



東西文化薈萃

多元語言及多元文化下的
閱讀和寫作學與教

When East Meets West:

**The Teaching and Learning of Reading and Writing
in the Multilingual and Multicultural Context**

12 - 14 June 2014

Meng Wah Complex,

The University of Hong Kong

Co-hosted by:



Faculty of **Education**
The University of Hong Kong



Centre for Advancement of Chinese
Language Education and Research
(CACLER)

IAIMTE

The International Association
for the Improvement
of Mother Tongue Education

**When East Meets West: The teaching and learning of reading and writing in
the multilingual and multicultural context**

「東西文化薈萃:多元語言及多元文化下的閱讀和寫作學與教」國際研討會

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*Jointly organized by the Division of Chinese Language and Literature, and
Centre for Advancement of Chinese Language Education and Research (CACLER) of Faculty of Education,
the University of Hong Kong, and the
International Association for the Improvement of Mother Tongue Education (IAIMTE)*

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Preface

The *When East Meets West: The teaching and learning of reading and writing in the multilingual and multicultural context* International Conference is jointly organized by the Division of Chinese Language and Literature, and Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, the University of Hong Kong, and the International Association for the Improvement of Mother Tongue Education (IAIMTE). On behalf of the Conference Organizing Committee, we would like to express our warmest welcome to all of the conference delegates.

The theme of this conference has highlighted how the best of two traditionally diverse worlds can possibly be synthesised not only in terms of educational research but for arousing awareness of multilingualism and multiculturalism in a globalised context. We are delighted to see over 270 delegates from 13 countries/regions, including 19 of our partnership schools, have stepped out to generously share their insights with fellow researchers and teaching professionals. Their experiences and perspectives are, without doubt, invaluable assets to those in our field.

In celebration of CACLER's 15th Anniversary, we are glad and honoured to offer this global platform, also known as IAIMTE's 2nd Special Interest Group (SIG) Reading and Writing Conference, on which synergy between research-based and classroom-based knowledge is enabled and facilitated. We believe that the pre-conference workshop (by Prof. Krashen) and distinguished keynote speeches (by Prof. Rijlaarsdam, Prof. Krashen and Dr. Lao) will be able to enlighten us in different areas of language education, and foster information exchange amongst academic researchers, teacher trainers and frontline educators.

In the multicultural Hong Kong, language education, particularly teaching and learning of Chinese for non-native learners, has become one of the most heated issues of the day. Given that Chinese as a second language (CSL) is essential for students from non-Chinese backgrounds as both a means of communication and an asset for career development, effective teaching and learning strategies are key to enhancement of learners' motivation and Chinese proficiency levels in ethnically mixed school settings. In this regard, we place our primary focus on curriculum development and implementation targeted at reading and writing for non-Chinese speaking (NCS) secondary school students while covering current research on mother tongue and bilingual/multilingual education in other parts of the world as well.

Based on the experience of our University-School Support Programme (USP) entitled "Tradition and Innovation: Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking

Students in Secondary Schools” (2013-2015), as well as of other sister programmes (including Student Support Programme on Chinese Language [SSP] and University-School Support Programme for Kindergartens [USP KG]), we have initially identified differentiation design, drama in education and peer collaborative learning as three of the most effective strategies for elevating NCS students’ Chinese reading and writing skills in the academically diverse multicultural classrooms. With the collaborative efforts of partnership schools and HKU researchers, innovative CSL curricula, pedagogies and strategies, assessment tools were developed, experimented and refined. We are pleased to witness the gradual improvement amongst these NCS students as evidenced by their enhanced performance and motivation, as well as the easing of teachers’ burden.

Once again, we would like to express our sincerest gratitude to all of you for your participation in this conference.

Mark S.K. Shum

Head of Division of Chinese Language & Literature, Faculty of Education, The University of Hong Kong

Shek-Kam Tse

Conference Co-Chair; Director, Centre for Advancement of Chinese Language Education & Research (CACLER),
Faculty of Education, The University of Hong Kong

Elizabeth K.Y. Loh

Conference Co-Chair; Assistant Professor, Faculty of Education, The University of Hong Kong

Gert C.W. Rijlaarsdam

Professor, Graduate School of Teaching and Learning, University of Amsterdam, the Netherlands;
Founder of the IAIMTE, Chief Editor of L1 Educational Studies in Language and Literature Journal

Conference Program

To promote research and practice of L1 and L2 teaching as well as to provide scholars and educators an opportunity to exchange thoughts and share experiences, the Division of Chinese Language and Literature, and the Centre for Advancement of Chinese Language Education and Research (CACLER) of Faculty of Education, the University of Hong Kong, in collaboration with the International Association for the Improvement of Mother Tongue Education (IAIMTE), are jointly organizing this Special Interest Group (SIG) Conference.

Conference Programme:

	June 12 (Thu)	June 13 (Fri)	June 14 (Sat)
A.M.	Pre-conference School Visit*	Opening, Keynote speech	Parallel sessions, Keynote speech, Closing
P.M.	Pre-conference workshop by Prof. Stephen D. Krashen	Parallel sessions	Post-conference local tour*
		Conference Dinner at Jumbo Kingdom*	

* *The activities are available for **overseas** participants only.*

The International Association for the Improvement of Mother Tongue Education

(<http://www.iaimte.com>)

The International Association for the Improvement of Mother Tongue Education welcomes researchers, teachers, teacher educators, subject methodology teachers involved in the teaching of language and literature to join the association for free and to participate in conferences, book publications, newsletters and the IAIMTE journal *L1 - Educational Studies in Language and Literature* to exchange the experiences and to learn from other educational cultures. The goals of the IAIMTE are to create an international network of national and regional associations of mother-tongue associations and to build a network of specialists in mother tongue education.

Centre for Advancement of Chinese Language Education and Research (CACLER)

香港大學教育學院中文教育研究中心

(<http://www.cacler.hku.hk>)

Centre for Advancement of Chinese Language Education and Research (CACLER) is a world leading

centre in Chinese language teaching. CACLER is formally established in July 2004 under Faculty of Education in the University of Hong Kong to capitalize on collaborative networks on Chinese Language education and further advance the research on this area. It was built upon a solid foundation of the CMI Project (which is publicized and known to the public as the “Support Centre for Teachers Using Chinese as the Medium of Instruction” since 1998), Dragonwise Project and a lot of Chinese Language Education Projects. With sponsorship from Language Fund and Quality Education Fund, these projects have already established a close connection with primary and secondary schools in Hong Kong and extensive research collaboration networks with institutions and education bureaus in the Mainland China, Taiwan, Singapore, Korea, Southeast Asia and the United States. Besides, they have built a strong reputation for offering targeted support and resources on effective pedagogy in language education, teaching using CMI, using information technology in the teaching and learning of Chinese as well as developing theoretical perspectives related to the teaching and learning of Chinese, as L1 or L2, for students and teachers.

Division of Chinese Language and Literature, Faculty of Education, The University of Hong Kong
香港大學教育學院中國語言及文學部

<http://web.edu.hku.hk/divisions.php?chinese>

The Faculty of Education has a unique heritage and context. It is an integral part of a comprehensive, research-intensive, international, English-medium university in the Hong Kong Special Administrative Region of China. At the same time, the Faculty is a regionally and globally engaged educational hub.

The Faculty is constituted of seven Divisions with the Division of Chinese Language and Literature (CLL) being one of them. It consists of 17 full-time academic staff members with expertise in the following areas: Chinese Language Education; Chinese Curriculum; Assessment of Chinese Language; Research Methods; Reading; Writing; Oral and Listening; Discourse and Text Analysis; Teacher Professional Development; Teaching Chinese as a Second Language; Linguistics Study; Literature Study; Technology and Chinese Language Education ;Drama in Education; Debate and Argumentation; Putonghua Education; Learning Study.

Organising Committee and Working Group

Conference Chair

Prof. Tse, Shek Kam, Faculty of Education, The University of Hong Kong

Dr. Loh, Elizabeth Ka Yee, Faculty of Education, The University of Hong Kong

Conference Organizing Committee

Prof. Rijlaarsdam, Gert C. W., Graduate School of Teaching and Learning, The University of Amsterdam

Prof. Tse, Shek Kam, Faculty of Education, The University of Hong Kong

Dr. Shum, Mark Shiu Kee, Faculty of Education, The University of Hong Kong

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Conference Working Group

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Dr. Lam, Joseph, Faculty of Education, The University of Hong Kong

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Ms. Hung, Cathy, Faculty of Education, The University of Hong Kong

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Pre-Conference Workshop

Fundamentals of language acquisition and teaching

Krashen, Stephen D.

Professor Emeritus at the University of Southern California, U.S.A.;

Founder of various influential concepts and terms in the study of *Second Language Acquisition*

A review of the last three decades of language acquisition research and implications for practice, with a focus on the Comprehension Hypothesis, the idea that we acquire language and develop literacy when we understand messages. Research results will be presented, as well as and methodological innovations for the beginning level (eg. TPR, Natural Approach, TPRS), and the intermediate level (sheltered subject matter teaching and self-selected reading).

Distinguished Keynote Speech

Writing to read: Learning to write supports comprehending

Rijlaarsdam, Gert C. W.

Professor, Graduate School of Teaching and Learning, University of Amsterdam, the Netherlands;
Founder of The International Association for the Improvement of Mother Tongue Education (IAIMTE)
and the Chief Editor of L1 Educational Studies in Language and Literature Journal

In this paper I will present studies that aimed to improve comprehension via writing tasks. The studies aim at comprehending literary texts, at understanding argumentation, and at synthesizing various written sources. All studies were executed in secondary education, ages varying from 14 until 17 years old.

Couzijn, M. & Rijlaarsdam, G. (2004). Learning to read and write argumentative text by observation of peer learners. In G. Rijlaarsdam, H. van den Bergh, & M. Couzijn (Eds). *Studies in Writing: Vol. 14. Effective Learning and Teaching of Writing. A Handbook of Writing in Education*. Second edition. Boston: Kluwer Academic Publishers. [p. 241-258].

Braaksma, M. A. H., Rijlaarsdam, G., & Van den Bergh, H., (2002). Observational Learning and the Effects of Model-Observer Similarity. *Journal of Educational Psychology*, 94, 2, 405-415.

Kieft, M., Rijlaarsdam, G., & Van den Bergh, H. (2008). An aptitude-treatment interaction approach to writing-to-learn. *Learning and Instruction*, 18, 379-390

Rijlaarsdam, G., & Couzijn, M. (2013). *Writing in linguistics and literature: Effects on knowledge, writing, and science literacy*. EARLI conference 2013, München: August 2013.

Distinguished Keynote Speech

Compelling comprehensible input

Krashen, Stephen D.

Professor Emeritus at the University of Southern California, U.S.A.

Lao, Christy Y.

Associate Professor at the College of Education, the San Francisco State University, U.S.A.

We introduce here an extremely important factor in language and literacy development: COMPELLING INPUT, input that so interesting that the acquirer "forgets" what language he or she is reading or listening to - Only the message exists.

We hypothesize that language acquisition and literacy development is most efficient when input is compelling. Previous research on self-selected reading supports this hypothesis and we present examples of recent attempts to provide to provide compelling input. The results suggest that the "Compelling Input Hypothesis" is correct.

Featured Presentation

**Catering for learners' diversity: The design and application of
differentiated curriculum and teaching materials**

Tse, Shek Kam

Faculty of Education, The University of Hong Kong

This presentation reports innovative teaching strategies to cater for learners with markedly different language levels in the same classroom,, and discusses ways of delivering the curriculum to classes containing both local and immigrant children with different family and cultural backgrounds. Discussion focuses on a number of intervention strategies, providing differentiated learning objectives, differentiated curriculum , and differentiated instructional materials to cater for individual differences. Thus linguistically disadvantaged students can study together with other local students in one classroom instead of pulling them out to form a special class.

Featured Presentation

ICT for integrated perceptual learning of language

Learning a language involves the discernment of key features of meanings and their connection to those in the linguistic forms. Rich meaningful inputs and systematic variation among them are important in developing such discernment. The three applications will try to illustrate what ICT can help in these regards.

Sub-title 1: Software to enhance tone learning by intonation language speakers through variation

Ki, Wing Wah¹, Lau, Eddie¹ & Ng, Evans¹ & Lam, Ho Cheong²

Faculty of Education, The University of Hong Kong, HK¹;

Department of Early Childhood Education, Hong Kong Institute of Education, HK²

The learning involves a change in the habit of processing speech input. The learners need to disconnect the pitch feature from the sentence level meaning (which is their habit) and connect it to the word level meaning. An experiment with the software has brought about noticeable change of this kind among adult learners within hours, and hence helped opening the door to their subsequent learning of the tonal language.

Featured Presentation

ICT for integrated perceptual learning of language

**Sub-title 2: Simple mobile platform for collaborative and authentic
learning of Chinese vocabulary - mChinese**

Loh, K. Y. Elizabeth, Ki, Wing Wah, Lau, M. K. Vincent, Lau, C. C. Eddie & Ng, Evans
Faculty of Education, The University of Hong Kong, HK

New vocabulary can best be learnt when they occurs authentically in rich and meaningful contexts. Mobile learning devices can provide an excellent tool for the learners to capture such language occurrences in their daily life. The platform is developed firstly to provide simple-to-use interface for students and teachers to exchange such language instances captured in their daily life so as to expand each others' learning. Besides, the platform also allows flexible organization of these vocabulary items to highlight important regularities and variations in the language. In the future development, the platform can also provide simple interface for the learners to break down of the vocabulary items into their constituting components, and the combination of the components or vocabulary items into new phrases and messages, and to play interactive games among the learners.

Featured Presentation

ICT for integrated perceptual learning of language

**Sub-title 3: Open software to enhance learners' discernment and
connection of features of Chinese characters**

Ki, Wing Wah¹, Cheung, Wai Ming¹, Ng, Evans¹, Wong, Samantha¹, Pang, Ming Fai¹,
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Faculty of Education, The University of Hong Kong, HK¹,
Department of Early Childhood Education, Hong Kong Institute of Education, HK²,
The University of Gothenburg, Sweden³

Learning a Chinese character involves the learning of its form, sound and meaning. The software provides recognition exercises so as to enhance learners' discrimination and identification among different forms, sounds and meanings of groups of Chinese characters, and the fusion of the corresponding forms, sounds and meanings. By grouping the characters in different ways, the learners can be afforded to discern the different distinguishing features in the forms, sounds and meanings of characters in the language. By studying the effects in the different ways of sequencing the types of recognition exercises, language educators can explore the preferred style of learning of the learners.

Featured Presentation

Language Assessment

**The potential of literary dialogue in heterogeneous learning
environments**

Pieper, Irene

University of Hildesheim, Germany

In German literature education dialogical approaches to literature are highly valued. Research points to the importance of communication about literature in the socialisation process but also stresses the difference between the various environments for encounters with literature, namely the non-formal contexts of family and peers and the institutional context of schooling. Despite heavy criticism on teacher-centred communication about literary texts it is claimed that conversation about literature in the classroom can lead into intensive encounters with literature which help developing both motivation in reading and literary competence. This seems of specific importance with regard to students who lack experiences of literature communication outside school. The paper examines two cases comparatively in order to explore criteria of quality in the literary dialogue. The examination is based on conversational analysis. It looks at the role of the teacher in staging the discussion, namely on potential prompts and feedback. Besides, choice of text and its presentation is focussed upon.

Featured Presentation
Language Assessment

**Assessment of a complex task: la production de texte en français langue
maternelle**

Marin, Brigitte

University Institute for Teachers Training of Créteil, Paris-Est Créteil Val-de-Marne University, France

This survey aims at showing the instability of the criteria of notation of text production in French as a mother tongue. Our theoretical framework is based on recent research about assessment (Mottier-Lopez et Figari, 2012; Van Beveren, Dumortier, et Dipsy, 2013) and writing narrative texts. In fact, the evaluation of text productions constitutes a particularly illuminating example of the complex evaluation of a task being complex in itself. Our hypothesis is that between the teacher requirements and the pupil's representation of the task, it often exists a misunderstanding which distorts the rules of the game.

Our study is based on 250 assessments coming from the evaluation by 10 different teachers of narrative texts written by 25 from 10 to 11 years old pupils. These texts are evaluated in two different conditions (i) handwritten texts; (ii) the same texts, after being typed and revised on the spelling plan. The results show great differences between the marks given to the same text (handwritten and typed) and to the same text examined in the same condition by the different evaluators.

Our partial and temporary conclusions lead us to conclude that the criteria mobilized during an evaluation of text productions are heterogeneous and have a different weight according to the teachers. This school activity, which seems so strongly differential, requires, in order to mitigate the misunderstandings, an explanation of the criteria of appreciation of the texts written.

Mottier-Lopez, L. & Figari, G., 2012, Modélisation de l'action en éducation. Questions épistémologiques. [Modelling of the action in education. Epistemological questions]. Bruxelles : De Boeck.

Van Beveren J., Dumortier, J.-L. & Dipsy, M., 2013, L'évaluation de la qualité de la langue dans la production d'écrits. De futurs maîtres face aux copies des lycéens. [The evaluation of the quality of the language in text production. Future teachers and texts written by high school students]. Le Français aujourd'hui, 181, 87-97.

