Enhancing Language Awareness in the English as a Foreign Language Classroom in Hong Kong

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KEY

1. "Module One" refers to Theme One "Baking Bread and Making Sandwiches".
2. "Module Two" refers to Theme Two "Foreign Language Taster: Japanese as a foreign language".
3. "Module Three" refers to Theme Three "Playground Games".
4. "AS" refers to Activity Sheet.

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ABSTRACT

As a language teacher, I am convinced that language learners can experience whole-person development from language learning if they have ample opportunity to sharpen their sensitivity to language use. It is conveyed in an expanding plethora of current literature that an increase in language sensitivity, or "language awareness (LA)", can enhance learners' language proficiency and foster their positive attitudes towards language learning and the culture language embraces. Learners' exploration of language phenomena, reflection on language use, and creativity and flexibility in language use are regarded as distinctive LA-related language behaviour.

The present study has a twofold aim: 1) to examine the effect of LA-oriented teaching on the enhancement of English language (EFL) proficiency and Japanese language (JFL) learning of the Chinese learners; and 2) to investigate the effect of LA-oriented teaching on fostering their attitudes towards foreign language learning. Based on the research findings, the study further explores two issues: feasibility of implementing LA-oriented teaching in the EFL classroom in Hong Kong; and feasibility of teaching a second foreign language (L3), with incorporation of LA work, in local primary schools.

The LA Pilot Scheme and the LA Teaching Programme were respectively the prelude and the main body of the study. The Pilot involved thirty Chinese EFL pupils age 9-10 attending LA-oriented lessons for two weeks. The observed LA-oriented language behaviour and favourable attitudes found in the subjects serve to inform the main study, the LA Teaching Programme. The Programme involved another

group of pupils age 9-10 from the same primary school. They attended three theme-based LA modules: "Baking bread and making sandwiches", "Playground games" and "Foreign language taster". Quantitative data on language proficiency was obtained by means of the vocabulary acquisition tests, evaluation of learners' writings, and the JFL proficiency assessments. Data on attitudes towards language learning was collected with the Learner's Course Review, the Course Satisfaction Questionnaire and the JFL Learner's Journal. Observed LA-oriented language behaviour was also included as complementary evidence.

The results indicated the positive effects of LA-oriented teaching on the subjects' linguistic and affective development. LA-oriented teaching enhanced the learners' EFL proficiency and helped their JFL acquisition, and it also fostered their positive attitudes towards language learning. The positive results further suggest that LA-oriented teaching is feasible in the EFL classroom in Hong Kong, and teaching a second FL incorporating LA work is also a viable proposition in local primary schools.

論文摘要

作為語文教師，我深信，語言學習者如果有充足的機會來訓練他們對語言運用的敏感度，他們便能夠經歷全人發展。近來逐漸擴展的文獻中正在傳達這概念：提升語言敏感度（Language sensitivity），即增加「語言意識」（Language Awareness），能夠提高語言學習者的語文能力，並培養他們對語言學習及文化的正面態度。當語言學習者探究語言現象、思考語言運用，或具創意及彈性地運用語言，正是「語言意識主導」行為清晰的展現。

這項研究的對象，是以英語作為外語的香港小學生。研究有兩個主要目的：(1)驗證語言意識主導教學對他們的英語能力及日語學習兩方面的影響；(2)探討語言意識主導教學對培養他們對外語態度的影響。根據研究結果，這項研究進一步探究兩個問題：「語言意識主導教學」在香港小學的英語課堂實踐的可行性，及滲透語言意識內容的第二外語（第三語言）課程在本地小學實踐的可行性。

這項研究以「語言意識教學計劃」為主體，「語言意識教學試驗計劃」為序幕。三十名九至十歲的小學四年級學生參加為期兩週的「試驗計劃」，他們展現「語言意識主導」行為，並對語言學習產生滿意的態度，這兩項發現給「語言意識教學計劃」不少參考價值。「教學計劃」在同一所小學分三階段進行，參加者為另一班九至十歲的小學四年級學生。「教學計劃」環繞三個教學主題：「焗麵包及製作三文治」、「遊樂場遊戲」及「外語淺嚐」。有關語文能力的量化資料以三種方法收集，包括字詞學習

測驗、寫作能力評估及日語能力測驗；有關對語言學習的態度的資料，收集方法包括學生的課程回顧、課程滿意程度問卷及學生的日語學習日誌。觀察所得的「語言意識主導」行為也納入為補充證據。

研究結果證實「語言意識主導教學」對參加學生的語文能力及態度發展產生正面影響。「語言意識主導教學」提高他們的英語能力及促進他們的日語學習；此外，「語言意識主導教學」培養他們對語言學習的正面態度。各項的正面結果更進一步顯示，「語言意識主導教學」可以在香港小學的英語課堂實踐，而滲透語言意識內容的第二外語課程，在本地小學實踐也大有可能。

CHAPTER ONE

INTRODUCTION

This introductory chapter first explains the rationale of the present study. It then briefly outlines the theoretical background for the study - the notion of "Language Awareness" (LA) and the meaning of "LA-oriented Teaching". It finally gives an overview of the organization of the thesis.

1.1 Rationale of the Present Study

Let me, at the outset of this thesis, make clear what has motivated me to conduct this formal inquiry.

The present study is primarily my response to three problematic situations, which I have observed, in English as a foreign language (EFL) learning in Hong Kong.

