

STUDIES IN WRITING

*Teaching  
Writing in  
Chinese  
Speaking  
Areas*

Mark Shiu-kee Shum

De-Lu Zhang (Eds.)

 Springer

# Teaching Writing In Chinese Speaking Areas

**Virginia Wise Berninger**



## **Teaching Writing In Chinese Speaking Areas:**

**Teaching Writing in Chinese Speaking Areas** Mark Shiu-Kee Shum, 2005-07-27 One of the most civilized nations in history China has a long standing writing tradition and many Chinese texts have become world treasures However the way the Chinese teach writing in various countries in contemporary times is little known to the outside world especially in Western countries Undoubtedly the Chinese have had an established traditional method of writing instruction However recent social and political developments have created the perception amongst both practitioners and researchers of a need for change Whilst certain socio political changes both in Mainland China and in the territories acted as agents for reform of the teaching of composition the shape these reforms are taking has been due to many different influences coming both from inside the countries themselves and from foreign sources Mainland China Hong Kong Taiwan and Singapore have each developed their own approach to the teaching of composition Teaching Writing in Chinese Speaking Areas aims to provide an accurate picture of the diverse composition teaching contexts and approaches in these four regions and countries This is the first book that systematically introduces recent developments in teaching composition in Chinese speaking areas It outlines current theories and paradigms originating both in the West and in China and Chinese speaking territories and the way in which these have been adapted to suit the various cultural contexts and learning environments The overview is of relevance not only to the East but throughout the world

**Teaching Writing in Chinese Speaking Areas** Mark Shiu Kee Shum, Delu Zhang, 2005-07-01 One of the most civilized nations in history China has a long standing writing tradition and many Chinese texts have become world treasures However the way the Chinese teach writing in various countries in contemporary times is little known to the outside world especially in Western countries Undoubtedly the Chinese have had an established traditional method of writing instruction However recent social and political developments have created the perception amongst both practitioners and researchers of a need for change Whilst certain socio political changes both in Mainland China and in the territories acted as agents for reform of the teaching of composition the shape these reforms are taking has been due to many different influences coming both from inside the countries themselves and from foreign sources Mainland China Hong Kong Taiwan and Singapore have each developed their own approach to the teaching of composition

**Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology** Virginia Wise Berninger, 2012 This volume tells the story of research on the cognitive processes of writing from the perspectives of the early pioneers the contemporary contributors and visions of the future for the field It includes the very latest in findings from neuroscience and experimental cognitive psychology and provides the most comprehensive current overview on this topic

**Written Documents in the Workplace** Denis Alamargot, Patrice Terrier, Jean-Marie Cellier, 2008-01-09 Divided into three parts the first of which provides a linguistic definition of professional documents describing their different types and genres This definition necessarily takes into account both the formal characteristics of these types of document e g nature of

linguistic units involved and their functional goals the way these linguistic units are used to fulfill the text's communicative aim. The second part focuses on the mental mechanisms involved in written production in the workplace. One of the aims of a professional writer is to compose a text which can be understood. Text composition involves specific processes and strategies that can be enhanced. One way of doing this is to give the writer suitable instructions while another is to provide him/her with a suitable writing environment. This last aspect leads us to devote the third and final section to the comprehension of written documents in the workplace. Awareness of the strategies implemented by different readers with more or less domain expertise in order to understand technical and professional documents can enhance the latter's readability. Contributions from linguists, psychologists and ergonomists from various countries ensure international scope and comprehensiveness. Bridges the gap between fundamental research into writing and reading and the issue of the efficiency of written communication in the workplace. Enables better content creation for professional writers.