Featured Presentation
Language Assessment

**The effectiveness of using ‘Reading to Learn, Learning to Write’
pedagogy in teaching Chinese to non-Chinese speaking students in Hong
Kong: Based on the text analysis of students’ writing**

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This paper examines the effectiveness of “Reading to Learn, Learning to Write, R2L” pedagogy (Rose, 2012) in teaching Chinese to non-Chinese speaking students in Hong Kong. The R2L pedagogy is applied to teach these students to read and write texts of different genres in a junior secondary Chinese after school class for a year. Students were asked to write a composition before and after each genre teaching cycle respectively. During the teaching cycle the teachers adopted the procedure from preparing for reading, detailed reading, joint re-writing, sentence-making, to joint construction in order to provide sufficient scaffolding to the students before they write their own composition. This paper will choose the writings from students representing the low, medium and high achievers respectively. Their pre-test and post-test writings will be analyzed using Reading to Learn assessment criteria and number of words in their writings. One of the students was selected to be the case of focus since the student received Chinese teaching solely in lessons provided by the research team. The student’s writings were analyzed with Systemic Functional Linguistics (Halliday, 1994, 2004) framework on the aspect of transitivity, modality, cohesion, etc. Besides, semi-structured interviews will be conducted to understand the teachers and students on their opinion of this pedagogy. A preliminary observation of the pre-test and post-test writings suggests that after the teaching, students can write much longer with better text organization following the schematic structure illustrated in the reading texts. The case of focus also shows a continuous improvement in different aspects of analysis. It is hoped that the findings can provide information to improve the teaching of Chinese as a second language for non-Chinese speaking students in Hong Kong.

Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. London: Arnold.

Rose, D. & Martin, J. (2012). *Learning to Write, Reading to Learn*. Sheffield: Equinox

Featured Presentation
Functional Grammar & Literacy Education

**From school to university: Some crucial linguistic and multisemiotic
literacy aspects of reading, writing and presenting in the new context**

Ventola, Eija
Aalto University, Finland

A major transforming socialization phase for young children is when they enter from the home environment to their first educational institution. Various stages of schooling take them through different educational socialization phases, and many entering the tertiary level may first consider the shift from school to university easy, but soon come to notice that academic expectations of knowledge formation through reading, writing and presentation at tertiary level may also considerably differ from those of the school. This paper will discuss some aspects of recent linguistic and multimodal theories that are considered beneficial and of major importance when students are guided to explore the scientific world and starting to contribute to it as members of the scientific community. The paper will also address the issue of education in the 'lingua franca language' of academia of today, English, particularly in the Finnish context of university studies. The first part of the paper discusses the changing practices of knowledge formation through reading at universities. The second part addresses the issues of students' own writing practices and what they find easy and difficult. The third part takes up student presentations and challenges of relevant training involved. Novices may not be familiar with the prevailing conventions and training students in some linguistic and multimodal features of various academic genres may be crucial for the success of the students in the academia. But the academia itself is currently being challenged by the rapidly changing world, and we urgently need educational, linguistic and multimodal research to see how we can best shape the tertiary educational practices so that they maximally benefit the young graduates entering the future work contexts, but at the same do not trivialize academia. We need to sharpen our intercultural, linguistic and multimodal semiotic analytical tools in order to systematize our descriptions of what is going on in tertiary education and how to offer best possible help for native and non-native novices in academia. As language researchers and trainers we need to fill our own gaps in knowledge and need to know how the linguistic and non-linguistic modes of meaning-making function in today's academia in general and how to provide the students the linguistic and multisemiotic means of not only 'surviving' but also 'conquering' their own futures (In Caesar's words: Veni, Vidi, Vici).

Featured Presentation

Functional Grammar & Literacy Education

The relevance of multimodal literacy for reading and writing

Heberle, Viviane M.

Federal University of Santa Catarina, Brazil

Nowadays teaching reading and writing in educational settings demand new challenges for teachers of English as a Second Language or English as a Foreign Language, especially due to the integration of verbal language and images as well as the prominence of digital technologies available in texts. As teachers we have to take into account this multimodal dimension of contemporary communication. The purpose of this paper is then to point out the relevance of multimodal literacy for the development of reading and writing in contemporary education, based on systemic-functional grammar and the grammar of visual design. I explore how different visual and verbal resources are used to produce or interpret texts, with the analysis of advertisements, webpages, and news reports. The study is intended to contribute to student's awareness regarding the use of different semiotic systems and the significance of multimodal literacy in terms of multicultural concerns. It is believed that analyzing texts not only from a linguistic perspective but also from a multimodal dimension may represent an asset for teachers to help their students to deal with written language use in different socio-cultural contexts.

Featured Presentation

Functional Grammar & Literacy Education

**Analysing students' research proposals using systemic functional
grammar: A case in Indonesia**

Emilia, Emi

Indonesia University of Education, Indonesia

This paper will present a small part of the outcome of a study on the implementation of genre pedagogy in teaching a research proposal, involving 17 students in the English Department of a state university in Indonesia. In the interest of space, the paper will centre around the results of an analysis of the students' proposals using systemic functional grammar (Halliday, 1994; Martin, 1992; Eggins, 2004; Martin & Rose, 2007; Derewianka, 2011; Emilia, 2014), especially the Theme system. 9 proposal representing low, mid and high achievers were analysed in terms of Themes and Theme progressions. The results indicate that all proposals contain all required elements of a research proposal. These are introduction, including background, research questions and purposes, and significance of the study, the literature review and research methodology. Moreover, in terms of the linguistic features, all the proposals successfully employ different Themes relevant to the topics discussed. The significant feature of the Theme system is the presence of higher level Themes such as macro- and hyper-Themes which can help the text effectively develop globally. Finally, in terms of Theme progressions, the proposals successfully employ different types of Theme progressions, including the multiple Theme and the zig-zag patterns which signal a more written-like text, and the Theme reiteration which provides the text with a clear focus.

Paper Presentation

**Effecting teacher change towards second language reading and writing
pedagogies through redesigned instructional materials:
A Singapore case study**

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Asian Languages and Cultures Academic Group, National Institute of Education, Singapore¹;
Ministry of Education, Singapore²

In 2010, Singapore's Ministry of Education introduced a new national curriculum for Chinese language to cater to the needs of increasing numbers of learners from non Chinese-speaking home backgrounds. In this study, we explored the effectiveness of using instructional materials centrally designed by the Ministry in effecting a paradigm shift towards second language pedagogy in the teaching of Chinese, particularly in enhancing reading and writing skills among students. 14 experienced teachers attending a professional development course in 2012 were asked to describe their opinions, use and perceived effectiveness of the instructional materials, using an open-ended questionnaire. Their input were triangulated with text analysis of the instructional materials. Our data show that the teachers concurred with broad curricula ideas underpinning the design of the instructional materials, which led to a paradigm shift in how they viewed Chinese language education: moving from teaching linguistic content to explicit learning of language skills; a progressive, scaffolded approach to language learning through the "example – explain – practice" cycle; and the integration of four language skills in each unit. However, the teachers identified critical issues in word retention, grammar, reading strategies and writing skills that they observed among students, which the teachers had difficulty resolving through fidelity in implementing the instructional materials. Examples of curricular and pedagogical adaptations in response to these issues were provided by the teachers, but these indicated limitations in the teachers' curriculum knowledge in identifying design "gaps" within the instructional materials, the incongruence between their curricular ideas and pedagogical practice, and their incomplete understanding of second language learning theories. The potential for shifting teacher behaviour through curriculum materials redesign, as well as the knowledge in curriculum interpretation and pedagogical content needed to effect more fundamental change from first language to second language teaching pedagogies, are discussed.

Paper Presentation

A study on interpersonal expressions in scripts for discussion in academic conference: To improve a learning purpose expression ability

Baik, Jeong Yi & Min, Byeong Gon
Seoul National University, South Korea

A script for discussion is a text which premise an oral discussion. It should not be regarded as a draft for discussion in that scripts for discussion themselves are shared by the academic community as a full and complete text published in a conference book. A discussant, also a writer of a script for discussion, may identify him/herself as a person writing and reading a script for discussion, or simply performing an oral discussion. And he/she may identify a presenter in the same corresponding way. The evidences are found from the scripts for discussion in general, and the identifications of mode, written and oral, from both sides can even be crossed each other. In addition to this unique characteristic of it, sensitivity to interpersonal expressions can be anticipated as another characteristic of scripts for discussion. Since it is by professionals or masters that knowledges or opinions are exchanged in an academic conference, extra subtle efforts are presumed to be necessary to mediate discordances in aspect of language using. Likewise, researching interpersonal expressions in scripts for discussion can be significantly effective for learners to improve not only their writing ability but also speaking ability for learning purpose. Scripts for discussion in this study were limited to the field of Korean language education, for sophisticate and educational language use is expected. 106 published in 2013 by two representative associations were selected. Texts were analysed using discourse analysis method inspired by Geneva Model, and the findings were quantified adopting mixed research method. Through this process, we present those findings in two in large. First, what are the components of scripts for discussion which are not directly relevant to the contents of discussion, and what roles do they play from the interpersonal point of view? Second, in what way are contents of discussion provided in an interpersonally-appropriate way? These findings can be helpful for students who go through difficulties in delivering their thoughts and ideas in a discussion even though contents are already equipped, or who want to join active and passionate discussion maintaining affirmative relationships with others. These can give them concrete examples or strategies which can be used in their everyday life as well. Although this study shows Korean cases only, we can discuss multi-cultural insights through literature review or comparing one another's own proclivities on the spot.

Paper Presentation

How to teach pupils to write authentic texts in L2 lessons?

Bärlund, Pia Kristina

City of Jyväskylä, Basic Education, Finland

This presentation bases on a research project in two comprehensive schools in middle of Finland. 21 pupils in age of 11-12 learned in 2010-2012 German language without learning books (Bärlund 2012). The main aim of this project was to research, how their learner autonomy grows through the authenticity in the lessons and authentic language learning material. The theoretical frame of this pilot project leans on the theory of three-tier authentic learning of Christoph Edelhoff (1985). The authentic language learning focuses on for the learner meaningful learning process and material. The pupils should be able to choose the themes of L2 by themselves and the teachers should prepare the L2-learning material and lessons based on these themes (Murphy 1993; Murphy & Jacobs 2008). The possibility to choose should raise the motivation and learning outcomes of the pupils, which is also the hypothesis of this research. According to the Finnish National Core Curriculum the level of language performance in the sixth grade in writing should perform the level A1.2 in other languages than English (Finnish national Board of Education 2004). During the pilot project the pupils were writing many different kind of authentic texts in German. They chose to write rather than to sing and play. All the pupils reached the level A1.2 in writing already after one year. In two years the best pupils reached the level A2.1, most of the level A1.3. In this presentation I focus on the development of pupils in writing of authentic texts. The main aim is to ponder the reasons, why this teaching method was so efficient, successful and the learning outcomes in writing were better than expected. The analysis is based on the qualitative research methods. The data consist two kind of materials: a) the written text of pupils and b) the interviews of the pupils.

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Murphey, Tim (1993) Why Don't Teachers learn What Learner Learn? Taking the Guesswork Out with Action Logging. [26.6.2012]

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National Board of Education. 2004. . Finnish Core Curriculum. Part III: Chapters 7.4–7.9. P.140.

http://www.oph.fi/english/curricula_and_qualifications/basic_education

Paper Presentation

Teaching L1 through authentic language learning material for multicultural and immigrant pupils in city of Jyväskylä, Finland

Bärlund, Pia Kristina & Kauppinen, Merja
City of Jyväskylä, Basic Education, Finland

Since 2013 13 L1-teachers with a multicultural background in Jyväskylä, Finland, have been developing an ActLib -ActiveLibrary teaching method and online database (<https://peda.net/oppimateriaalit/kirja-arkku>) based on authentic language learning material. The main aims have been to enhance pupil's language awareness and to encourage to use his language repertoire as a resource in learning and to develop the classroom activities more authentic and to increase the agency of pupil. The ideology of shared space ActLib is based on the co-operative, peer learning of L1-teachers. The aim is to make classrooms to the learning communities, which provide opportunities for pupils to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful communicative activities with textual and cultural dimensions. ActLib is based on the 3-dimensional language learning design: connections between cultural competence, authentic texts and linguistic knowledge (Bärlund 2012; Mishan 2006). According to Richards (2005, 25) this kind of communicative language teaching is concerned with the engagement of learners. It allows pupils to development their communicative competence, of with linguistic ability is an important part. ActLib is a place to gather and build further collections of authentic texts of meaningful situations and spaces and exercises for purposes of linguistic and culture learning (Bärlund 2012). We aim to lower the fence between L1 and L2 as well as build meaningful cross-curricular bridges. From the basis of ActLib material we are studying 1) the possibilities for enhance pupils' language awareness in mother language education and 2) the possibilities for share and develop the professional cultures of the teachers of mother language. In this paper we analyze the tasks and learning outcomes of two languages (German and Russian). The research questions are following: 1) How the multicultural pupils learn writing and reading through the ActLib -tasks using their own mother language, when Finnish language is better than the L1? 2) How the pupils find the so called authentic tasks designed by the teachers? Research method of the text material and exercises of ActLib was qualitative content analysis. The authentic texts were listed, and the activities relating to them were divided into categories according to several factors, e.g. possibilities for agency of a learner, developing cultural competence and linguistic knowledge as

well as the designing authenticity into the language learning materials, which is a very important issue in the heterogeneous language learning groups. They were built by analyzing the thematic interviews of pupils. Interviews were analyzed by content analysis according to the research questions.

Richards, J. C. 2005. *Communicative language teaching today*. Cambridge, UK: Cambridge University Press. Vollmer

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Paper Presentation

**The role of expectancy and task values in shaping students' achievement
motivations and behaviors**

Bo, W. J. Vikki

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It has been noted that although aptitude is a critical factor in language learning, motivation can actually go beyond those constraints in language achievements (Gardner & Lambert, 1972). Substantial research in achievement motivation has been conducted to investigate how motivational perceptions influence students' achievement behaviors in three aspects: choice, performance and persistence. The present study adopts the expectancy-value theory put forward by Atkinson (1957) and later developed by Wigfield and Eccles (2000) who claim students' expectations for success and subjective values towards learning tasks will predict their achievement behaviors.

Large-scale surveys have been conducted to examine children's expectancies, perceived values of different activities and associated constructs such as their ability beliefs. However, those studies solely assess learners' perceptions based on their self-report of questionnaires, without further investigation of their achievement behaviors under real-life contexts. Therefore, the current study will try to fill in the research gap, by adopting a qualitative approach. Contextual factors will be taken into consideration, since motivation has been recently described as a context-dependent construct, in relation to the people involved and specific circumstances (Pintrich and Schunk, 1996). A multiple-case study will be used, with semi-structured interviews, participant observations followed by stimulated recalls. Perspectives from the students, the teacher and the researcher will all be taken into consideration, aiming at understanding the developments of students' motivational perceptions as well as their achievement behaviors, at different learning stages.

Maximum variation sampling will be employed for the multiple cases, in order to explore the influence of ethnicity and cross-cultural differences in value-related beliefs, as suggested by Wigfield and Cambria (2010). In this way, the subsequent results are likely to be more widely applicable to other similar cases, despite the lack of statistical generalization in qualitative-oriented methods. In addition to the research instruments such as individual interviews, class observations and stimulated recalls mentioned above, the researcher will provide the participants with free

tutorials if needed. Their request for the tutorials as well as their performance will be another source of evidence in the investigated framework of expectancy-value theory. By investigating learners' perceptions of motivation and their actual behaviors associated with other constructs such as task-specific beliefs, insights of their achievement attitudes and actions will be presented, based on which the teacher can help students to enhance their motivations and sustain at an optimal level. The language instructor can modify the class design with appropriate language tasks, aiming at improving their language competence and at the same time increasing their self-efficacy/self-worth. As a result, students will be encouraged to perceive the task values in a certain way that could stimulate their learning motivations, and subsequently enhance their achievement behaviors.

Paper Presentation

Multi-scaffolding in teaching argumentative writing

Cai, Yifei

National Junior College, Singapore

Argumentative writing always appears to be a huge obstacle to many students. Even when they write it in their native language, this doesn't assure the quality of writing. Therefore I have explored some methods and found the scaffolding is effective to majority students. Students are struggling in both content and language when doing the argumentative writing. In order to address these two main issues, the scaffolding I used here is no longer a one-off, isolated teaching practice, but a system, layered on top of each other. Some are aiming to help in thinking, some to help in content and others help in language. So I call it a multi-scaffolding method. This teaching practice is still on going, so far so good, especially to weak students. By the end of this May, I will have a full picture of how well it goes.

Paper Presentation

Agency and investment through translanguaging: A case of conflicting intentions and realizations

Chimirala, Uma Maheshwari

School of English Language Education, English and Foreign Languages University, India

Agency and investment through translanguaging: A case of conflicting intentions and realizations
The status of English as the most sought after cultural capital has resulted in pedagogic assumptions, classroom practices and federal initiatives in the form of innovative educational programmes alongside establishment of and gradual conversion of the existing mother tongue medium schools to English medium schools – all of which seem to advocate and resonate a ‘win-win’ situation for the learners in the government schooling system but in practice, set in motion practices which incapacitate learners and result in cognitive dropoutism- a ‘none and nil’ situation. This qualitative study is an attempt to understand how individual micro capabilities as realized through Translanguaging can counter the condescending macro institutional structures that though on the surface profess egalitarian and liberal education but set in motion debilitating and imitative practices. Correspondingly, through policy document analysis and teacher reactions to the implementation of the programmes, we critically examine the objectives, implementation and assessment of learning in the educational programmes of Andhra Pradesh (A.P; a state in India) in the past five years in order to underscore how Agency and Investment are undervalued. We then juxtapose the same against the intuitive initiation of agency and investment as observed through Translanguaging in a collaborative L2 writing context by beginning level class eight learners in a government school. Based on a qualitative analysis of learner pair interviews in the post collaborative writing, the paper presents its findings; argues for a legitimate space for multilingual practices that catalyze learner agency and investment if learning aims to be humanised, transformatory and egalitarian; and draws implications for various stakeholders in the ‘business’ of education.

