

Using Reading to Learn Pedagogy to Promote Chinese Written Vocabulary Acquisition: An Evaluative Study

Authors : Mengping Cheng, John Everatt, Alison Arrow, Amanda Denston

Abstract : Based on the available evidence, Chinese heritage language learners have a basic level of Chinese language proficiency with lower capability in literacy compared to speaking. Low levels of literacy are likely related to the lack of reading activities in current textbook-based pedagogy used in Chinese community schools. The present study aims to use Reading to Learn pedagogy which is a top-down language learning model and test the effectiveness of Reading to Learn on Chinese heritage learners' written vocabulary acquisition. A quasi-experiment with the pre-test/post-test non-equivalent group design was conducted. The experimental group received Reading to Learn instructions and the control group had traditional textbook-based instructions. Participants were given Chinese characters tasks (a recognize-and-read task and a listen-and-point task), vocabulary tasks (a receptive vocabulary task and a productive vocabulary task) and a sentence cloze test in pre-tests and post-tests. Data collection is in progress and results will be available shortly. If the results show more improvement of Chinese written vocabulary in the experimental group than in the control group, it will be recommended that Reading to Learn pedagogy is valuable to be used to maintain and develop Chinese heritage language literacy.

Keywords : Chinese heritage language, experimental research, Reading to Learn pedagogy, vocabulary acquisition

Conference Title : ICIMHLE 2019 : International Conference on Indigenous, Minority, and Heritage Language Education

Conference Location : Toronto, Canada

Conference Dates : June 17-18, 2019