Pedagogical Inclusiveness in Literacy Education: Teaching Reading and Writing to Non-Chinese Speaking Students in Hong Kong

Authors : Mark Shiu-kee Shum, Dan Shi

Abstract : The paper aims to introduce the 'Reading to Learn, Learning to Write' (R2L) pedagogy and its application in teaching reading and writing to non-Chinese speaking (NCS) students in Hong Kong. Guided by the teaching and learning cycles accentuated in R2L pedagogy, sufficient scaffolding was provided for students with an explicit teaching method in literacy education. To understand the influence of using R2L pedagogy on students' reading and writing abilities across different genres, quantitative data were collected by pre- and post-test of reading and writing tasks in the two different genres of narration and explanation. The pre-test and post-test were used to assess students' writing performance based on the three textual components of context, discourse, and graphic features, while the reading abilities were assessed at the literal, inferred and interpretive levels of reading comprehension to measure the effectiveness of R2L pedagogy on their literacy improvement. The findings show the use of R2L pedagogy has been proven more effective in improving NCS students' writing abilities than developing their reading capacity. It is hoped that the R2L-based pedagogic practices can serve as teaching references and pedagogic rationale for L1 language teachers and raise their metalinguistic awareness in teaching Chinese to non-Chinese speaking students in Hong Kong and beyond.

Keywords : pedagogical inclusiveness, literacy education, ethnic minority, reading and writing