Learning to Write Effectively: Current Trends in European Research Mark Torrance, Denis Alamargot, Montserrat Castelló, Franck Ganier, Otto Kruse, Anne Mangen, Liliana Tolchinsky, Luuk van Waes, 2012-09-05. This book provides a detailed overview of current or recent research exploring a wide range of ideas, theories and practices around written text production. European researchers from a broad range of disciplines brought together under the European Research Network on Learning to Write Effectively were instructed to contribute short papers summarising their current activity. The papers are grouped around the four main themes. The first deals with issues around the development of basic low level writing skills mainly in the early years of education. The second section focuses directly on issues around the teaching and learning of writing. This is divided into five parts that describe evaluations of different forms of writing instruction, research exploring the processes by which writers learn, methods of text assessment in educational contexts, research exploring the effects of various learner and teacher variables on the development of writing skill and conceptions of and variation in educational text genres. The third section reports research exploring effective document design. The final section has a main focus on tools for exploring the writing process.

**Researching Chinese Language Education** Mark Shiu-kee Shum, Peter Mikan, 2018-09-13. The culmination of more than a decade of research, this compelling volume offers a fresh approach for applying functional linguistics to assess student performance to inform the teaching and learning of Chinese and to design curriculum and teaching materials. Documenting authentic systemic functional linguistics (SFL) studies in researching and teaching Chinese as a first or second language, this research is set in the multilingual settings of Hong Kong and Australia. The experiences of SFL and genre teaching in English have been well demonstrated as valid, viable and practical in different contexts; however, this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese. Using SFL as the research framework, the authors cover three major areas in Chinese language education: effective pedagogies, curriculum and material design, and text analysis. Covering major local curriculum reforms and the rapid growth of International

Baccalaureate programmes worldwide this book will be of interest to linguists language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world The Routledge Handbook of Chinese Language Teaching Chris Shei, Monica McLellan Zikpi, Der-Lin Chao, 2019-07-22 The Routledge Handbook of Chinese Language Teaching defines Chinese language teaching in a pedagogical historical and contemporary context Throughout the volume teaching methods are discussed including the traditional China based approach and Western methods such as communicative teaching and the immersion program The Handbook also presents a pedagogical model covering pronunciation tones characters vocabulary grammar and the teaching of listening speaking reading and writing The remaining chapters explore topics of language assessment technology enhanced instruction teaching materials and resources Chinese for specific purposes classroom implementation social contexts of language teaching and language teaching policies and pragmatics and culture Ideal for scholars and researchers of Chinese language teaching the Handbook will benefit educators and teacher training programs This is the first comprehensive volume exploring the growing area of Chinese language pedagogy

Teaching Writing in English as a Foreign Language Huan Zhao, Lawrence Jun Zhang, 2022-05-30 This book explores teachers cognitions about the teaching of writing in English as a foreign language EFL and their teaching practice as well as factors influencing the formation and reformation process of their cognition Taking stock of Bakhtin's dialogism as the theoretical framework the authors argue that the formation and reformation of teacher cognition is a dialogic process A systematic analysis of participating teachers cognition formation and reformation process suggests the highly individual nature of teachers cognitions EFL researchers and teachers teacher educators teacher education policymakers university administrators and EFL textbook writers could draw on the findings of the study to provide better resources to implement the teaching of EFL writing more effectively The study has adopted a mixed methods approach whose quantitative results show the patterns and differences of teacher cognition among teachers of different backgrounds and with different schooling education and working experiences The qualitative findings show in detail teachers cognition formation and reformation processes and the factors contributing to such processes revealing convergence and divergence of teachers stated cognitions with a focus on the discrepancy between teacher cognition and teaching practice These are useful lenses through which researchers and teachers will find significant implications for offering EFL writing instruction more effectively *Teaching Chinese Language in Singapore* Kay Cheng Soh, 2018-05-17 This book presents the experiences of Chinese Language researchers in Singapore to Chinese Language researchers and teachers in other countries and regions such as the USA the UK and Asia that are home to a large number of learners young and old As such the innovative ideas it provides can be applied in practising teachers classrooms to promote more effective and efficient student learning Beyond pedagogical innovations the book also includes papers on the assessment of Chinese Language learning and teacher literacy two areas that have been largely neglected by the Chinese Language research and teaching communities not only here in Singapore

but also around the world This book the sequel to *Teaching Chinese Language in Singapore Retrospect and Challenges* Springer 2016 is future oriented highlighting ideas that merit further attention from researchers and practitioners alike

