

STUDIES IN WRITING

*Teaching
Writing in
Chinese
Speaking
Areas*

Mark Shiu-kee Shum

De-Lu Zhang (Eds.)

 Springer

Teaching Writing In Chinese Speaking Areas

Chris Shei, Monica McLellan Zikpi, Der-Lin Chao



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

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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. Writing and Cognition Mark Torrance, Luuk van Waes, David Galbraith, 2007-01-01. Writing is central to the functioning of developed societies. However, the psychological processes that allow us to transform complex ideas into language and express them on paper or computer screen are poorly understood. *Writing and Cognition* goes some way towards remedying this. It describes new and diverse work both by field leaders and by newer researchers exploring the complex relationships between language, the mind and the environments in which writers work. Chapters range in focus from a detailed analysis of single word production to the writing of whole texts. They explore the basic processes involved in writing, the effects of writing on thought and how these vary across different educational and workplace contexts.

Translation of Thought to Written Text While Composing Michel Fayol, Denis Alamargot, Virginia Wise Berninger, 2012. Translation of cognitive representations into written language is one of the most important processes in writing. This volume provides a long-awaited updated overview of the field. The contributors discuss each of the commonly used research methods for studying translation, theorize about the nature of the cognitive and language representations and cognitive linguistic transformation mechanisms involved in translation during writing and make the case that translation is a higher-order executive function that is fundamental to the writing process. The book also reviews the application of research to practice that is the translation of the research findings in education and the work world for individuals who interact with others using written language to communicate ideas. This volume provides a rich resource for student theorists and empirical researchers in cognitive psychology, linguistics and education and teachers and clinicians who can use the research in their work.

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 **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 *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

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