Paper Presentation

Teaching Chinese to Non-Chinese Speaking (NCS) Adults in Hong Kong:

Content design and teaching guideline

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Faculty of Education, The University of Hong Kong, HK

Teaching adults is different from teaching adolescents because they have different expectation and learning behaviors. Many ethnic minority (EM) adults in Hong Kong are struggling to survive in their host city, looking to find a good job and integrate into the local society. Chinese has become an official language since 1974. Most people in Hong Kong speak Cantonese which is the most frequently used dialect in official communication. However, most of ethnic minorities in Hong Kong cannot read or write Chinese, nor are they able to speak fluent Cantonese. In recent years, the pressing need to help EM individuals to learn Chinese has been a problem identified by many educators in Hong Kong.

In this study, we revisit the existing literature and examine the key features of content development for EM adults and guidelines for Chinese as second language (CSL) teachers. With reference to the works of Gardner & Lambert (1972) and Gardner & Masgoret (2003), we first discuss the attitude and motivation in second language learning. Drawing upon various studies including Ellis (2003, 2005) on the theory of task-based language learning and teaching, Ki & Marton (2010) on Cantonese tones, Linnell (2001) on Chinese as a second language teaching and research, Christie & Martin (1997) on workplace genres and institutions, Long (1996) on function of language and Krashen (1985) on Input Hypothesis, we attempt to seek the bigger picture of learning Chinese as a second language.

A model had been then proposed for content development which was implemented in frontline teaching project. The purpose of the project was about retraining EM adults by equipping them with workplace Chinese which is vocationally orientated. Given its preliminary and theoretical nature, the model awaits further testing in the form of a pilot study. Towards the end of the paper, we offer a number of ideas that would likely elicit awareness of relevant issues, including recommendations on areas for further research.

Paper Presentation

Developing a multimodal language learning approach: Video dubbing activities for learning Chinese language

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Learning a language should not be confined to books. Chinese language learning has been heavily based on text books of selected passages. The importance of learning language abilities via multimedia has increased in the curriculum of Hong Kong school education. Video dubbing is a professional skill in the movie industry. This research tries to explore the potential of using video dubbing activities to develop a multimodal approach of learning Chinese. An experimental study was done with 10 randomly chosen 14yr old secondary school students, in a movie dubbing studio. They went through a sequential process of dubbing a sound track into a 1 minute clip of news report. Pretests and posttests of their performance in reading aloud with appropriate prosody were compared. All of them were interviewed shortly after their experience in the movie dubbing studio, to find out the impacts of various stages of movie dubbing procedure in their learning process. It was found that movie dubbing activities can help with understanding their reading, building up knowledge of context and performing well in their speeches. Positive result and feedback were found in both speaking performance and learning experience. In addition, the cognitive process of learning with movie dubbing activity was revealed by the interview of the students.

Paper Presentation

The tension between language shift and revitalization: A case of bilingual education program of Hakka language and Mandarin Chinese in Taiwan

Chun, Chen Cheng

Graduate Institute of Teaching Chinese as a Second / Foreign Language,
National Kaohsiung Normal University, Taiwan

Hakka language is shifting from the status of first language to second/heritage language in Hakka speech communities in Taiwan. In order to reverse the serious situation of language shifting, a new bilingual education model of Hakka language and Mandarin Chinese is developed in the traditional Hakka village, Meinong, Kaohsiung. The purpose of this study is to examine the Hakka language proficiency and use among elementary third grade students in Meinong's new bilingual education model. In terms of data collection, 152 third grade students from four different elementary schools are participated. Their Hakka language proficiency and choices of family language use are examined through language tests and interviews. Data analysis mainly focuses on syntheses of students' language proficiency on lexical, sentence, and discourse levels and background survey of their family language use. Four results are proposed. First, students' Hakka language use is often mixed with Mandarin Chinese. Second, data of sentences with acceptable grammatical rules but violate convention are easily collected. Third, students' Hakka discourse competency is not well-developed so that they have hard time to express themselves in Hakka. Fourth, mother's ethnolinguistic background has great impact on students' Hakka language proficiency. The preliminary case of bilingual education program implementing Hakka language revitalization and Mandarin Chinese acquisition is significant for its dual foci on Hakka oracy and Chinese literacy which is rarely found in literature. Therefore, the study is expected to provide valuable perspectives for other language communities that are facing serious language ecological change.

Paper Presentation

Beyond the curriculum: Korean elementary students' funds of knowledge in their literacy practices

Chung, Hye-Seung & Paik, Hye Sun

Korean Language Education Department, Gyeongin National University of Education, South Korea

Context In a second grade classroom in Seoul, South Korea, some students are doing a play, the president of a publishing company, during the recess. These students established a virtual publishing company with friends, made books through the division of labor, and sold the books to friends with sales skills. Students' plays in this classroom were observed to identify different funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) they might have, such as homes, peer groups, and other systems and networks of relationships.

Aims This study had two purposes. This study aimed to analyze the kinds of funds of knowledge in second grade students' literacy practices. Another purpose of this study is to compare and contrast literacy practices in the classroom to ones in the national curriculum of Korean language and to find implications for the revision of the curriculum.

Methods A qualitative case study design was adopted to conduct this research study. Sixteen students (7 males and 9 females) in the classroom participated in this study. To increase reliability and validity of data, data sources were triangulated. First, students' plays were observed and recorded both through field notes and video camera. Second, all students were interviewed twice. All interviews were transcribed verbatim. Third, classroom artifacts related to the plays (e.g., books that students created and documents they used) were also included in the data set. Finally, a survey about students' home literacy environment was also collected to obtain additional information on participants' funds of knowledge.

Constant comparative method (Strauss & Corbin, 1990) was used to analyze observation field note, interview transcripts, and artifacts.

Results and Discussion The results indicated that second graders brought diverse funds of knowledge into their plays. Most of the funds of knowledge originated from prior educational institutes they attended. However, knowledge from outside of education systems also came into the play. For instance, students applied their prior knowledge about negotiation, writing contract papers, and computer gaming to the role-playing game in the classroom. The results imply that the national curriculum needs to shift from a focus on learning basic skills to the recognition and inclusion of out-of-school literacy practices. Consequently, teachers and curriculum developers are required to understand the funds of knowledge that are available for their students outside of school.

Paper Presentation

Designing tiered Chinese teaching materials for non-Chinese speaking junior secondary school students using Zhu Ziqing's "The Sight of Father's Back" as an example

為非華語學生設計的初中中國語文進階課程初探 — 以朱自清的《背影》為教材示例

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Statistics from the Education Bureau revealed that the number of non-Chinese speaking (NCS) students in Hong Kong have been increasing. As some NCS secondary students in the junior form started to learn Chinese from a young age, they have a relatively solid foundation in the language. While their Chinese proficiency levels may still be behind their local counterparts, the current Chinese language curriculum for NCS junior secondary students is relatively easy for them.

In light of this, the Chinese language teachers and other relevant teaching staff of Buddhist Fat Ho Memorial College made an attempt in developing an advanced Chinese language curriculum and bridging teaching materials suitable for these NCS students in junior form.

This study features the teaching unit on Zhu Ziqing's "The Sight of Father's Back" (背影) for illustrating the application and effectiveness of the relevant teaching activities and methods, such as "circling the verbs in the text", "teaching Chinese Through picture books and its application" and "role play". It reveals that the said pedagogy and materials have effectively improved the Chinese proficiency levels and learning abilities of the school's NCS students.

根據香港教育局統計，本港非華語學生人數漸增。部分初中非華語學生自幼學習中文，根基雖較穩固，但他們的中文程度也未必及得上一般本地的學生。而現有的非華語初中中國語文課程，對他們來說卻往往略為簡單。

有鑒於此，佛教筏可紀念中學的中文科老師與其他相關的同事，共同籌劃了相應的初中非華語學生中國語文進階課程，嘗試為部分非華語學生，提供適切的初中中國語文科銜接教材。

本研究以朱自清的作品《背影》為教學切入點，並進一步分享以下教學活動及教學法（包括：「圈點課文動詞」、「圖畫書教學與應用」、「戲劇扮演」等）的應用情況及其成效。筆者期望非華語學生能藉著非華語學生初中中國語文進階課程、教材，以及不同的教學法，可以更全面、更有效地提高初中非華語學生的中文水平及能力。

Paper Presentation

**Reading the guidance from the Goddess: A preliminary research on using
Kuan Yin Temple oracle as reading materials for learners of Chinese as a
second language**

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Meaningful reading is the dialogue between the reader and the text/author. Finding a text that can touch readers' heart is the key to successful reading. When people face life dilemmas, one of an Asia/Chinese ways of approach them is to seek guidance from Gods or Goddess through temple divination. The oracle poetry that you get from it is the Goddess' answer to your life question. If you believe in it, you would try hard to find out the meaning of your temple oracle and this triggers personally meaningful reading process. Temple divination is a mysterious ritual for most foreigners. Temple oracle therefore, I think, can make interesting reading materials. In this study, I try to develop a reading material based on Kuan Yin, the Goddess of compassion, oracle. The Kuan Yin Oracle Board has a hundred quatrains. In this paper, I will firstly explain what the Kuan Yin oracle is and review the literature that inspired me on developing this special kind of reading material along with its teaching method. Finally, I will report on the outcome of using this material and its instructional methods to a class of university learners who learn Chinese as a second language in Taiwan. Implications for second language teaching will also be provided.

Paper Presentation

Executive function development and Chinese reading comprehension among primary school students

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Comprehension denotes an information process to generate a meaningful understanding of information. Comprehending a text, thus, entails a wide range of skills to extract and integrate meanings from prints in forming a coherent representation. Over the past few decades, researchers have found that children with difficulties in word reading are predicted to poorer reading comprehension. However, it is worth mentioning that successful reading comprehension also depends on other cognitive skills, beyond word decoding, such as syntactic knowledge, discourse knowledge, inferencing and other high level skills, including those constituting within executive function (EF; working memory, inhibition and cognitive flexibility). More recently, a converging data has supported that intervention in executive function is associated with improvement in academic performances, particularly maths and reading. However, there is relatively few studies examine how EF could associate with Chinese reading comprehension and its development. According to Chall's developmental stages of reading comprehension, children's reading, progresses through characteristic stages, can be broadly identified to be following a hierarchical sequence of cognitive and language development. Reiterating the developmental stages of reading comprehension, the proposed study examines on how high-level cognitive skills associate with Chinese reading comprehension among children in middle childhood and explores the concurrent role of EF in relation to the developmental stages in Chinese reading comprehension. It is hypothesised that EF is associated with text comprehension concurrently and EF is hypothesised to be a strong predictor in distinguishing between poorer and more competent readers, especially among students at their 4th grade and above. The study is proposed to sample approximately 125 students at ages of 6 to 12 (i.e. grade 1 to 6) in the pilot study and similarly, a sample of 375 students is targeted for its main study. Student participants are assessed for their syntactic skills, discourse knowledge, inferencing skills, comprehension and EF. The three EF tasks are: verbal working memory span task - a measure of verbal working memory span in which students are asked to remember the last words in a set of sentences listened while operating a simple comprehension task simultaneously; Stroop task - a computerised task to measure response inhibition, where students need to ignore the irrelevant stimuli; and Wisconsin Card Sorting Task - a computerised task used to measure cognitive flexibility, and it has been widely used in neuropsychological test that participants are required to shift

between rules. The computerised tasks are administered using an experimental computer program, Inquisit 4, on a web interface. The participants' parents are surveyed on a set of questionnaire to rate on their children's self-regulation and EFs, using a standardised rating scale - Behavioural Rating Inventory of Executive Function- parent form.

Paper Presentation

Multiethnic school-based language curriculum: A Hong Kong case study

面向多元種族的校本語文課程

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Many schools in Hong Kong admit non-Chinese speaking (NCS) students, and the YMCA of Hong Kong Christian College in Tung Chung, as an international school, has a multiethnic student population with nearly 70% of NCS students from over 40 countries. To cater for the varied backgrounds, abilities and needs of the students, the school offered both and local curricula. The international curriculum comprises the IGCSE curriculum and the UK GCE A-Levels, which are qualified by the University of Cambridge International Examinations. The local curriculum is the HKDSE.

The school adopts small-class teaching and all subjects, except Chinese language and the second language subjects, are taught in English. The second language subjects include Chinese, elementary Chinese, French and Spanish. In order to address the Chinese learning needs of NCS students and to prepare for their future needs in overseas studies and career, the school offered both Chinese and elementary Chinese courses. Both courses are taught in Putonghua and Simplified Chinese. In addition, the school also provided a variety of learning experiences, such as visits and Putonghua recitation competitions for students' confidence in learning Chinese.

The research team seeks to share the experience with fellow teachers who would like to develop similar Chinese as a second language curricula by covering in detail the structure of this school-based language curriculum, as well as the objectives and course contents of the Chinese as a second language program. The difficulties encountered during the process of curriculum implementation and the solutions are also presented.

香港有不少學校取錄非華語學生，位於東涌的港青基信書院，取錄近七成非華語學生，這些學生來自全球超過 40 個國家，是一所包含多元文化的國際性學校。學校因應學生不同的背景、能力及需要，開辦國際及本地課程。國際課程包括倫敦普通教育文憑（IGCSE）及倫敦普通教育證書（UK GCE A-Level）課程，並通過 University of Cambridge International Examinations（CIE）的評核；本地課程為新高中學制香港中學文憑課程（HKDSE）。

學校實施小班教學，除中國語文科及第二語言科目外，所有科目以英文作為教學語言。第二語言的課程包括中國語文、基礎中文、法文及西班牙文。針對非華語學生學習中文的需要，學校開辦中國語文及基礎中文科，兩個科目均以普通話任教及簡體字教授，以滿足學生將來於海外升學及就業的需要。此外，學校並提供多元的學習經歷，例如參觀活動、普通話朗讀比賽等，以提升學生學習中文的自信。

本報告將說明學校校本語文課程的架構，中文為第二語言課程的目標及內容，並分享實施課程時所遇到的困難和解決方法，期望能為有志發展中文為第二語言課程的同工分享當中的經驗。

Paper Presentation

The difference between L1 and L2 writing in utilizing outlines and its educational implication

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Context & Aims: This study aims at making clear the differences between L1 and L2 writing of the university students in how outlining turns into text production. Research questions are as follows: 1)What are the main features when L1 and L2 writers produce texts based on their own outlines? 2)What are the differences between L1 and L2 writing in utilizing their outlines? Methods: 20 participants–10 for L1 writing and the other 10 for L2 writing– were engaged in this study and all are the first year undergraduates. Participants for L2 writing were selected among international students, not bilingual. All participants were charged with two writing tasks related to the opinion essay writing. The total instances for analysis are, therefore, 40 and one instance consists of the following data set: a piece of real-time monitor capture during outlining and word processing, an interview just after writing, and a writing product. Although data analysis was conducted basically from the qualitative point of view, it also partly combined quantitative analysis in a way of digitization for the purpose of enhancing validity. Coding was conducted according to the criteria from the pilot survey and interviews supported as subsidiary verification resources for this coding. Issues to discuss: 1) Writers often change the content of the outlines as needed, add it during producing texts, or ignore it. The domain of the writing education has focused much more on how we outline rather than how we change outline into the main text. Thus, we need to focus on how we use it in the process. 2) L2 writing of the university students has a high level of dependence on outlining, whereas L1 writing doesn't. This implies meaning that strategies of L2 writers should be differed from those of L1 writers. In case of L2 writing, the influence of the mother tongue can be examined in the course of comparing both processes and some results can be made to determine its role.

Paper Presentation

A case study on tapping students' mental lexicon to enrich sentence construction in sentence teaching lesson and making use of the vocabulary output from mental lexicon for further reading and development

通过句型教学调动学生的心理词汇丰富造句并拓展课后阅读学习的教学个案

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Feedback from teachers have indicated that students in Singapore love to use the sentences illustrated by teachers and peers in their sentence construction exercises, showing lack of creativity and ineffective sentence structure teaching. In august 2012, the author had collaborated with a senior teacher to test out on tapping students' mental lexicon in sentence construction lesson in a primary one class in neighborhood school, involving 28 students in the experiment. The students are equipped with basic listening and speaking ability. They are strongest in listening and relatively weaker in reading and writing. Building on mental vocabulary network theory, this paper discusses how teacher's demonstration and situated learning enable students to tap on their prior knowledge to learn the new sentence structure and how the card game construct students' mental lexicon network, connecting the form, pronunciation and meaning of the vocabulary, and using blank card to activate the retrieval of mental lexicon vocabulary for sentence construction, eventually using students' differences in mental lexicon output to further develop students' mental lexicon vocabulary bank and for extended learning, solving the problem of similarity in sentences constructed by students and raise the students' interest in the learning of Chinese.

