

## The Effectiveness of Genre-Based Pedagogy in Teaching Chinese as a Foreign Language in Hong Kong

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**Abstract :** This paper aims to investigate the effectiveness of genre-based pedagogy in teaching Chinese as a foreign language to South Asian ethnic minority students in Hong Kong. South Asian ethnic minority students, as a disadvantaged group of foreign language learners, lack sufficient parental and institutional support in Chinese language learning. The genre-based "Reading to Learn, Learning to Write, R2L" pedagogy derived from Halliday's Systemic Functional Linguistics (SFL) is applied in this study to improve Chinese language performance of South Asian ethnic minority students for better chance to participate in mainstream society. In this study, the R2L pedagogy is applied to teach students Chinese writing of different genres in junior secondary level for a year. To determine the effectiveness of the R2L pedagogy, the pre-test and post-test writings were evaluated by R2L assessment criteria and analyzed using Systemic Functional Linguistics framework from the whole-text level, sentence level, and the word level. Besides, semi-structured interviews were conducted to perceive students' learning expectations via experiencing with R2L pedagogy. The finding shows that after the pedagogic interventions, students are equipped with an increased meta-linguistic awareness of genre-specific writing in improving and facilitating their writing performance. It is hoped that the findings can provide a reference for language teachers in teaching and learning Chinese as a foreign language to non-Chinese speaking students in Hong Kong and beyond.

**Keywords :** ethnic minority, genre-based approach, reading to learn pedagogy, foreign language education

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