*Supporting the Learning of Chinese as a Second Language: Implications for Language Education Policy* Joseph Lo Bianco, Elizabeth Ka Yee Loh, Mark Shiu-kee Shum, 2024-10-25 The research in this volume takes account of the context of policy promoting Chinese as a second language CSL in several countries and regions Australia East Asia and South East Asia and the wider social context of multilingual and multicultural societies Furthermore this book reports results of two research studies which investigated how to develop effective strategies to promote learners motivation and the motivational developments of adult learners in real life settings helping to overcome gaps in this under researched area Findings reported in this book have been scientifically examined and found to be effective in enhancing the learners CSL proficiency increasing their learning motivation and addressing the need for a diversity of targeted approaches to CSL Most are applicable across preschool to secondary levels The theoretical grounding of this research work represents a new direction for research in teaching Chinese as a second language *School Achievement and Failure: Prevention and Intervention Strategies* Edgar Galindo, Adelinda Araujo Candeias, Małgorzata Lipowska, Óscar Conceição De Sousa, Marcus Stueck, 2022-11-25

*Researching and Teaching the Chinese Language* Wei Cai, 2024-08-21 This book offers an in depth exploration of the unique landscape of Chinese language learning and teaching in Canada It is the first to highlight the distinctive features of Chinese language education in the country and to introduce the Canadian approach to teaching and researching Chinese language termed the Canadian school of Chinese education This approach largely unfamiliar to the global academic community is illuminated in this book filling a critical gap in the literature and providing a platform for Canadian voices and perspectives in the field The book delves into original and under investigated areas addressing important issues in Chinese teaching and learning that require more sophisticated research approaches due to advancements in our understanding and the discovery of complex Chinese learner populations Structured into four sections the book offers an overview of Chinese language education in Canada examines comparisons of learning conditions explores interactive dynamics and communication strategies and delves into social and cultural dimensions This book will be invaluable to researchers instructors advanced level undergraduate students and graduate students in the field of Chinese language learning and teaching

**Performed Culture in Action to Teach Chinese as a Foreign Language** Jianfen Wang, Junqing (Jessie) Jia, 2022-09-02 This volume explores best practices in implementing the Performed Culture Approach PCA in teaching Chinese as a foreign language CFL Offering a range of chapters that demonstrate how PCA has been successfully applied to curriculum instructional design and assessment in CFL programs and classrooms at various levels this text shows how PCA s culture focused paradigm differs fundamentally from the general communicative language teaching CLT framework and highlights how it can inspire innovative methods to better support learners ability to navigate target culture and overcome

communication barriers Additional applications of PCA in the development of learner identity intercultural competence autonomy and motivation are also considered Bridging theoretical innovations and the practice of curriculum design and implementation this work will be of value to researchers teacher trainers and graduate students interested in Chinese teaching and learning especially those with an interest in incorporating performance into foreign language curriculums with the goal of integrating language and culture

**The Palgrave Handbook of Chinese Language Studies** Zhengdao Ye, 2022-07-30 This new major reference work provides a comprehensive overview of linguistic phenomena in a variety of Sinitic languages in a global context highlighting the dynamic interaction between these languages and English This living reference work offers a window into the linguistic sphere in China and beyond and showcases the latest research into diverse and evolving linguistic phenomena that have resulted from intensified interactions between the Sinophone world and other lingua spheres The Handbook is divided into five sections The chapters in Section I New Research Trends in Chinese Linguistic Research present fast growing research areas in Chinese linguistics particularly those undertaken by scholars based in China Section II Interactions of Sinitic Languages focuses on language contact situations inside and outside China The chapters in Section III Meaning Culture Translation explore the meanings of key cultural concepts and how ideas move between Chinese and English through translation across various genres Section IV New Trends in Teaching Chinese as a Foreign Language covers new ideas and practices relating to teaching the Chinese language and culture The final section Section V Transference from Chinese to English explores dynamic interactions between varieties of Chinese and varieties of English as they play out in multilingual sites and settings