The paper will make use of the sentences constructed by the students in their exercise and examine the effect of the teaching through quantitative and qualitative analysis. Quantitative analysis includes sentence structure mastery and action verbs diversity and vocabulary diversity. Qualitative analysis discusses the output from mental lexicon of three different types of ability

students (high, medium and low) and the complexity of the sentence constructed. Teaching reflection examined on ways to improve the teaching and encourage students to self-study the extra vocabulary produced from mental lexicon in sentence structure lesson, thereby reinforce the learning of these vocabulary.

Research results have shown that all students had master the sentence structure taught in class and some went beyond what had been taught and were able to construct more complex sentences. In the matching of action verb in the sentence constructed, the whole class had produced 320 action verbs of 43 types with a type token ratio of 0.13. Lesson observation had revealed that students were actively and happily engaged in the learning. The teacher in charge was satisfied with the lesson with students actively constructing sentences in class. Both qualitative and quantitative analyses had shown that the sentence teaching lesson had achieved the desired results.

We hope to contribute to the sentence structure teaching through our sharing. We sincerely hope to further collaborate with more teachers to further experiment on students in different classes in different schools in the near future.

在新加坡，教師常常反饋學生喜歡用老師或同學說過的例子造句，所造句子千篇一律，句型教學效果欠佳。筆者於 2012 年下學段八月份與一名資深教師合作，在小學一年級一個核心班進行一次調動學生心理詞匯的造句教學嘗試，探討其教學效果。該班共有 28 位學生，基本上“聽說”沒問題，“聽”的能力最強，“讀寫”能力較差。本文從詞匯網絡組織理論，談如何通過教師示範及情境學習讓學生在舊有知識的基礎上學習新句型，然後通過遊戲卡在理解的基礎上建立心理詞匯網絡，將形、音、義聯繫起來，最後通過空白遊戲卡逐漸調動學生的心理詞匯，激發學生運用心理詞匯的動力，並借助學生之間的詞匯差異發展學生的心理詞匯庫，解決造句千篇一律的問題，提高學生的學習興趣，並利用學生之間的詞匯差異作為日後的拓展學習。

本文將以學生的造句作業檢測教學效益，從量化與質化分析探討實驗結果，說明實驗的成效。量化分析包括句型的掌握及動作動詞的豐富性和整體詞匯豐富性。質化分析探討高中低三種能力學生生產出的心理詞匯及結構複雜的句子。文章也通過教學反思檢討如何改進教學，如何鼓勵學生自學句型教學課堂上的額外心理詞語並鞏固學生對這些詞匯的學習。

研究結果顯示全班學生基本掌握了課堂所教的句型，有的甚至超出所教的簡單句型。此外，全班的整體詞匯產出相當豐富。在搭配的动作動詞方面，全班共產出 320 個動作動詞，總動詞詞種為 43，動作動詞豐富度 TTR (type token ratio) 為 0.13。課堂觀察發現學生在活躍愉快的氣氛中積極投入學習。教師也表示對這一堂課感到滿意，學生都積極造句。質化與量化分析皆顯示調動學生心理詞匯的造句教學能夠取得事半功倍的效果。

笔者仍希望本文能够对华文句型教学尽份绵力，起着抛砖引玉的作用，日后有机会，再和几个教师，一起在不同类型的班级如导入、核心、深广班等进一步探讨。

Paper Presentation

Leveraging information technology for engaging Chinese lessons and formative assessment

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Teaching Chinese as a Second Language in Singapore is certainly challenging as the English Language is the commonly used language among students. Recent survey data from the Singapore Ministry of Education has shown that most of the students come from English speaking families. To keep the Chinese Language (CL) alive, interactive lessons were designed for greater student participation, leveraging Information and Communication Technology (ICT). Three strands to deliver more student engagement are the use of 'Cooperative Learning for Enhancing Thinking, Writing and Communication Skills', 'Assessment Rubrics applied for peer/self-assessment of performance tasks to improve Reading and Oracy' and 'ICT for Collaborative Learning'. CL lesson design has largely embedded Cooperative Learning as the main pedagogical approach. Strategies commonly used are round robin and think-pair-share. This has helped to enhance students' critical thinking, writing and communication skills and has built their confidence in using CL as a living language. Reinforcing Cooperative Learning, students were guided by assessment rubrics of Reading and Oracy skills. The assessment rubric is a tool used for peer-assessment and self-assessment. The teacher also evaluates students' performance, such as the uploaded recordings of their oral presentations in the Learning and Management System (LMS). Based on the assessment rubrics, the teacher will give both qualitative and quantitative feedback for comparison at least twice a year. The third strand is a common approach of leveraging ICT for collaborative learning through blogging in the LMS. Online discussions on topics related to current affairs and students' daily lives enhanced their interest in using CL. Purposeful and stimulating questions were designed to engage students in critical and inventive thinking, enabling them to explore possibilities and generate ideas. This has further honed their thinking, writing and representing skills. The above engaging CL lessons have enabled the nurturing of 'Active Learners and Proficient Users of CL'.

Paper Presentation

**A study on Chinese character learning strategies for non- Chinese
speaking students in Hong Kong**

香港非華語中學生學習漢字的策略研究

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Foreigner Chinese learners remarked that the most difficult thing about learning the Chinese language was characters learning (Zhao, 2006), as the characters must be learnt and remembered one by one. Scholars have conducted various researches on developing effective character strategies for foreign learners. Ke (1998) found that for the undergraduate students he worked with, the relatively effective Chinese character learning strategies include learning and using the character components (i.e. the semantic indicators and the phonetic components), writing the characters repeatedly and paying attention to the structural connection of new and old characters. Jiang & Zhao (2007) concluded that there are six major Chinese character learning strategies: 1. The stroke strategy – learning the combination of Chinese characters through the simplest structural units; 2. The phono-semantic strategy – learning Chinese characters through understanding the phonetic and semantic combinations; 3. The shape strategy – learning Chinese characters through the overall shape, and using simple repetition to consolidate the memory; 4. The categorizing strategy – learning Chinese characters by categorizing them into homophones, pictophonetic characters and characters of similar forms; 5. The revision strategy and 6. The application strategy. Based on these, Jiang and Zhao conducted a further study and found that: 1. The application strategy is very effective in enhancing Chinese character learning; 2. The shape strategy is detrimental to Chinese character learning; 3. Learning strategies are more influential in learning pictophonetic characters than in the other characters.

The researches cited above were mainly conducted with students studying abroad and there were little research being conducted with teenagers. This study, thus, targeted at non-Chinese speaking junior secondary students in Hong Kong. Questionnaire and interviews during the character recognition tests have been carried out for analyzing and identifying students' strategies and difficulties in recognizing and reading Chinese characters. The findings of this research should make useful reference for teachers and professionals in related fields.

外籍人士表示，學漢語最大的困難莫過於漢字（趙金銘，2006）。學漢字必須一個一個地學，一個一個地記。為了幫助外籍人士解決學習漢字的困難，學者們都積極進行漢字學習策略的研究。柯傳仁（1998）通過問卷調查，發覺以漢語作為外語學習的一年級學生認為，比較有效的漢字學習策略包括漢字部件（即意符和聲符）的學習和應用，重複寫漢字，注意新舊字在字形結構上的聯繫。江新、趙果（2007）總結學習漢字的6大策略，分別是：1.筆劃策略——從最簡單的構字單位比劃來教授一個字的組合、構成；2.音義策略——從漢字音、義的結合上來教授漢字；3.字形策略——從漢字的整體形狀上來教授漢字，並以簡單的重複作為鞏固的手段；4.歸納策略——利用類別分合的方法歸納同音字、形聲字、形近字；以及5.複習策略和6.應用策略。他們在此基礎上進一步研究發現：1、應用策略對提高漢字學習效果有很大幫助；2、字形策略不利於漢字學習；3、形聲字學習效果比非形聲字學習效果對策略的使用更敏感。

上述的研究對象以大學留學生為主，以青少年為研究對象的文獻甚少。本研究以香港非華語初中學生為研究對象，通過問卷調查及訪談，目的是分析和歸納學生認讀漢字的策略和困難，研究結果可提供給教師或相關人士作參考。

Paper Presentation

**Enhancing learner motivation and text understanding: A study of drama
in the ethnically mixed Chinese classroom**

運用戲劇教學提升非華語學生的學習動機及對文本的掌握

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Most students in our school are locals using Chinese as their mother tongue. Yet, to the small group of non-Chinese speaking (NCS) students, Chinese may be their second, or even third or fourth language. Due to their relatively low Chinese proficiency level, most of these NCS students did not fully understand the lessons. They were often unable to catch up with the learning progress, which had led them to consider themselves as weaker than the local students and thus to become more passive during lessons. Moreover, they were seldom able to grasp the implied meanings of the course texts. In view of this, our school had a plan to enhance students' interest and lesson participation through drama in education. It was hoped that this would lead students into deeper thinking and discussion of the texts (Ho, 2011).

Our teachers conducted an action research in Form 1 with a relatively large number of NCS students. Narrative texts ("Ballad of Mulan" (木蘭辭) and "The Wooden Antelope" (羚羊木雕)) were taught through drama activities (such as panel discussion, reader's theater and monologue), so as to boost the learning motivation and text understanding among the NCS students.

The research reveals that drama in education, coupled with our's self-regulated learning approach, provides more opportunities for both local and NCS students to take lead and to participate in lessons when compared with didactic teaching. As there is no absolute right or wrong in the understanding and interpretation of character, the NCS students become more active with the encouragement of teachers and classmates, which largely enhances their confidence. To prepare for the drama, students often take the initiative to read through the text for several times, discuss the texts and analyze the personalities and feelings of the characters. Adding to these, as they have once put themselves in the position of the characters, they would soon come to acquire an in-depth understanding of the characters' situations and feelings, which in turn deepens their understanding

of the texts. Our teachers will present the designs of the tried-and-tested drama activities, the resulting impacts on the students as well as their own reflections.

本校大部分的學生都是以中文作為母語的本地學生，當中有小部分為非華語學生。中文對於非華語學生來說，可能是第二，甚至是第三、第四語言。由於中文程度所限，非華語學生未能充分理解課堂的教學內容。他們追不上學習進度，自覺能力不及本地學生，故課堂表現往往比較被動。學習課文時，他們亦未必能夠掌握文本的深層意思。為此，本校擬通過戲劇學習活動，引起學生的學習興趣，提升學生的參與度，並期望能引領學生對文本內容作深層次的思考和討論（何洵怡，2011）。

本校老師以中一級較多非華語學生就讀的一個班別進行行動研究，嘗試透過戲劇活動（包括座談會、朗讀劇場和獨白），教授敘事性文類（〈木蘭辭〉和〈羚羊木雕〉），從而提升非華語學生的學習動機及對文本的掌握。

研究發現，相對於講授式的教學，配合學校推行的自主學習模式，並加以運用戲劇教學後，無論是本地學生抑或是非華語學生都有更多機會主導課堂，參與其中。由於對角色的理解和演繹沒有絕對的對錯之分，加上老師和同學的鼓勵，非華語學生都較以往積極，漸漸提升了他們的自信。為了準備戲劇活動，學生往往能自發地多次閱讀、討論文本內容，分析人物的性格和感情，加上曾代入角色，能深入理解人物的處境和感受，學生對於文本的內容有了更深刻的掌握。老師將報告戲劇活動的設計、學生的前後轉變及反思。

Paper Presentation

Exploring tiered assessment: Catering for differences between learners in

Hong Kong multiethnic Chinese language classroom

照顧非華語學生與本地學生之間的學習差異：分層評估

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There has been an increase in the number of non-Chinese speaking (NCS) students in mainstream schools since the Education Bureau abolished the “designated schools” system. As there is a rather large gap between the Chinese levels of NCS students and their local counterparts, teachers do not only have to take care of the different learning needs of students, but also have to make adjustment in assessments.

Previously, both NCS and local students in our school used the same version of examination papers. As the papers were set with reference to the abilities of local students, the contents of assessment, such as those on Literary Chinese comprehension and the in-depth meanings of sentences and phrases, were far beyond the abilities of NCS students. The papers were thus unable to reflect the actual learning progress and effect of NCS students, but curb their motivation and confidence in learning.

In view of this, teacher members of our team conducted an action research with the Form 1 students in this academic year. The theory of differentiation (Gregory & Chapman, 2013; Tse, Ki, & Shum, 2012) was adopted. Examination papers of different levels were designed according to the abilities and learning progresses of the local students and the six NCS students in Form 1. Special attention was placed on the selection of examination materials, the vocabulary in selected passages, the presentation and design of questions and the assessment criteria.

The research shows that tiered examination papers are able to accurately reflect the learning performances of NCS students. Such papers, due to their discriminatory nature, helped teachers to better identify the learning difficulties and needs of NCS students and thus adjusting to more suitable teaching goals and contents. As the papers suited the levels of NCS students better, even

students with weaker language foundation had developed a more active attitude in answering questions. Our teacher members will share their experiences in designing the papers and the performance of their students, while discussing with other delegants the issue of fairness in tiered assessments for the multiethnic classroom.

自從教育局取消「指定學校」的安排後，愈來愈多非華語學生入讀主流學校。由於非華語學生的中文程度跟本地學生有頗大的差距，老師除了在教學上需要兼顧學生不同的學習需要外，評估方面亦要作出相應的調整。

過往本校的非華語學生與本地學生應考相同的試卷。由於試卷以本地學生的標準擬定，考核的內容，如：文言文的理解、詞句深層意思等題目都遠超非華語學生的能力，故根本無法真實反映他們的學習進程和學習成效，亦打擊了他們的學習動機和信心。

有見及此，老師於本學年就中一級的情況進行行動研究。運用分層的概念 (Gregory & Chapman, 2013; 謝錫金、祁永華、岑紹基, 2012)，因應學生不同的能力及學習進度，為中一級的本地學生及六位非華語學生設計不同能力的試卷。老師在考材選擇、篇章用詞、題目表達、題型設計及評分準則方面都作出一定的考量。

研究發現，經分層設計的考卷能準確反映非華語學生的學習表現，具較高的甄別能力，能更有效診斷非華語學生的學習困難和需要，幫助老師調適更合適的教學目標和內容。即使是個別基礎較弱的非華語學生，由於考卷的難度相對符合他們的水平，他們的答題態度亦比以往積極。老師將分享擬卷的經驗及學生的表現，並與參與者探討如何解決非華語學生與本地學生應考不同試卷而衍生的公平性問題。

Paper Presentation

School-based vocational Chinese programmes: A case study

職業中文校本語文課程

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Bethel High School, HK

The Chinese proficiency levels of non-Chinese speaking (NCS) students varied with their different stages of learning the language. Yet, in order to cope with their future career needs, senior secondary NCS students in Hong Kong must attain a certain level of Chinese language proficiency (Ku, Chan, & Sandhu, 2005). Many NCS students were perplexed by this social expectation that they even lost their confidence and interest in learning Chinese language.

Bethel High School developed a school-based occupational Chinese learning programme to address the career expectations and needs of our students. This report featured the experience of one of our teachers with a class of Form 6 NCS students. A school-based Vocational Chinese learning programme was tailor-made upon understanding the students' career expectations. In the programme, the teacher introduced the entry requirements of different occupations to the students and led them to understand the joy and difficulties of different careers. With diverse teaching strategies, the teacher boosted students' efficiency in learning job-related Chinese language skills (including listening, speaking, reading and writing). The teacher also equipped students for their future career by assisting them to set up clear and concrete career goals.

Preliminary observation shows that as this Vocational Chinese programme suits the students' future career needs, it has been successful in triggering their learning motivation. Through this programme, the students have also gained knowledge of the job natures and entry requirements, especially the Chinese language proficiency requirements, of different careers. This report seeks to share our experience and suggestion for teachers who would like to set up similar Vocational Chinese programmes.

非華語學生學習中文的年期不一，學生的語文能力亦各異。然而，本港就讀高中的非華語學生，需要有一定程度的中文能力，才能應付未來就業的需要(Ku, Chan, & Sandhu, 2005)。面對社會的期望，許多非華語學生感到迷茫，甚至失去對學習中文的信心和興趣。

伯特利中學針對學生對就業的期望和需要，發展職業中文校本課程。本報告以一班中六級非華語學生及一位任教老師為對象，通過了解學生對未來就業方向的展望，從而設計切合學生需要的職業中文校本課程，通過教學實踐，老師引導學生認識不同職業的入職要求，從而了解從事不同行業的苦與樂。老師通過多元的教學策略，提高學生對學習與不同工種有關的中文（包括聽說讀寫）的效能，同時引導學生為他們未來的職業路向，訂立清晰而具體的目標，為學生將來投身社會工作做好充份的準備。

據初步觀察所得，由於本職業中文課程能切合學生對未來就業的需要，學生的學習動機極高；通過課程，他們認識各行各業的入職條件，以及工作性質，尤其是對於中文能力的要求。因此，本報告期望能為有志開辦職業中文課程的同工，分享寶貴的經驗和提供相關的建議。

Paper Presentation

**Making sense of teacher authority in cross-cultural teaching context:
Preservice Chinese language teachers doing teaching practice in
international schools**

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Teacher authority is important in maintaining a functional class that enhances students' learning outcomes (Richmond & McCroskey, 1984; Koutrouba, Baxevanou & Koutroumpas, 2012), and is the basic element of successful teaching (Pellegrino, 2010). Unfortunately teacher authority is an oft-reported tension that teachers of Asian backgrounds need to negotiate when teaching in schools with a predominant western culture. Previous research studies have reported various challenges to teacher authority that teachers of Chinese ethnic origins have encountered when teaching in the western contexts, and these challenges include different cultural interpretations of respect (Hanson, 2013; Liu, 2012), struggle with establishing a well-balanced boundary between teachers and students (Romig, 2009; Yao, 2010), and misalignment of their teacher-centered classroom management strategies with the new teaching context (Zhou, 2013). Most of these studies are mainly based on the experience of experienced Chinese teachers who immigrated to the western contexts to teach Chinese language, and not many research studies have been conducted to examine the experience of pre-service teachers who engage in cross-cultural teaching in the non-western contexts. This study aimed to understand how a group of pre-service teachers of Chinese ethnic and educational backgrounds negotiated the tensions they encountered at their teaching practice sites, international schools in Hong Kong, to make sense of teacher authority in their cross-cultural teaching contexts. Three rounds of data collection (one prior to school attachment experience, one after school attachment experience and one after main teaching practicum experience) were conducted with 19 pre-service Chinese language teachers at a Master of Education programme at a university in Hong Kong. The study found that throughout the teaching practice process, the pre-service teachers' perception on teacher authority was constantly morphing. They started out assuming formal/legitimate authority and focusing on the disciplinary knowledge aspect of the professional/competent authority, but upon close observation of the students and teachers' interactions with them, they came to the realization that what mattered more was the charismatic/personal authority through treating students as equals and building close relationships with students and the engaging teaching style aspect of the professional/competent authority due to students' active dispositions and low motivation for learning the language.

