expectation. It can help students perform better if parents' support is obtained. In the seminar, parents will be introduced the ideas behind the project, the advantages of using this hybrid learning approach, how they can help to enhance their child's learning. The basic operation of the online learning platform will also be introduced.
8. Project pamphlet: Pamphlet introducing the project will be produced and distributed in the workshops and seminars.

Intangible outcomes:

1. Students' reading and writing skills are improved With the specially selected reading materials with the recording by native speaker, students' reading skills as well as listening skills should be improved. Besides, using the same vocabularies and content from the reading exercises can also have synergy effect on the learning in the writing exercises.
2. Students' learning interest is enhanced Multimedia resources used in the lessons provide visual-and audio-rich effect. The interactive elements can arise students' learning interesting.
3. Classroom facilitation and online learning are both fulfilled With the use of the online learning platform, the multimedia materials can be used for teaching in class. Students can also access the same materials and exercises after school for revision. The learning effectiveness can further be enhanced.
4. Learning differences are addressed Students with normal ability will learn the general lessons provided to all students. Those students with lower ability can split the lesson into several parts when doing the revision at home and proceed further only after they can follow through the lesson. We offer the bonus lessons to the high achievers so that they can challenge themselves for better learning result.
5. Teachers' knowledge in using interactive courseware content for writing skills training is enhanced. Teacher training provided can offer insights and experience sharing to our teachers in using interactive courseware content for writing skills training and help make classroom facilitation enjoyable.

In order to ensure the abovementioned deliverables and outcomes disseminated properly, we will make use of three different ways:

1. Parent seminar: A parent seminar will be held in September 2010. Objectives of the project and simple system introduction will be provided.
2. Student orientation: A student orientation will be held in September 2010. Objectives of the project, features and operating details of the system will be explained in the student orientation.
3. User sharing on school website: Students and teachers who are responsible for teaching English in P.4-P.6 will be invited to provide their sharing in using the online learning platform and multimedia courseware for classroom facilitation and online learning.
4. Sharing session with other primary schools A sharing session will be held in Dec 2010. Objectives of the project, basic features, teachers' experience sharing will be included in the session. Project pamphlet will also be distributed for easy understanding and reference.

The deliverables and outcomes are for school internal use only and we have no plan to commercialize it.

Budget Plan

The project is estimated to be HK\$250,500. We will develop 60 lessons with 3 levels of difficulty. Here are the details of our budget plan:

Item	Description	Qty	Cost per unit	Amount (HKD)
A	Staff costs			\$124,960.50
			Sub-total	\$124,960.50
B	Equipment			Nil
			Sub-total	0
C	Services			
	• Online reading/writing platform (student and teacher interfaces, security control)			\$50,000
	• Database system			\$25,000
	• Reporting system (teacher's reports, students reports)			\$7,000
	• Copyright of the reading passages			\$21,000
	• Recording for reading lessons -7 lessons/level for general students -3 lessons/level for high achievers	10 reading lessons x 3 levels = 30 lessons		\$10,500
	• Graphic design			\$5,000
	• Teacher's training			\$5,000
			Sub-total	\$123,500

Item	Description	Qty	Cost per unit	Amount (HKD)
D	Works			Nil
			Sub-total	0
E	General Expenses			
	Printing costs			\$1,400
	Miscellaneous costs			\$639.5
			Sub-total	\$2,039.5
F	Contingency			Nil
			Total	\$250,500

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer software	Online reading/writing platform	1	\$50,000	For use by school
	Database system	1	\$25,000	
	Reporting system	1	\$7,000	

Report Submission Schedule

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

Project Management 計劃管理		Financial Management 財政管理	
Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日	Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日
Progress Report 計劃進度報告 1/5/2010 - 31/10/2010	30/11/2010	Interim Financial Report 中期財政報告 1/5/2010 - 31/10/2010	30/11/2010
Progress Report 計劃進度報告 1/11/2010 - 30/4/2011	31/5/2011	Interim Financial Report 中期財政報告 1/11/2010 - 30/4/2011	31/5/2011
Final Report 計劃總結報告 1/5/2010 - 30/6/2011	30/9/2011	Final Financial Report 財政總結報告 1/5/2010 - 30/6/2011	30/9/2011

Evaluation Parameters and Method

We will measure the effectiveness of the project by five major performance indicators:

1. Pupils are able to comprehend most reading passages and produce better composition.
2. Pupils show interest in the class and have satisfactory participation in the online learning.
3. The online reading/writing platform is in place.
4. Students with different learning progress are given appropriate level of lessons for learning.
5. Teachers are able to make use of interactive materials to assist their teaching.

The project is proven to be good if the performance of the indicators exceed the current ones.

Current Situation	Preferred outcome	Evaluation methods
Students are weak in reading and writing skills.	Pupils are able to comprehend most reading passages and produce better composition.	Online exercise results
Some students have low motivation and are passive in learning.	Pupils show interest in the class and have satisfactory participation in the online learning.	Students' interviews and teachers' observation and comments
No online reading/writing platform in use.	The online reading/writing platform is in place.	Availability of the online platform
Learning difference creates problem in teaching and learning	Students with different learning progress are given appropriate level of lessons for learning.	Availability of the bonus lessons
Teachers are lacking experience in using online interactive materials for classroom facilitation	Teachers are able to make use of interactive materials to assist their teaching.	Teachers' comments

Sustainability of the Outcomes of the Project

The "Reading towards Writing" project is highly sustainable because it provides benefits to many parties.

To pupils

1. It arouses students' learning interest through interactive multimedia content
2. It enhances students' reading skills by adopting "reading while listening" strategy.
3. It improves students' writing skills through grammar training, vocabulary, fill-in-the-blanks, planning and organization of a passage.
4. It motivates students by providing level suitable exercises for them.

To teachers

1. It provides readily available teaching materials that reduce teachers' workload from preparing their own course materials.
2. It offers multimedia materials that make the lessons become more interesting.
3. It helps reduce the workload in administration such as marking and recording scores.
4. It allows teachers to monitor the performance of the students and identify those who need more attention.

To parents

1. It helps parents know what their child's learning better.
2. It helps improve the communication with the school.

To education sector We set example of using online reading/writing platform and hybrid approach for English learning. The success of the project can be served as a model for other schools to follow.

Our IT staff will maintain the system after completion of the project. Our English teachers will continue to include new content to keep it updated and interesting.

Dissemination / Promotion

To disseminate the project to the related parties and the public, we have the following plan:

1. Parent seminar: A parent seminar will be held in September 2010. Parents of P.4-P.6 students will be invited to the seminar. Parents will get familiarized with the system and our school's expectations from them. In the seminar, we will introduce the project, the advantages of using online reading/writing platform and the way to enhance their child's learning. The basic operation of the online learning platform will also be introduced.
2. Student orientation: A student orientation will be held in September, 2010. In the orientation, we will focus on the training to P.4 to P.6 to get them familiarized with the online reading/writing platform. The orientation will include the basic operation of the platform, showing examples of the reading and writing exercises and the bonus lessons. Students will also be encouraged to do their revision at home.
3. User sharing on school website: Students and teachers who are responsible for teaching English in P.4-P.6 will be invited to provide their sharing about the project. Their sharing will be posted to our school's website for public viewing.
4. Sharing session with other primary schools: A sharing session will be held in December 2010. We will introduce the objectives of the project, basic features, and have our teachers share their experiences in the project. We will also distribute pamphlets during the seminar.