*The Learning and Teaching of Cantonese as a Second Language* Siu-lun Lee, 2023-07-12 The Learning and Teaching of Cantonese as a Second Language brings together contributions on such issues as Cantonese textbooks linguistic description literacy and tone acquisition supplemented by case studies from the Netherlands and Japan The learning and teaching of Cantonese as a second language is a subject of considerable interest in the international academic community and the first international symposium on teaching Cantonese as a second language held at the Chinese University of Hong Kong in October 2019 brought together leading researchers in this field This conference provided the inspiration for the current volume The Learning and Teaching of Cantonese as a Second Language In the Hong Kong context historically the term Cantonese refers to the language varieties of immigrants who came to the territory from various areas in Guangdong province including Macau Panyu Taishan Xinhui and Zhongshan From the late nineteenth century onwards their speech coalesced into the contemporary variety of Cantonese used in Hong Kong today The term Cantonese is also used to refer to the entire Yue subgroup of Chinese which includes varieties of Cantonese spoken in southern China Hong Kong Macau Malaysia Singapore and among overseas Chinese in Australia Europe and North America In all it is estimated that there are about 70 million Cantonese speakers in the world This volume is of direct relevance to educators language teachers linguists and all those concerned with the learning of Cantonese as a second language

**Teach Yourself to Read Modern Medical Chinese** Bob Flaws,1998      **Teaching and Learning Chinese in Higher Education** Yang Lu,2017-02-24 Teaching and Learning Chinese in Higher Education deals with the current issues and challenges faced by teachers and learners of Chinese Written by leading professionals and academics the book is the first collection of research articles based on data collected in higher education institutions in the UK The studies focus on concerns related to learners of Chinese as a foreign language CFL and aim to establish studies on teaching Chinese as a foreign language TCFL as part of the mainstream of applied linguistics The contributors have applied their theoretical backgrounds in applied linguistics and education to tackle issues such as how to benchmark the Chinese written language with CEFR how to integrate standardised Chinese proficiency tests with institutional assessments and teaching methodologies Teaching and Learning Chinese in Higher Education will be invaluable to professionals academics and students seeking theoretical frameworks in applied linguistics for TCFL      **L2 Writing Beyond English** Nur Yiğitoğlu

Aptoula,Melinda Reichelt,2019-04-10 Most of what we know about writing in a second or foreign language L2 is based on conclusions drawn from research on L2 writing in English However a significant quantity of L2 writing and writing instruction takes place in languages other than English and so there is a need for studies that look beyond English The chapters in this book focus on languages other than English and investigate curricular issues multiple languages in contact conflict in L2 writing instruction and student attitudes toward pedagogical practices The collection as a whole makes a valuable contribution to the study of L2 writing and it will also prove an essential resource for instructors of second and foreign language writing      Teaching and Learning Chinese as a Foreign Language Janet Zhiqun Xing,2006-01-01 This book provides a research based account of how to teach and learn Chinese as a foreign language In addition to the discussion of relevant second foreign language research this volume gives detailed information on ways to develop a pedagogical modelthat is uniquely suited to teaching Chinese in five key areas pronunciation tones and pinyin characters and words sentences when and why different sentence structures are used discourse and pragmatic competence coherence and genre and cultural competence Specially written for Chinese language teachers student teachers and applied linguists this is the first book written in English that systematically addresses all major aspects involved in teaching and learning Chinese as a foreign language This book covers all the fundamental grammar elements in Chinese explains their functions in discourse and communication and explores different strategies for teaching and engaging students in learning the language

*Computational and Corpus Approaches to Chinese Language Learning* Xiaofei Lu,Berlin Chen,2019-02-06 This book presents a collection of original research articles that showcase the state of the art of research in corpus and computational linguistic approaches to Chinese language teaching learning and assessment It offers a comprehensive set of corpus resources and natural language processing tools that are useful for teaching learning and assessing Chinese as a second or foreign language methods for implementing such resources and techniques in Chinese pedagogy and assessment as well as



research findings on the effectiveness of using such resources and techniques in various aspects of Chinese pedagogy and assessment

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