However, their lack of skills in implementing activity-based teaching effectively and the unsuccessful experience of asserting power through equal and close relationships made them end up resorting less on asserting the charismatic/personal authority and professional/competent authority but more on the bureaucratic/coercive authority. This morphing process was shaped by their perception of student characteristics and their abilities to successfully assert certain types of teacher authority. And these pre-service teachers' assertion of teacher authority was constrained by their cultural knowledge and skills and their abilities to conduct pedagogical approaches that appeal to the students. The findings call for teacher training programs to strengthen the preservice teachers' abilities to exert different types of teacher authority in cross-cultural teaching contexts.

Paper Presentation

**Possibilities and challenges of implementing self-regulatory reading
instruction in Chinese language classes**

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Self-regulated learning (SRL), comprising elements of strategy use, metacognition and motivation, has been identified as a key factor of successful learning in many previous studies. SRL has also been widely advocated by the Hong Kong Education Bureau since curriculum reform. Besides natural maturation, research findings have highlighted the important role of classroom environment in developing students' SRL. Based on a series of studies conducted in Hong Kong Chinese language classes, the paper discussed the possibilities and challenges of implementing reading instruction based on SRL theories in Hong Kong. This series of studies addressed two major questions. The first questions sought to examine whether the proposed positive relation between SRL-based instruction and students' reading development in Western studies could be replicated in Chinese language classes. The second question aimed to understand how Chinese language teachers perceived and implemented SRL-based instruction. A total of 31 teachers and 1121 tenth grade students in Hong Kong participated in this series of studies. Quantitative methods, including reading comprehension test, student and teacher questionnaires, and qualitative methods, including student and teacher interviews and classroom observations, were used to collect data for answering these two research questions. On the one hand, the results indicated that Chinese language teachers generally held a positive attitude towards implementing SRL-based instruction and most of the features of SRL-based instruction showed positive relations with Hong Kong students' strategy use, motivation and reading performance. These findings support the advantages of applying the principles of SRL-based instruction in Hong Kong classrooms to facilitate students' learning. On the other hand, many teachers had a reservation on increasing the degree of autonomy in their classrooms. A high degree of student autonomy was also found to be associated with negative learning outcomes. Suggestions on how to provide sufficient teacher scaffolding when developing students into self-regulated learners are discussed.

Paper Presentation

Chinese language learning in multilingual context: A case study of two EM students in an EMI school

多語言環境的中文學習：一所英文中學兩位少數族裔學生的個案研究

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Two students of South Asian ethnicities, coming from two primary schools of different background, have studied in a Direct Subsidy Scheme (DSS) secondary school with large enrolment of NCS students and English as medium of instruction (EMI) for six years. This research studies the two students' achievement in Chinese language with ethnographic methodology, through retrospective interviews and longitudinal observation, as well as their academic performance for triangulation. Besides using Rhamie's Resilience Theory and Berry's Acculturation Theory to explain how the two students construct their cultural and language identity in the mainstream educational system, both Gardner's Integrativeness Theory and Dörnyei's L2 Motivational Self System Theory are also used to analyze and discuss their achievement and proficiency in Chinese language learning.

兩位在香港出生的南亞裔學生來自背景截然不同的小學，一起在一所收錄大量非華語學生的直資英文中學修讀主流中文課程六年。本研究以族誌式研究法，對該兩位南亞裔學生進行回顧式的面談和縱向觀察，並分析其整體學業表現，互相印證。在研究中，除了用林美 (Rhamie) 的「抗逆力理論」(Resilience Theory) 和貝里 (Berry) 的「文化適應理論」(Acculturation Theory) 解釋兩位學生如何在主流教育系統中建構文化語言身份，更以加德納 (Gardner) 的「融合理論」(Integrativeness Theory) 和多內 (Dörnyei) 的「第二語言自我激勵系統理論」(L2 Motivational Self System Theory) 分析及探討他們在中文學習的能力和成就。

Paper Presentation

The teaching and learning of reading and writing in a multilingual and multicultural South African context: The case of isiXhosa in an Afrikaans classroom

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The context that this paper builds on relates to Sub-theme 2: Effective pedagogies for teaching and learning L2 in the multilingual and multicultural South African Context. In this paper we reflect on recent research on the challenges when teaching reading and writing to learners who has isiXhosa as their mother tongue but have to learn in Afrikaans. Since the dawn of democracy in 1994, the South African Language Policy for Schools in our Constitution was amended to allow parents to enrol their children in the school of their choice. This meant that they could choose their children's language of learning and teaching. In Western Cape Province of South Africa, isiXhosa is the second of three official languages, (the other two are Afrikaans and English). Many parents with the indigenous language, isiXhosa, as their mother tongue exercise their democratic right by enrolling their children in the Afrikaans schools. They believe an education in a language with an academic standing will benefit their children. This has huge implications for learners with IsiXhosa as their first language who have to learn through the medium of Afrikaans, their second, language. According to Piaget and Vygotsky, language and reading are crucial for gaining access to knowledge if learners want to be academically successful (Woolfolk 2010). Thus, for many isiXhosa learners in Afrikaans schools reading with comprehension remains a big challenge. Further, this situation also impacts on teacher education as most teachers do not possess adequate knowledge and skills to assist isiXhosa learners in the Afrikaans classes. The purpose of this study was to develop a literacy intervention programme that could improve the vocabulary and reading comprehension of isiXhosa mother tongue speakers. Secondly the study aimed to determine whether the implementation of the literacy intervention programme would improve the vocabulary and reading comprehension of isiXhosa learners. The research methods employed were a literature review supported by an empirical investigation that included pre- and post-tests with learners and interviews with educators. The results of the study indicate that the intervention programme did improve isiXhosa learners' vocabulary and reading comprehension in Afrikaans and could therefore be recommended.

Paper Presentation

An evaluation of a school-based second language Chinese curriculum in Hong Kong

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This paper will report a case of second language (L2) Chinese curriculum development for ethnic minority students in Hong Kong. An ordinary government subsidized secondary school has been admitting students from non-Chinese speaking (NCS) family background for three years. With a team of enthusiastic teachers, these students have enjoyed learning Chinese and the school earns a respectable reputation among parents and attracts more students of similar backgrounds. To strive for better teaching effectiveness and consolidate students' understanding of Chinese culture, the teaching team has incorporated more traditional cultural elements in their L2 Chinese curriculum in 2013/14 academic year. The attempt is deemed adventurous as knowledge of Chinese traditions is considered impractical which students may not use in their daily lives. To evaluate the effectiveness of such attempt, this paper will investigate the impact of the curriculum on student performance. By analysing student examination papers on reading and writing, the author will identify links and gaps between the contents of learning and the assessment. The paper will conclude with lessons learned from the curriculum design and offer suggestions for developing L2 Chinese curriculum in a multicultural school context.

Paper Presentation

**Improving integrated Chinese language proficiency: A preliminary study
of vocational Chinese teaching and authentic learning for non-Chinese
speaking secondary curriculum**

**職業中文教學對提高非華語中學生中國語文聽說讀寫及綜合能力與實
境學習的研究**

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Many Chinese language teachers working with non-Chinese speaking (NCS) students remarked that NCS students would have to attain a certain Chinese proficiency level for career purpose upon graduation. Thus, the pressing need for schools to develop relevant Vocational Chinese modules to cater for the students' career needs has become a heated issue among frontline Chinese language teachers and schools

Implementing Vocational Chinese curriculum is a practical and effective solution to the aforementioned issue. Vocational Chinese programs have multi-level and integrated educational benefits. While enriching NCS students' learning experience and cultivating their attention and creativity, it also enhances their integrated language ability (including reading, writing, listening and speaking) and support their future career needs.

This action research covers:

1. Suggested methods for guiding NCS students in understanding their own interest and ability and in drafting suitable academic and career plans;
2. Suggested methods for helping students to master the job-related mental lexicon;
3. Suggested methods for guiding students in searching for their favourite jobs in newspapers, magazines and the Internet, while examining how cover letter and resume writing can be taught;

4. Suggested methods for highlighting points to note during a job interview, preparing students for the possible issues encountered and strategies for deal with them through authentic learning and role plays;

Based on the findings of the research, practical suggestions are made for educational researchers and frontline teachers' reference. They also show that vocational Chinese teaching is a viable way of enhancing the Chinese language ability of NCS students and helping them in getting better prepared for their future career.

不少任教非華語學生的中文科教師均表示，非華語學生要有一定的中文能力，畢業後方能成功投入社會工作。因此，學校需要發展相應的職業中文單元，以協助學生應付未來就業的需要，這已成為任教非華語學生的中文科前線老師及學校十分關注的課題。

職業中文教學正好能為上述值得關注的問題，提供可行而有效的解決方案。職業中文教學具有多層次而綜合的教育價值，它既可豐富非華語學生的學習經歷，培養其專注力和創造力，而在提升非華語學生的綜合語文能力〈閱讀、寫作、聆聽、說話等多項能力〉之餘，更可同時協助學生應付未來就業的需要。

本研究主要包括：

- (一) 教師如何引導非華語學生認識個人興趣及能力，並作出適合學生之升學及就業計劃。
- (二) 教師如何教導學生掌握有關工作的心理詞彙。
- (三) 教師如何引導非華語學生在報章、雜誌，以及上網搜尋自己心儀的工作；而學生學習如何撰寫求職信及履歷表，也屬研究課題之一。
- (四) 教師引導學生認識面試過程中需注意的重點，並透過實境學習、角色扮演等，讓學生預習在面試過程中將會遇到的問題及應對策略。
- (五) 根據研究結果，提出具體建議，供教育研究者及前線教師參考，俾能活用職業中文教學，提高非華語學生的中文能力，並為日後就業之路作好充分準備。

Paper Presentation

CKC online learning platform: An experimental study on integration of Chinese reading and writing

纵横数码在线学习：阅读写作相结合探索研究

Lin, Xiao Ping

Dragonwise Project; Research Team on Developing Chinese Teaching and Learning Strategies using
CKC IT Platform

Research Team on Developing Chinese Teaching and Learning Strategies using CKC IT Platform has successfully solved a number of problems involved in the development of several online learning models and web teaching resources for preschool, primary, secondary, tertiary and special education. Such online learning models and web resources, developed with input from experts and in-service teaching professionals alike, serve well as interactive platforms for enhanced self-regulated learning.

1) *Speed Reading Online System*

The Speed reading Online System was developed based on the web resources <http://www.zhzyk.cn>. It aims at providing training to facilitate coordination between eyes, brain and hands for speed reading through widening of visual span and reduction of fixation points. This enhances self-regulated learning while elevating readers' motivation.

There are 3 steps for the Speed Reading Online System:

- (1) First glance – using “definition recording function” during the process of reading
- (2) Detailed reading– using the CKC Chinese input method to type up the text during the process of reading
- (3) Repeated reading – capturing the key messages and answering the questions.

Pilot studies on teaching Chinese through this online platform have been conducted in various provinces in Mainland China since 2010. The duration for each pilot study is approximately 10 weeks. Results of student participants' reading comprehension assessments show a 20% increase in terms of reading speed and effectiveness.

2) *Integrating reading and writing through typing the text of Chinese Classics using the CKC online*

platform

This platform is developed based on the CKC resource website <http://www.zhzyk.cn>. The tasks include watching animations, reading Chinese classics, typing the text, reading extended learning materials, and writing reflective reports.

The aforementioned online platforms and teaching strategies have undergone numerous trial runs and further refinement for the past two years. According to the data collected from the online assessments, these platforms have demonstrated positive effects on the enhancement of students' reading and writing abilities.

纵横信息数字化研究教学实验总课题专家组攻坚克难，在幼儿教育、特殊教育、大中小学优化语文学习过程潜心研究和不懈探索，研究发展多项在线学习模式，研发了纵横网上教学资源库，凝聚了专家、校长老师探索丰硕成果，丰富自主学习系统。开拓互动交流平台空间。

1/网络在线快速阅读

其特点：基于互联网资源库 <http://www.zhzyk.cn> 快速阅读系统。以训练扩大视觉广度、增大识别间距，进行“眼脑手协同并用快速阅读训练”。以培养自主阅读，提高阅读兴趣和能力的目的。“在线快速阅读步骤”如下三步①初读-定义储存，②细读-文本看打，③再读-提取信息，完成阅读答题。

该实验设计自从 2010 年起在不同省进行实验，参加的学生实验周期十周左右，经过阅读能力测试，（阅读速度、理解率、阅读效率）成绩提升约 20%

2/网络在线经典名篇默打和读写结合

其特点：基于互联网资源库 <http://www.zhzyk.cn> 经典名篇纵横自学乐栏目。以“观赏动画-品读原著-速记默打-阅读扩展-读后随笔”为主要环节，创设赏心悦目情境，探索快速高效的古诗文读写结合模式。

上述的两项网上模式，经过两年的研究发展，总结了二十个省的网络在线评核数据所显示，对于提高学生阅读及写作能力，均有良好的效果。

Paper Presentation

Enhancing Chinese language learning of non-Chinese speaking secondary school students – An investigation on the effectiveness of adopting “Reading to Learn” methodology in teaching Chinese language in Hong Kong

「閱讀促進學習」對提高非華語中學生中國語文水平的成效淺釋

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Reading is an important and effective strategy to the Chinese language level of non-Chinese speaking (NCS) students. To enable effective reading, the foremost task is to develop and strengthen students' character recognition ability. The major objective of this research is to examine the application of Dr. David Rose's "Reading to Learn" (R2L) theory in the classroom for effective enhancement of NCS students' learning of Chinese language, which would in turn improve their character recognition, reading and writing abilities.

As an action research, the researcher and teachers would like experiment the aforementioned pedagogy on the NCS students for literacy enhancement while further exploring effective implementation of the R2L pedagogy in a progressive manner for improving NCS students' interests and skills in reading and writing.

The case study reveals that the "genre pedagogy" of R2L has been effective in improving the Chinese character recognition, reading and writing abilities of NCS students, as well as arousing their interest in reading.

要有效提高非華語中學生的中文能力，加強閱讀是其中一項重要而效果顯著的方法；而要達到有效閱讀之目的，發展並鞏固學生的識字能力，更是首要之務。本研究之主要目標，乃探討由 Dr. David Rose 提出的「閱讀促進學習」(Reading to Learn, R2L) 學習理論，如何可以在課堂教學的過程中，有效促進非華語中學生學習漢語，從而提高其中文識字及讀寫能力。

本研究採用行動研究法，在推進行動研究期間，研究員及老師希望在提高非華語中學生的識字能力，以至讀寫能力之餘，更能進一步檢視如何有效運用此教學法，逐步提高非華語中學生閱讀及寫作之興趣與能力。

研究結果顯示，運用「閱讀促進學習」(R2L) 的「文類教學法」，確能增強非華語中學生的中文識字及讀寫能力，並能進一步提高非華語中學生的閱讀興趣。

Paper Presentation

**The outcomes of learning a foreign language: Learners in rural primary
schools in Botswana**

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This paper examines the outcomes of learning a foreign language on the learners in rural primary schools of Botswana through scrutinising their artefacts from English language lessons. The study adopted the qualitative approach and used the classroom observations, open ended questionnaires and interviews to collect data in ethnically and linguistically complex primary schools. The sampled learners' artefacts involved were from schools where learners go to school speaking different home languages from the school languages. The findings of the study indicate that the outcome of the policy is disastrous and learners find it difficult to acquire English as a foreign language. The learners' artefacts indicate lack of comprehension, lack of understanding and lack of acquisition which consequently impacts on their general academic performance. The study concludes that 'one size does not fit all' and therefore it is necessary to reflect on the teaching and learning methods that suit the calibre of learners in rural areas. The study recommends that teachers should be trained to use relevant pedagogy to handle ethnically and linguistically complex classrooms.

Paper Presentation

Using a bilingual resource to develop creative reading and writing in literature in the language classrooms in Zambia

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Teaching literature in the multilingual language classrooms in Zambia has been guided by a monolingual fallacy that has been unchallenged since English was proclaimed the sole language of instruction almost five decades ago. As a consequence, learners' mother tongues and their concomitant reading and writing skills have been left out of mainstream literature pedagogy, effectively disadvantaging learners and teachers in the process. This paper reports on a doctoral study designed to develop an effective local-language-based intervention strategy for teaching grade ten (10) literature learners through bilingual materials and approaches. A local language - Bemba – and English were harnessed in a Bilingual Resource that acknowledges the learners' linguistic and cultural knowledge of both languages. Archival retrieval and live recordings of Bemba oral traditional narratives provided initial data for the study. Through transcription and translation, the resource was created and tested through a series of seventeen (17) lessons taught by a literature teacher in the language classroom. Focus group discussions generated additional data which was analysed using qualitative techniques. Preliminary results show that participants are enthusiastic about the bilingual approach as it validates their language and culture while giving them a choice of reading and thinking in both languages. Learners are equally receptive to the bilingual materials describing them as fun, exciting and innovative. Key Words: Zambia, Bilingual resource, literature, Bemba, English, Language of instruction, reading, writing, Bilingual approach, pedagogy, knowledge

Paper Presentation

**Discussion about how is the inspiration towards reading and writing
teaching strategies by discourse analyzing on Singapore primary school
Chinese textbooks**

**探究新加坡小学华文教材文本分析对小学华文读写结合之教学策略的
启发**

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"Mother Tongue Languages Report Review Committee Report 2010" issued by the Ministry of Education of Singapore clearly point out Communication as one of the purpose of teaching, should emphasize on the importance of the usage of real context for in the actual life for language learners. The report pointed out that literacy skills training is mainly built on the basis of student activity so that students can rely on their listening and speaking skills first and later will lead them to master reading and writing skills. Since 2004, Ministry of Education proposed "Report of the Chinese Language Curriculum and Pedagogy Review Committee" to make a review of the Chinese curriculum. Nowadays, the focus of Chinese language teaching is gradually taken more real corpus to develop students' communication skills. Through various activities and lives corpus such as news, biography and fables, Chinese lessons are getting more interesting, so that students would feel that Chinese is actually daily language. Therefore Singapore primary school Chinese textbook consists of both oral practice, reading and writing practice into two parts. Besides, it also includes integrated task to enable students to learn lessons through doing practice. By seeing the review report at year 2004 emphasize on the importance of Chinese language curriculum and instruction in primary and secondary schools, curriculum planner purposely inject more diverse themes, different types of genre into textbook of primary school Chinese language(2007 version). They hope to see that context driven by a combination of authenticity teaching literacy can lead students to a better learning of teaching materials, thereby enabling students to understand the Chinese language learning in their daily life. Different forms of genre and discourse reflected the ideology of choice needs to be interpreted, especially when it appears inside textbooks. This paper intends to use Halliday's systematic functional grammar as text analysis tool, to analysis discourse and genre inside

Singapore primary 3 and 4 Chinese language textbook. The appearance of textbooks discourse and genre not only will affect teachers' understanding of the teaching material, therefore it will also affects the teaching strategies which chosen by teachers. I believe this research can text on discourse analysis theory and practice can have more than a certain degree of expansion, and it can also give Singapore to Chinese as second language learners a certain forms of inspiration towards the path of Chinese language learning.

新加坡教育部颁布的《2010 母语检讨委员会报告书》明确提出沟通 (Communication)这一教学目的，强调了学习者在真实的语境下进行语言的实际运用的重要性。报告书指出，读写技能的培养主要是建立于学生的听说活动基础上，以让学生可以依赖他们的听说技能来掌握读写技能。教育部自 2004 年提出关于《华文课程语教学法检讨委员会国会报告书》对当时华文课程做出检讨后，现今华语课程的教学重点已经逐步采取更多真实语料来培养学生的语言交际能力，并通过各种活动以及采取更多的生活语料（如新闻、传记、寓言故事），使华文课更加生动有趣，让学生觉得华语其实就是日常生活的语言。在新加坡小学华文教材设计中，分别兼备了听说和读写两个部分，当中不乏听说的综合活动课旨在让学生得以在做中学习。眼见 2004 年《华文课程语教学法检讨委员会国会报告书》对未来中小学华文课程与教学的重视，于 2007 年编制的小学华文课程的读写部分更是大量注入多元化的主题、不同类型的文体以及真实性的生活化语体，足可见编者希望能藉由真实性语境带动读写结合的教学，以更好地让学生的学习与教材文本产生共鸣，进而使学生认识到华语学习在日常生活中的实用价值。在强调生活化语料的教学场上，教材中的语体、语篇选择反映出来的意识形态确实有待解读。本文拟采用韩礼德的系统功能语法作为文本分析工具，对新加坡小学华文三年级与四年级的教材里的文本话语作出剖析。教材文本话语的呈现，除了会影响教师对于教材的理解，对于教师选用的读写结合之教学策略以及学生的读写学习也有着一定程度地交互性影响作用。相信本研究能对文本话语分析的理论和实践能有一定程度的拓展之余，亦能对新加坡以华语作为二语的学习者在读写学习上有所启发。

Paper Presentation

The School-based development of workplace Chinese

職業中文的校本發展情況

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In order to let Non-Chinese students understand Hong Kong's job market and relevant knowledge on Workplace Chinese at an earlier stage, our school has incorporated related teaching and learning material into our school-based curriculum. This year, our school also starts to plan, develop and research on the implementation of Applied learning Course (Workplace Chinese) with the support of Education Bureau, HKSAR. Our teachers also co-operate with the professionals from the University of Hong Kong and enhance our school-based curriculum on Workplace Chinese.

This sharing session will cover:

- 1 The core values of school-based workplace Chinese course
- 2 Sharing of teaching materials
- 3 Public lesson on Workplace Chinese (The University of Hong Kong)

為了讓非華語學生盡早認識香港的就業市場，以及提供相關的職業中文的知識，在本校的校本課程中已經滲入職業中文的範疇，本年度教育局發展應用學習中文課程（職業中文），本校亦著手規劃課程、製作教材、研究教學方法等，而教師亦向香港大學借鑑，以完善校本職業中文的課程。

本校分享如下：

- 1 校本職業中文課程的理念
- 2 教材分享
- 3 香港大學職業中文公開課分享

Paper Presentation

A research on the response of Korean literary education to the multiculturalism

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In South Korea, “multicultural literacy” has risen as a new issue of literacy education. This research will examine how the demands of multicultural literacy education are accepted in a literary education in Korean public education system. For this, this research will review national literary education curriculums amended in 2007, 2009, 2011 and literary textbooks. Through this analysis, this research investigate how a Korean literary education delivers the needs of multicultural society. In South Korea, a homogeneous ethnic group and a monolingual nation, there have been little needs of KFL(Korean as a foreign language)/KSL(Korean as a second language) education so far. But number of students with diverse cultural backgrounds has been increasing, which accelerates the diversity of racial, ethnical and cultural aspects in school these days. In this situation, Korean language education for student in Korea cannot remain as the mother tongue education in a monocultural context anymore. For this reason, Korean education faces a new circumstance which requires a different perspective for the ‘cultural literacy’. That’s because the components and characters of ‘cultural literacy’, which means all kinds of cultural knowledges required for participating in a society/culture, need to be amended as the society changes. It became a problem of cultural literacy that how the students keep their own identities and which point of view they should take to other cultures. In Korean education, literary education has taken a high place in cultural literacy education because the literal text involves cultural factors in itself and is closely related to the questions of value based on cultural context. As the multicultural literacy became a new factor of cultural literacy, the literary education curriculum started to deliver those demands in someways. And it has been influencing on the choice of literary materials and activities of textbook. To examine how the demands of multicultural education are accepted, this research uses the objects and methods of study as followings: extracting provisions related to multicultural literacy in each period of curriculums and analyzing how they deal with it. Through this, we will find out diachronical changes in curriculum and the function of literary materials; analyzing literary texts in textbooks under each curriculum quantitively and thematically; examining whether learning activities in textbooks provide proper experiences for expanding multicultural literacy to students in a critical point of view. From those, this research expect to give a reflective point of view to early

corresponding of language education to social change and suggest a new direction of multicultural literacy education.

Paper Presentation

The effectiveness of using ‘Reading to Learn’ pedagogy in enhancing the ability of non-Chinese speaking students in writing complaint letter

「閱讀促進學習」教學法對提高非華語學生投訴信寫作能力的成效

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This research aims to study the effectiveness of using Reading to Learn pedagogy in enhancing the writing ability of non-Chinese-speaking students in practical writing through adopting Reading to Learn in teaching. The subject of this research is a group of 20 secondary 2-3 non-Chinese-speaking students from local secondary schools. The subjects are currently participating in the Student Support Programme(SSP) co-organised by the Education Bureau and the Centre for Advancement of Chinese Language Education and Research of the University of Hong Kong.

During the research, the team adopted the Reading to Learn pedagogy in the three parts of teaching. The first part was Preparing for Reading and Detailed Reading, aiming to introduce the stages and wordings of a complaint letter through reading model text; the second part featured the usage of intensive strategies to reinforce students’ skills of writing a complaint letter; the third part was on summarising the writing criteria of complaint letter and Joint Construction to guide students to write a complaint letter through teacher and student interaction.

The research methodology includes class observations, interviews and text analyses of pre-test and post-test.

The preliminary results show that the Reading to Learn pedagogy has obvious effect in enhancing the ability of students in writing a complaint letter practically.

本研究嘗試運用「閱讀促進學習」教學法來教授非華語中學生學習應用文寫作，重點在探討「閱讀促進學習」教學法對於提高學生投訴信寫作能力的成效。本研究以 20 名中二至中三級非華語中學生為研究對象，有關學生來自本地主流中學，現正參與教育局及香港大學教育學院中文教育研究中心合辦的「非華語學生支援計劃」。在研究過程中，研究團隊為有關學生施行「閱讀促進學習」教學，共三部分。第一部分為準備閱讀(preparing for reading)和仔細閱讀(detailed

reading), 透過解構模範文本(deconstructing model text)讓學生初步認識投訴文的文步和用詞; 第二部分為運用密集式的策略(intensive strategies), 以鞏固學生寫作投訴文的技巧; 第三部分在總結投訴書信的寫要求及共同建構(joint construction), 透過老師和學生合作, 引導學生創作投訴文。研究方法包括課堂觀察、訪談及前測和後測文本分析。本研究初步發現「閱讀促進學習」教學法能明顯提高學生投訴文的應用寫作能力。

Paper Presentation

Meeting individual learner needs: Differentiated instruction in ethnically mixed Chinese language classes

運用分層教學法兼顧不同學習需要

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There has been a trend for non-Chinese speaking (NCS) students to study in mainstream schools in recent years. As there is a rather large gap between the Chinese proficiency levels of NCS and local students, how teachers cater for such diverse learning needs has become a heated issue. On one hand, given their Chinese proficiency level, NCS students might find the mainstream curriculum difficult. In cases where the content knowledge being taught is far beyond their abilities, students would not be able to catch up with the rest of the class. They progress but become demotivated. Yet, on the other hand, it is implausible for teachers to change the syllabus for individual NCS students.

In view of this, our teachers conducted an action research in Form 1 and Form 2 classes with NCS students. Teaching materials and activities suitable for the varied abilities of students were designed with reference to the concept of differentiation (Weston, 1998; Tse, Ki, & Shum, 2012). While these NCS students' Chinese proficiency levels varied due to different starting points, our teachers set up different objectives to cater for their individual needs. For the two Form 1 NCS students, the objectives were mainly focused on vocabulary and reading; as for the Form 2 student, writing was the primary concern.

The research shows that differentiation benefits students of different abilities without adversely affecting the progress of the class as a whole. The NCS students are able to complete learning activities that suited their abilities, which have given them a sense of accomplishment and thus enhanced their interest in learning and confidence. Other than the NCS students, differentiation is also found to be beneficial to academically weaker Chinese-speaking students. Our teachers will share their tiered instructional designs for the Form 1 and Form 2 classes, the difficulties they encountered, and the accomplishments of the students.

近年，非華語學生入讀主流學校成為新趨勢。由於非華語學生跟本地學生的中文水平有頗大的差異，老師如何兼顧不同學習需要成為備受關注的課題。基於中文水平的差距，非華語學生接受主流學校的課程難免會感到吃力。若教學內容遠超學生的能力，學生追不上進度，只會變得被動，甚至抗拒學習。然而，老師不能為了個別非華語學生而影響整體的教學。

鑒於這個情況，本校的老師就中一、二級非華語學生就讀的班別進行行動研究。老師因應不同學生的能力，運用分層教學法設計教材及活動(Weston,1998; 謝錫金、祁永華、岑紹基,2012)。即使同為非華語學生，由於學習的起步點不同，中文水平亦有差別。老師針對學生的弱項，訂定不同的目標。中一級的兩位學生以識字、閱讀方面為主，中二級的一位學生則針對寫作方面。

研究發現，運用分層教學法既沒有影響全班的學習進度，亦令不同能力的學生都能在課堂上有所得益。班上的非華語學生能夠完成切合他們能力的學習活動，從中獲得成功感，從而提升了學習的興趣和自信。除了非華語學生外，運用分層教學法對班上一些程度稍遜的學生亦有幫助。老師將會報告中一、二兩級的分層教學設計、當中的困難及學生的學習成果。

Paper Presentation

Exploring peer collaborative learning: Practical strategies for Hong Kong teachers

朋輩協作學習策略初探：「小伙伴協作學習計劃」

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The number of non-Chinese speaking (NCS) students in mainstream schools has been increasing in recent years. While differences exist between the Chinese language levels of NCS students and their local counterparts, teachers have been unable to accommodate the learning needs of every student due to limited lesson hours. It is also difficult for teachers to provide regular one-on-one tutoring to specific students.

In view of this, our teachers carried out an action research to investigate alternative strategies for enhancing NCS student learning. Based on the strategy of peer tutoring (Ekstrand, 2011), the “Learning Buddies Program” was implemented in the form of a pilot program. NCS and local students paired up as learning buddies to exchange ideas and learn outside of class. This helped to reinforce learning while also allowing NCS students to learn Chinese in an informal and relaxed manner. There were three pairs of learning buddies: two pairs of them comprised a Form 1 NCS student and a local student of the same form, while the remaining pair comprised a Form 2 NCS student and a Form 3 local student. Although the NCS students were weaker in Chinese language, such pairings were complementary in nature – the students by engaged actively in discussions and learnt from each other.

The research reveals that the “Learning Buddies Program” has been able to boost the learning motivation and performance of both the NCS and local students. With the help of the learning partner, students’ memory retention is enhanced as they are reminded of the lesson content by peer tutors during the process. The students also agree that the program has enhanced their motivation to learn and self-learn. Our teachers will share the structure of the aforementioned

“Learning Buddies Program”, the related activities, the problem encountered as well as the progresses of individual students.

就讀主流學校的非華語學生人數與日俱增，他們的中文程度跟班上的本地學生有一定的差異。然而課堂時間有限，老師難以全面照顧各個學生的學習需要，亦難以經常給學生作個別指導。

有見及此，本校的老師進行行動研究。利用朋輩協作學習的策略（Ekstrand,2011）推行「小伙伴協作學習計劃」。讓非華語學生及本地學生結成學習伙伴，以一對一的形式善用課餘時間作交流、學習。除了鞏固課堂的學習外，同時亦以輕鬆的形式學習中文。現時已有三組學生進行協作學習，其中兩組為兩位中一級非華語學生及兩位本地學生，另外一組是一位中二級非華語學生及一位中三級本地學生。雖然非華語學生的中文程度較弱，但在計劃內他們並非單向地接受指導，而是跟本地學生互補長短，一起討論，互相學習、提點。

研究發現，通過「小伙伴協作學習計劃」，學生有了共同學習的對象，加上在互相提點的過程中令記憶更加牢固，非華語學生和本地學生的學習動機和表現都有所提升，學生亦認同計劃能推動他們學習和自學。老師將會報告「小伙伴協作學習計劃」的協作形式、建議活動、施行上所面對的困難及學生的進展。

Paper Presentation

Analysis of thematic progression in students' writing and pedagogical implications for the teaching of writing

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Among the three metafunctions in the SFL genre theory, those are ideational, interpersonal, and textual, structural organization of ideas concerns the strand of meaning associated with the Textual Theme Mode. In this regard, one of the most important analytical endeavors at this level of metafunction is to determine the thematic progression (Danes, 1974) which in text is realized as processes of prediction, for example, macro-theme to predict hyper-theme (Martin 1992). This paper generally attempts to describe how university students organize complex ideas in their writing. Specifically, this study explores the theme-rheme patterning as realization of the ways students visualize abstract realities. That is as well description of thematic structure in association with grammatical metaphor, conjunctive relation, and relational process. The text data were gathered primarily from 35 undergraduate students. The texts were written in response to the recently published book on SFG (Introducing Systemic Functional Grammar). In the context of the Indonesian current literature on SFG, the publication of the book was of noteworthy contribution given the fact that the nation's new curriculum has provided some appreciable amount of space for creativity in the application of the SFL genre-based approach to teaching and learning amid the scarce resource materials on the subject. Using the analytical framework of thematic progression (Danes, 1974; Eggins, 2004; Halliday, 1994), the present study ran analysis by first outlining the super-themes across 35 brief comments, followed by analysis on the macro- and hyper-theme levels. Further, more detailed analysis of Danes' three types of thematic progression, those are Simple Linear Thematic Progression, Thematic Progression with Continuous Theme, and Thematic Progression with Derived Themes, provided insights into cross-referential links from theme to theme or rheme to theme in students' writing. Tentative findings demonstrated the various ways thematic progression was attempted in the writing albeit frequently confronted with little success given the status of the English language as a Foreign Language to the students. With this limitation notwithstanding, the findings in turn on the pedagogical basis served to inform the practices of the teaching of writing to university students.

Paper Presentation

Teaching idioms through stories: Exploring the use of reading to learn

(R2L) in secondary CSL classrooms

**為非華語學生設計的「閱讀促進學習」教學法初探 — 以成語故事為
教材示例**

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Some non-Chinese-speaking (NCS) students in Hong Kong start learning Chinese language from a young age. Although these students have a relatively solid foundation of the language than their counterparts, their Chinese proficiency levels still vary to a great extent. Reading Chinese idiom story is widely considered as an important and effective method for enhancing the Chinese proficiency levels of NCS students.

In light of this, the Chinese language subject teachers and other relevant teaching staff of Buddhist Fat Ho Memorial College has made an attempt in developing a set of suitable “Reading to Learn” (R2L) teaching materials on learning Chinese through idioms for the Form 3 and Form 4 NCS students by basing on the R2L theory.

The main objective of this research is to examine the applicability of Dr. David Rose’s R2L theory in the classroom for enhancing NCS students’ learning of Chinese language, which would in turn improve their character recognition, reading and writing abilities. It reveals that the said pedagogy is a comprehensive and effective strategy for improving the Chinese proficiency levels and learning abilities of the school’s NCS students.

在本港，部分非華語學生自幼學習中文，根基雖較其他非華語學生穩固，但他們的中文程度卻往往十分參差。要有效全面提高非華語中學生的中文能力，加強閱讀成語故事是其中一項重要而效果顯著的方法。

有鑒於此，佛教筏可紀念中學的中文科科任老師與其他相關的同事，共同籌劃了根據「閱讀促進學習」(Reading to Learn, R2L) 學習理論，嘗試為部分中三、四級的非華語學生，提供適切的

中文成語故事的 R2L 教材。

本研究之主要目標，乃探討由 Dr. David Rose 提出的「閱讀促進學習」(Reading to Learn, R2L) 學習理論，如何可以在課堂教學的過程中，有效促進非華語中學生學習漢語，從而提高其中文識字及讀寫能力。筆者期望非華語學生能藉此中文成語故事的 R2L 教材，以及根據相應的「閱讀促進學習」(Reading to Learn, R2L) 的教學法，可以更全面、更有效地提高非華語學生的中文水平及能力。

Paper Presentation

**Passing on the mother tongue: Implementation of the Hokkien
curriculum for elementary schools in Taiwan**

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Tracing first the evolution of the island's multilingual language education policy, this paper examines the implementation and implications of the Hokkien curriculum for elementary schools in Taiwan. Drawing upon qualitative data from currently available library materials and a recent ethnographic study, the paper surveys the strengths and challenges of the aforementioned curriculum in terms of rationale, design, actual implementation at school level and regional variation, while further exploring the development of school-based Hokkien curriculum in Taiwan's elementary schools in relation to the contesting discourses of language endangerment and revitalization. The author argues that ethnic politics has continued to play a key role in curriculum decision-making in the second decade of Hokkien education, particularly in face of fierce competition with other local languages in the formal education system.

Paper Presentation

The significance of first and second language in IB education

國際文憑課程：第一語言和第二語言的重要性

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The mission of IB is to nurture global citizens to champion the 21st century. The IB environment is usually a multilingual and multicultural scene. An IB world school would have students from all walks of lives, from different countries, language environments and proficiency, cultures, age, and gender. In an environment such as this, why do the students need to learn a second language (In IB setting, it is addressed as language B) other than the first language (In IB setting, it is addresses as language A)?

This presentation is going to explore the reasons and significance of learning the second language and the advantages of bilingual from the social interaction, economic and employment perspectives.

Why does the IB emphasise second language teaching and learning? What are the differences between first and second language in the IB school? What are the differences between IB language programme and other language programmes and why? This presentation will enlighten you the differences between first and second language and the reasons behind these differences from the objective of first and second language especially in the Asian context where it is imperative to preserve culture and language identity.

The challenges in first and second language from teachers and students perspective in terms of planning to execution of the teaching and learning of the programmes in the classroom will be also discussed. Differentiation which is adopted to cater the different needs of students from various age group, language proficiency and background to learn their mother tongue, second language and other languages comfortably will be presented in this presentation. Also, the presentation will encompass strategies for implementation of effective teaching and learning environments for both first and second language in the IB setting.

Challenges from School's Perspective

Besides the emphasis on the significance of first and second language objectives in IB education, this presentation will shed a light upon these issues in second language : the placement in the classroom by considering economical group sizes and grouping; concurrent sessions and teachers allocation; scope and sequence of each group/phase; learning outcomes and assessment.

國際文憑旨在培養 21 世紀優秀的世界公民。在國際文憑世界學校多元語言及多元文化的環境下，學生來自全球五湖四海不同國家、不同語言環境、不同文化、不同年齡、不同性別，他們的語文水平參差不齊。在學習第一語言（在 IB 框架下，称为語言 A）以外，為何還需要學習第二語言（在 IB 框架下，称为語言語言 B）？

這篇論文發表將會從社會互動、經濟以及就業角度探討學習第二語言的原因與其重要性。根據目前全球趨勢，分析雙語學生為何在學習上、價值觀、國際觀或將來就業上佔優勢。

為什麼國際文憑教育那麼注重第二語言教學？國際文憑課程第一語言和第二語言有什麼不同之處？國際文憑的語言課程跟其他傳統學校的語言課程又有什麼不同？這些不同之處如何形成了國際文憑的語言課程的特色？國際文憑第二語言如何進行有效的第二語言的教學與學習？

這篇論文發表將分析國際文憑課程國際文憑課程第一語言和第二語言的不同以及造成這些差異的原因並且根據國際文憑課程第一語言和第二語言的課程宗旨，尤其是從維護、傳承和延續亞洲人傳統、文化、價值觀角度出發，探討國際文憑第一語言和第二語言課程的影響。

第一語言和第二語言的挑戰：從教師以及學生觀點出發，國際文憑第一語言和第二語言的課程從規劃到課堂教學到底面臨怎樣的挑戰？學生語言背景不同、年齡有差異、語文能力參差不齊，學校如何提供母語、第二語言以及其他語言的學習？如何進行策略性和高效性的教學？

從學校角度來看，國際文憑第二語言如何同時開班、如何安排教師以至如何安排每班學生人數以符合經濟效益；如何依照學生語言能力分班並規劃適當的課程以至評估。

這片論文發表將根據國際文憑第一語言和第二語言的宗旨帶出其重要性，並從課程規劃、分班政策、教學到評估，分析國際文憑通過第一語言和第二語言，培養掌握雙語的精英，貫徹真正的國際教育。

Paper Presentation

The possibilities German exile literature for the multicultural German classroom and intercultural education: Teaching material for Erika Manns' children's book "a Gang of Ten"

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My research interest is the combination of intercultural and literature education. The German exile literature from the times of World War II is a valuable resource for the cultural memory especially concerning the intercultural experiences the authors made themselves in their exile countries and the experiences they imagined in their literary works. There are a lot of exile authors, which wrote children's literature either for an imagined German audience or for the exiled German children and for the children in the exile countries as a whole. This is a very interesting domain of literature research under intercultural aspects, which is until now barely conducted. Erika Mann for example not only lectured in the whole USA about Nazism to explain the urgent need for standing up against fascism, she also wrote children's book with the wish to inform the American children and society as a whole about the fate of exiled German children and to fight against cultural stereotypes. "A Gang of Ten" (1942) is a detective story, which the author uses for this educational goal. A group of exiled children from the "United Nations" (China, Russia, Netherlands, Great Britain, France) come to the USA and become part of a boarding school called "New World". Erika Mann presents the different children on first sight in agreement with cultural/national stereotypes. Through the narrative structure, which engages the reader in changing perspective taking activities, she motivates the reflection of these stereotypes while the detective story enrolls. Because it is a book suitable for 12-14 year old readers the question is how the competence of reflecting different perspectives and the motivation and fun to read a detective story can come together. It is also a historical text. The historical context is foreign to our own situation at present. On the other side there are various connecting chains to problems of our world society today. Historical learning and the chances of self-awareness in the context of our globalized world can come together in the multicultural literature classroom. I will present material for literature classes in which the intercultural learning possibilities will be combined with the goal of literature education. I want to show how both can work together if we approach the literary text in a reflective way. Also I want to discuss the implications and ideas about the material I will outline.

Paper Presentation

The reflections of teaching materials design to non-Chinese speaking students - Examples of the people news

香港非華語學生中文學習教材設計反思—以報章人物報道為例

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There were 10 non-Chinese speaking students (From Secondary 1 to Secondary 4), who had been having main stream Chinese class in local secondary school in this study. They joined Student Support Programme coordinated by the University of Hong Kong. The author made use of people news as teaching materials and students were able to learn Chinese themselves by collecting words and phrases in the materials. They were expected to brush up their reading and writing abilities by learning activities in the people news designed by the author.

The author mentioned the rationales of selecting people news as teaching materials first, and then discussed the meanings of Newspaper in the classroom to the non-Chinese speaking students in learning Chinese with example of the Newspaper In Education movements in Singapore schools. The author discussed the criterion of selecting and adapting people news integrated with the theory of newspaper writing materials as teaching materials (Teaching Chinese as second language). The designs of learning activities will be introduced in the paper.

At the end of the paper, the author reflected teaching materials design by investigation of students' notes and assignments, feedbacks from the students and the test results of SSP language proficiency test. The author would like to have inquiry the position of Newspaper In the Classroom in Teaching Chinese as Second Language Curriculum from the time being from the perspectives of mainstream or adapted Chinese Language curriculum, other teaching Chinese as second language approaches, and teaching materials used in Chinese as second language teaching.

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本文以 10 名參加香港大學非華語學生中文學習支援計劃(SSP)，並就讀主流中文科課程(中一至中四級)非華語學生作為對象，利用報章人物報道設計教材，透過相關教學活動，讓學生能懂得從報章搜集及學習中文詞句，培養中文自學能力，並訓練學生閱讀及寫作能力。

本文先從學生學習背景、中文水平及學習需要，敘述選擇報章人物報道作為教材的理念，並以讀報教育(Newspaper In Education)在新加坡學校推行情況為例，論述報章教學(Newspaper In the Classroom) 對香港非華語學生學習中文的意義；然後結合對外漢語報章教材編寫理論，論述選擇及調適人物報道文章的準則，以及介紹語文學習活動設計。最後透過檢視學生學習筆記及習作表現、學生對利用報章人物報道學習中文的意見，及 SSP 語文水平測試結果，對報章教材設計作出反思；並嘗試從目前非華語中文課程、中文為第二語言教學法，及其他學習非華語中文學習教材角度，探討報章教學在香港非華語中文學與教的定位。

主要參考資料:

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Paper Presentation

Use of origami in Chinese as a second language classroom

摺紙在中文為第二語言課堂中的運用

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Non-Chinese speaking (NCS) students are likely encounter many difficulties and problems in learning Chinese as a second language, such as high forgetting rate regarding character learning and low learning motivation.

This research aims at boosting NCS students' interest in learning Chinese as their second language through origami activities. Origami activities with language input were designed and implemented to improve students' learning and development of speaking, listening, vocabulary acquisition, reading and writing abilities. These activities aided students particularly in learning instruction-related phrases and understanding of expository writings with the objectives of enhancing peer collaboration and intercultural communication.

This research involved three classes of NCS students and three teachers. During the teaching practice, the researcher and the teachers instructed the students together in activities that allowed students to learn Chinese through origami. By observing the students' learning progresses and motivation, their patterns of language use (especially Chinese), their interactions with the teachers, and collecting data on the teachers and students' views towards such pedagogy, this research explores the actual practice and challenges in learning Chinese through origami in the language classroom and its effect on teaching and learning.

This research shows that origami activities are likely to improve students' overall Chinese language abilities, especially in terms of recognizing Chinese characters. Apart from that, both the teachers and students have been found with positive views towards learning Chinese through origami.

非華語學生學習中文作為第二語言時，會遇到很多困難和問題，包括對學習漢字的遺忘率高，以及學習動機低落等。

本研究的目的，乃希望通過摺紙學習活動，提高非華語學生對中文作為第二語言的學習興趣；

藉着參與摺紙活動，促進學生學習和發展說、聽、識字、閱讀和寫作能力，特別是學習與指示相關的用語以及閱讀說明文；藉着參與摺紙活動，增加同儕學習的機會及促進跨文化交流。

本研究以三班非華語學生及三位任教老師為對象，通過教學實踐，研究員與老師共同指導學生參與摺紙學中文的活動。此外，本研究通過觀察學生的學習情況、使用中文的頻率和類型、師生之間的互動、學生的學習動機，以及老師和同學對摺紙學中文的意見等，探討利用摺紙學中文在課堂中應用的實際情況和困難，以及具體的學與教成效。

總結研究所得，摺紙能提升學生的整體中文能力，尤其是對漢字的辨識能力。此外，老師和學生均對運用摺紙學中文持正面的評價。

Paper Presentation

Enhancing reading and writing skills through “Reading to Learn”

**methodology: A case study of secondary 3 non-Chinese speaking
students in Hong Kong**

運用「閱讀促進學習」教學法促進讀寫能力:以中三級非華語學生為例

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As non-Chinese-speaking (NCS) students are scattered across different stages of Chinese language learning, even those in the same class would be found with different proficiency levels. This has created great learner differences amongst students and posed great challenges for teachers in catering for the needs of students with varied abilities.

To cope with the issue, this research seeks to adopt the “Reading to Learn” (R2L) pedagogy to cater for different learning needs and improvement of students’ reading and writing abilities. The theory of subject specific genre and the concept of paragraph structure were form the basis of the research alongside the R2L pedagogy.

This research involved a class of seven Form 3 NCS students and a teacher. The teacher adopted the R2L pedagogy for enhancing students’ reading skills and vocabulary acquisition. Activities, namely sentence and paragraph restructuring, were used to consolidate students’ understanding of the texts. To develop students’ abilities to transfer the knowledge they gained in reading to writing, teacher-led, group and individual writing activities were conducted to allow students to apply the language knowledge obtained through reading.

In this research, students’ abilities in reading and writing were assessed through observation of their learning progresses and their interactions with the teacher. This research also explores the actual practice and difficulties in applying the R2L pedagogy in Chinese language lesson and its effect on teaching and learning, while showing that the R2L pedagogy has improved students’ learning motivation, attention, as well as reading and writing abilities.

非華語學生學習中文的年期不一，同一班級內的學生，有不同的語文能力，造成很大的學習差異。老師在教學時，難以兼顧不同能力學生之間的學習需要。

針對上述問題，本研究期望能以專科語體理論、文步結構概念、閱讀促進學習教學法理論為基礎，通過「閱讀促進學習」教學法，照顧不同能力學生之間的學習需要，並促進學生的閱讀和寫作能力。

本研究以一班中三級非華語學生（共七人）及一位任教老師為對象，通過「閱讀促進學習」教學法，引導學生閱讀，學習文本中的關鍵詞，並通過句子和段落重排活動，鞏固學生對文本的理解。此外，通過師生共同建構、同儕建構及個人寫作活動，運用從閱讀中所學會的語文知識，發展學生由閱讀過渡至寫作的的能力。

本研究通過觀察學生的學習情況、師生之間的互動，評估學生的閱讀和寫作能力，並探討在中文課堂中運用「閱讀促進學習」教學法的實際情況和困難，以及具體的學與教成效。

研究發現，運用「閱讀促進學習」教學法能促進學生的學習動機、專注力、閱讀以及寫作能力。

Paper Presentation

**Facilitating integrated language proficiency of non-Chinese speaking
students through drama: An action research**

運用戲劇教學促進非華語學生綜合語文能力的行動研究

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Non-Chinese speaking (NCS) students generally learnt Chinese in the second language learning sequence, which started from listening and speaking, and then to vocabulary acquisition, reading and writing (Krashen, 1987). If students proceeded to develop reading skills without a solid foundation in speaking, listening and vocabulary acquisition skills, they would need to spend a large amount of time in acquiring vocabulary. Being weak in vocabulary acquisition skills also implies that students are likely to encounter difficulties in decoding vocabulary and understanding written texts. This would not only hamper their reading fluency but also their interest in reading. Moreover, paying too much attention in decoding the vocabulary during reading would lead to a superficial understanding of the texts but not advanced reading skills such as inference, integration or evaluation (Kintsch, 1986).

An action research was thus conducted to address the aforementioned problem, aiming at developing students' vocabulary acquisition abilities before conducting drama teaching activities in which students create appropriate dialogues around a text for reading aloud. This would not only allow students to acquire more in-depth understanding of a text, but also develop their writing abilities during the process. The dialogue reading activity was designed to enhanced students' speaking and listening abilities as well.

This research involved a class of Form 2 NCS students and their Chinese language teacher. The teacher first instructed students to read a text and to learn the vocabulary and sentence structures. Then, by incorporating drama in teaching, students created and read aloud dialogues in different character roles under guidance of their teacher. The students' abilities in speaking, listening, vocabulary acquisition, reading and writing were assessed through observing their learning progresses and their interactions with the teacher. This research also explored the actual practice

and difficulties in incorporating drama in Chinese language lessons and its effect on teaching and learning.

The research reveals that drama in education can elevate students' reading comprehension by placing them in the role of the characters and enabling students to comment on the behaviours of these characters. In addition, through creating and presenting dramatic dialogues together, students are given the opportunity to collaborate with their peers. This in turn strengthens their communication with their fellow classmates and helps to accelerate their progresses in vocabulary acquisition and writing skills.

非華語學生學習中文時，普遍循從第二語言的學習序列，即由聆聽和說話，逐步發展至識字、閱讀和寫作 (Krashen, 1987)。若學生尚未打好說聽和識字能力的基礎，便進行閱讀時，會花上許多時間識字。不過，由於學生的識字能力欠佳，閱讀時會遇到字詞解碼及理解上的困難，這不單削弱了他們閱讀時的流暢度，還大大減低了他們對閱讀的興趣。同時，若閱讀時當學生過份關注字詞解碼，他們的理解只能停留在文本表層的層次，難以進一步進行推論、綜合或評價等高層次的閱讀 (Kintsch, 1986)。

針對上述問題，研究員實施了一項行動研究，研究的目的乃期望先鞏固學生的識字能力，再通過戲劇教學中的朗讀對白活動，引導學生根據文本內容創作合適的對白，一方面對文本內容的理解層次能有所提升，另一方面亦能發展他們的寫作能力。此外，朗讀對白活動亦能同時提升學生的說聽能力。

本研究以一班中二級非華語學生及他們的中文老師為對象，通過教學研究，老師指導學生閱讀文本，學習字詞和句式，然後，運用戲劇教學法，引導學生代入文本中的角色，進行對白創作和朗讀對白活動。此外，本研究通過觀察學生的學習情況、師生之間的互動，評估學生的說聽、識字、閱讀和寫作能力，並探討利用戲劇在中文課堂中應用的實際情況和困難，以及具體的學與教成效。

總結研究所得，戲劇教學能幫助學生代入故事人物的處境，並能就故事人物的行為作出評價，從而提升學生的閱讀理解層次。此外，通過共同創作和演繹對白，學生學會如何跟別人協作學習，加強同儕間的溝通，並鞏固識字能力和促進寫作能力發展的成效。

Paper Presentation

Do reading practices make a difference? The analysis of PIRLS data for Hong Kong and Taiwan fourth-grade students

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Purpose

The study set out to examine the difference in reading attainment levels between Hong Kong and Taiwan fourth-grade students in the PIRLS 2006 assessment and to examine the reason that caused the difference by evaluating the relative contribution of various factors (i.e., reading attitudes, home educational resources and reading practices) to reading achievement among Hong Kong and Taiwan students. Specifically, we asked two research questions, i.e., whether students' and parents' reading attitudes, home educational resources and students' reading practices were significantly related to Hong Kong and Taiwan fourth-grade students' reading attainment and if yes, whether the relationship of the variables to reading performance differed across the two groups of students.

Method

The Hong Kong and Taiwan portions of data from the PIRLS 2006, a large-scale international assessment which was designed to measure fourth-grade students' reading literacy and its home, school and national contexts, were used for secondary analysis in this study. Reading scores from 7379 students (4712 from Hong Kong and 4589 from Taiwan) and indexes and variables derived from the student, home and teacher questionnaires were used for multilevel analysis.

Results

The results show that independent reading in school made a unique contribution to the reading performance of Hong Kong and Taiwan students after controlling for the effect of students' and parents' reading attitudes, home educational resources and other types of reading practices (i.e., outside-school informational reading and in-class reading aloud). Outside-school informational reading was found to be negatively associated with reading attainment of Hong Kong and Taiwan students and this association was moderated by homework reading, while a negative association between in-class reading aloud and reading attainment was found in Taiwan students.

Conclusions

It was concluded that independent reading was responsible for Hong Kong students' better reading attainment and reading aloud responsible for Taiwan students' poorer reading attainment.

Paper Presentation

The effectiveness of reading to learn methodology to improve writing skills of non-Chinese speaking secondary school students in Hong Kong

「以讀促學」教學法對提高香港非華語中學生中文寫作能力的成效

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Nowadays in Hong Kong, many educational institutions and scholars are deeply concerned about the research topics on teaching strategies for non-Chinese speaking (NCS) students in Chinese subject. Although lots of effort has been put in research, results of the current studies have not been able to explore effective methodologies in Teaching Chinese as a Second Language (TCSL) in the field of reading and writing. Hence, this study attempts to fill this research gap and to adopt “Reading to Learn” (R2L) methodology in Chinese classes for NCS students from secondary schools in Hong Kong. It aims to evaluate the effectiveness of R2L methodology in enhancing Chinese writing skills of NCS students, and in improving teaching skills of Chinese teachers in their classes.

This study involves two types of NCS students from two secondary schools, including secondary one students who are beginners in learning Chinese, secondary three students who are sitting for GCSE and/or GCEAS Chinese examination. Each type of students involves two different groups, one is Experimental group, the other one is Control group. This study also focuses on analyzing how Chinese teachers adopt R2L methodology to teach NCS secondary school students writing in Chinese. The main research tools in this study are teachers’ teaching documents analysis, semi-structured interviews with teachers and students, classroom observation and students’ writing tasks analysis. Moreover, writing tasks done by these two types of students would be extracted from the pretest and post-test and analyzed through the perspective of Systemic Functional Linguistics, especially in “Schematic Structure”, “Transitivity”, “Modality”, “Theme-Rheme Structure” and “Cohesion System”, so as to fully evaluate the effectiveness of R2L methodology in improving writing skills of NCS secondary school students in Hong Kong.

香港非華語中學生學習中文所面對的困難一直是教育界予以關注的重要課題，當中尤以中文的閱讀和寫作困難為最艱鉅。本研究以香港的中文老師和非華語中學生為研究對象，以在澳洲廣泛應用的「以讀促學」教學法作為切入點，探究這種教學法對提高非華語中學生中文寫作能力

的成效。首先，本研究運用半結構式訪談的方法，向來自全港不同學校的 33 位任教非華語學生中文課程的前線老師作深入訪談，以了解前線老師普遍常用的寫作教學法。然後，本研究設置「實驗組」和「控制組」的不同教學，選取兩所招收非華語學生的本地中學的兩個不同級別、合共四班的非華語學生各自接受不同的教學法，其中「實驗組」學生接受「以讀促學」教學法的寫作教學，「控制組」學生接受普遍常用的寫作教學法。本研究重點分析不同級別的非華語中學生接受不同教學法的中文課堂實踐情況，進行詳細的課堂研究及課堂話語分析，並且運用系統功能語言學的理论去分析這些非華語中學生在接受不同教學法的前測和後測的不同寫作文本的差異，從而驗證「以讀促學」教學法在香港非華語中學生中文寫作課堂上的應用成效。最後，本研究提出一些有助解決中文老師和非華語中學生在中文課堂上教與學難題的有效建議。

Paper Presentation

Comprehensible input hypothesis and teaching Chinese as a second language in IB programmes

可理解輸入假說與 IB 中文二語教學法

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In the late 70s and early 80s, Krashen put forward his seminal five hypotheses on L2 acquisition. Among them, the Comprehensible Input (CI) Hypothesis was the most consequential. This hypothesis fundamentally changed the traditional view of L2 teaching and learning, moving the L2 classroom from a rigid practice to an active communicative engagement. In the past three decades, the CI hypothesis has greatly developed on both theoretical and practical levels. For example, at the theoretical level, its focus was extended from oral input to written input; at the practical level, many different teaching models are based on CI, though this foundation has not always been explicitly linked. Without doubt, analysis and discussion of these L2 teaching models from an explicit CI perspective will help language teachers understand the effectiveness and strategies employed by these models.

The current study is an attempt to analyse and discuss the philology and teaching model of second languages in the International Baccalaureate (IB) programmes, which have been widely adopted by international schools in Hong Kong. Taking Chinese as a second language as example, this study aims to deepen teachers' understanding of the IB and enhance their practice in the Chinese language classroom.

七十年代末、八十年代初，美國南加州大學的 Krashen 提出有關二語習得的五個著名假說。其中，影響最大的是「可理解輸入假說 (Comprehensible Input Hypothesis or CI)」。CI 假說的出現一改傳統的二語教學觀念和方法，將二語課堂從昔日生硬古版的語法操練中解脫出來，走向生動活潑的自然溝通，對語言教學影響深遠。CI 假說出現已有三十年，其間在理論和實踐兩方面都多有發展。在其影響之下，研究焦點不但從最初的口語聆聽為主延伸到書面語的閱讀，而且出現多種行之有效的教學模式。這些教學模式有的可能明確宣稱出自 Krashen 的 CI 假說；有的雖然沒有明確說明，而實際上卻包含或以 CI 假說為基礎發展而成。從 CI 假說角度分析這些教學模式，無疑有助於我們對特定教學模式的理解，促進二語教學實踐。本研究即嘗試從

Krashen 的 CI 假說出發，結合香港國際學校中文教學實際，分析國際文憑課程（International Baccalaureate or IB）中的第二語言教學理念和方法。希望以此促進中文教師對 IB 教學理念及方法的理解，提高課堂教學效果。

Paper Presentation

The critical aspects on the object of teaching and learning on the Chinese mother tongue

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Comparing Chinese language with other subjects(Mathematics, History etc.), the former focuses more on learning how to use the mother tongue to convey thoughts and feelings ,which is the curriculum value of Chinese subject to students' growing. In view of the teaching and learning materials, we can differentiate and analyze the critical aspects on the object of teaching and learning in the external and the internal. The Implicitness and the uncertainty are two basic aspects due to its external; And Three-level structure, speech and thinking, results and processes, are three key features summarized from the language's own internal.

Paper Presentation

Authentic assessment based on a parallel curriculum model for RI's

Chinese reading programme

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The issue of getting students to read more Chinese books is a challenge for many Chinese language teachers in Singapore. Many gifted students love reading, however, not Chinese books. Low level of intrinsic motivation is the barrier which discourages students from reading Chinese. Authentic assessments are designed based on Parallel Curriculum Model, and used in Chinese Reading Programme, provide opportunities for students to use the key processes and strategies to address important issues, questions, and problems, in order to motivate students, promote excellence, and help students develop habits of lifelong passion for reading. The authentic assessment tasks are designed to develop student ability in: (1) Explaining key concepts, principles and skills relevant to the topics. (2) Explaining how concepts may be applied across different topics and subjects (3) Explaining and having students adopt the lens of a practitioner.

Poster Presentation

SEN teaching in Hong Kong in the 21st century

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The paper basically provides a general view of SEN education in Hong Kong. The author will first discuss the Hong Kong SEN educational policy, nonetheless the critically essence of inclusive education. More specifically, views of SEN education in Hong Kong will be shared, including exploring into the issues of special treatments to SEN students with disabilities, introduction to topics related to students with ADHD, Autism and Asperger Syndrome and investigating the strategies in helping children with emotional or behavioural difficulties. Last but not least, the author attempts to emphasize the importance of understanding of learning difficulties based on his teaching experience in SEN education. On top of that, comments on gifted education in Hong Kong will be included. Key words: Gifted, SEN, ADHD, Austim, Asperger Syndrome

Poster Presentation

Non-Chinese students learn Chinese with fun through origami activities

非華語學生通過摺紙活動趣學中文

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The stimulation of Non-Chinese Students' interest in learning Chinese should consider the matching of the themes with interesting and diverse activities in the Chinese classroom. Setting origami activities and creating a lively language learning environment stimulate students' interest in learning. Students learn in the context of intuitive scenarios. Hands-on activity with language exchange is one of the very popular activities in TCFL today.

In a relaxed learning process, students first learn to recognize the folding instruction of the origami model and the folding techniques, then hands-on to fold the model. Students learn to master the vocabularies and discourses in the textbook and daily life through origami, and understand more deeply the cross cultures, thus enhancing their interest in learning Chinese.

The characteristics of this kind of activities lie in the simultaneous application of hand and brain, and the personal experience in the production process in order to obtain a direct experience. Mastering origami skills not only improves their skill in observation and concentration, the most important thing is that, in the process of doing origami, students not only experience the joy of creation, they can enhance the agility of their hands and thinking skills, build their self-confidence, and develop hands and brain coordination and the potential for self-creation. Origami can fully stimulate fingertips and activate the functions of brain cells. Once interest is incited, learning can be promoted. This is the most difficult yet the most important thing in teaching.

This activity suits the young and the old and it is worth promoting and heriting. In fact, with the application of origami in the learning of mathematics theories, the art of origami has developed into a surprising realm in recent years. Academic researches are not only on artistic, but also tend to get into language learning.

為要激發非華語學生學習中文的興趣，在配合中文課堂的主題教學活動內容的趣味化、形式的

多樣化去考慮設置摺紙活動，營造生動活潑的語言學習環境，激發學生學習的興趣，讓學生在直觀的情境中學習，一邊動手操作一邊進行語言交流，是近年對外漢語教學其中一項很受歡迎的活動之一。

學生在輕鬆愉快的學習過程中，先學會認識摺紙的圖示、製作的技巧，然後親自動手製作。通過摺紙讓學生在活動中輕鬆學會與教學主題及日常生活中要理解和掌握的詞彙和對話，更深入的瞭解跨國的文化，提高學習的興趣。

這種活動的特點就在於手腦並用，親身體驗製作的過程，以獲得直接經驗。學會摺紙技能，不單提高了觀察力和專注力，最重要的是在摺紙的過程中，不但可以體驗創作的喜悅，同時可以鍛煉自己的動手和思維能力，建立他們的自信心，開發手腦並用及自我創作的潛能。而摺紙能充分刺激指尖，更具有活化腦細胞的功效。只要能引起興趣，就可以推動學習。教學要做到這點是最難但也是最重要的。

這種老少咸宜的玩意，值得向大家推廣與傳承。事實上，隨著摺紙應用在數學理論的學習，摺紙藝術近年亦發展到一個令人拍案驚奇的境界；它不單有藝術性，也開始趨向在語文學術性的研究。

Poster Presentation

**An analysis of reading material selection in Korean language textbook for
multicultural children**

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This study of purpose is to find the trend of reading materials selection in Korean language textbook for multicultural children. The reading materials selection for multicultural children should be consider for there academic achivement and cognitive development. And it have to guide for their emotional development in that culture. Recently, there are many kind of textbook for multicultural children as their language development, But cause of misunderstand of object of textbook and philosophy of textbook development, the user of textbook confused for teaching. Korean language textbook for multicultural children have reflected the need of multicultural children and national curriculum of Korea. And the reading materials should be consider the followings: (1) the analysis of korean language curriculum for multicultural children (2) need analysis of multicultural children in academic text (3) the balance of cognitive activities and simplicity knowledge (4) the selection standards of multicultural reading materials Considering the purpose of using of textbook for multicultural children, I will categorize by four type of materials.: (1) introduce to multicultural children (2) social Integration (3) understanding of the society (4) participation for change agent of the society.

Poster Presentation

The preliminary inquiry and reflection of teaching Chinese practical writing as second language in the use of task-based approach

任務式教學運用於中文為第二語言應用文寫作教學初步探究及反思

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Chinese Language is a second language to non-Chinese speaking students. They are able to study, to communicate with people and to work in Chinese. These are the objectives of instructional design (teaching content layout, materials selection and preparation, evaluation activities) that enable students to use Chinese instantly in their daily lives.

Task-based approach is used in this study: students are assigned to arrange to organize class activity. The real-life materials are used as teaching resources (invitation cards, recipes, food production demonstration video) with activities and no designed materials (e.g. textbooks, writing reference books) are used. To teach students to write the writing context, content and format of invitation cards and recipes with the outcomes of discussion produced by them. Reflection is done after the study.

After writing assessment, it is preliminarily found that non-Chinese speaking students who learn the genre in the first time, are able to grasp the genre of the contexts and formats of practical writing correctly by using real life materials at the first time with task-based approach. Students are willing to collect the Chinese words which they want to learn actively. It is helpful for them to learn more Chinese words. Integrating teaching materials in a rational manner is beneficial to provide more interesting and practical activities of learning Chinese vocabularies and Chinese writing for students.

中文是非華語學生第二語言，他們學習中文的意義在於能運用中文與人溝通，解決學習及生活需要，故在教學設計方面(教學活動內容佈置、教材選擇及編寫、評估活動)也以此為目標，達到即學即用效果。

本研究以就讀主流中學非華語學生(中一至中四級)為對象，運用任務式教學，以學生負責籌備

班會活動為教學背景，嘗試不使用固定教材(例:教科書、寫作參考書)，全部運用現實生活材料作為教材(邀請咭、食譜實例、食物製作示範短片等)，先利用教材，輔以活動，與學生討論相關文類的寫作語境、內容及格式，然後以討論結果教導學生寫作應用文(邀請咭及食譜)，並透過教學成效作出反思。

經過寫作評估，初步發現首次全部使用現實生活材料為教材，透過任務式教學，教導學生寫作應用文，不但能讓初次接觸相關文類的非華語學生正確地掌握語境及格式寫作應用文，更能提升學生學習動機，他們願意主動搜集學習詞語，豐富了他們中文詞語學習量，達到自學效果。而有組織地整合教材，更能為學生提供更多富趣味及實用學習中文詞語及寫作中文機會。