The first problem, concerning *students' de-motivation and underdeveloped language ability*, is not unusual in an ordinary EFL classroom. Having been an EFL teacher in primary and secondary schools, I am quite baffled by students' "fading interest", "crushed motivation" "misdirected efforts", and "increasing fear" in learning and using English. These phenomena suggest some inadequacies in our EFL teaching: many EFL lessons are teacher-centred, not catering for students'

interests; many teaching presentations are bookish and tedious, and many learning activities lack variety and appeal for students.

The English language syllabuses for primary and secondary schools recommend practicable methodology, and yet they often remain as black-and-white documents. What has restricted EFL teachers from adopting a dynamic approach to teaching? It appears that some teachers are used to the conventional practice of getting everything from the coursebook or the curriculum "taught and done"; some teachers mistakenly believe that rote learning and mechanical drillings are suitable for pupils, particularly the less able ones; some qualified, informed EFL teachers are overloaded by administrative duties of all sorts, thus being deprived of the valuable time for good lesson preparation or creative teaching.

The second problem is that some EFL lessons, particularly at the upper secondary levels, witness *a lack of real meaningful use of English.* As the school-based English language curriculum is increasingly examination-oriented, the chances of meaningful use of language often give way to grammar-focused instruction, intensive language skills training, vigourous drills and overt explanations of language patterns, as well as an overdose of exam strategies. Students often feel discouraged or even fed up. What aggravates the situation is that students themselves can perceive a widening gap between the often "insulated" language use in lessons and the "dynamic" language use in the media, the cyber world, and other aspects of real life. The language rules or prescriptions from classroom learning seem deviating from what they encounter in real life. One plausible explanation for some teachers' failure to adopt a meaning-focused,

needs-oriented approach is that they are not convinced of students' ability to inquire about and reflect on language use. Another explanation is that they lack the holistic view of "language as a whole". They treat language as being composed of fragments to be taught as disparate language items or isolated skills.

The third problem arises from *learners' lack of chance to extend their English language experience across curricular subjects and fuse it with their everyday life.* Learners cannot see the relation between their mother tongue (MT) and EFL knowledge and experience, that is, their L2 knowledge is not personalized and is detached from L1 knowledge: they learn English mainly for academic attainment, career advancement or other utilitarian purposes.

The separation of L1 from L2 knowledge and experience partly stems from the inadequacy of our language curricula. Neither the Chinese language syllabus nor the English language syllabus explicitly mentions or hints at the link between the two languages. In the bilingual educational context in Hong Kong, it is desirable to explore ways to foster students' cross-linguistic awareness, utilizing their intuitive MT knowledge as a springboard for enhancing FL knowledge, and sensitizing them to the cultural elements embedded in language. Unfortunately many language teachers have failed to appreciate this.

Many a factor has been put forth to account for the phenomena observed above, and many a pedagogical means has also been offered to tackle the observed problems. Yet the suggested measures do not often seem to serve the purposes. An effective model of EFL teaching and learning seems wanting.

In response to the problematic situations mentioned above and in looking around to identify some useful measures to tackle the problem, some on-going "language awareness" (LA) work being promoted or applied to MT and FL education appears to offer feasible solutions. To tackle the first problem (i.e. students' de-motivation and underdeveloped language ability), a ***learner-centred, interest-driven LA approach*** catering for learners' interest, abilities and communicative needs can be an effective means of enhancing motivation and hence promoting learning. To deal with the second problem (i.e. the grammar-focused teaching and decontextualized use of English), an emphasis of LA work on ***meaningful, contextualized language use*** and ***provision of authentic experience*** can foster learners' sense of ownership and personalize their language learning experience. LA work directly addresses the "vacuum" language use in form-focused EFL learning. The ***inquiry-oriented emphasis of the LA approach***, which promotes learners' exploration of language use and reflection on it, can further sensitize them to the relevance of language to human life and equip them with language learning strategies. To address the third issue (i.e. the divorce of L2 knowledge and experience from other knowledge, experience and interpersonal domains), LA as a ***multi-dimensional curriculum*** seems to offer a promising direction for establishing cross-curricular coordination among language subjects. The ultimate effect is to raise learners' awareness about language and cultivate their positive attitude towards language and language learning. LA is therefore "a possible solution" in local EFL teaching and learning.

It is these reflections and the challenge presented by LA that inspired me to explore LA-oriented teaching in the local EFL classroom. The pertinent questions are, then, "What is Language Awareness?" and "What is LA-oriented teaching?"

1.2 The Background of the Present Study

1.2.1 What is "Language Awareness"?

A succinct definition of Language Awareness (LA) has been put forward by the National Council on Language in Education (NCLE), which is sufficiently general and all-inclusive: 'Language awareness is a *person's sensitivity to and conscious awareness of the nature of language and its role in human life*' (cited in Donmall, 1985:7).

It is generally agreed in the educational context that LA is a "developmental quality" (i.e. a qualitative process related to language learning and development), which involves learners' acquisition of knowledge about language as well as their exploration of and reflection on language, and which develops along the linguistic ("competence" and "performance"), the cognitive, the affective, the power and the social domains (James and Garrett, 1991). One major research interest among LA proponents is (1) to investigate how LA as a developmental quality can be enhanced by means of curriculum and formal instruction, and (2) to examine the educational implications of LA-oriented teaching / LA practices.

Given its increasing currency in the language education literature, the notion of Language Awareness (LA) should not be regarded simply as a single conceptual entity. At the level of theory, LA could be considered *a language learning and teaching theory*, horizontally on a par with other current language learning and teaching theories. At the level of language education, LA could be vertically

interpreted as *an instructional approach*, a *curricular component,* or *a framework for language materials development*. It is this multi-dimensional nature of LA that makes an LA exploration rewarding.

1.2.2 What is "LA-oriented Teaching"?

Although there has been no explicit use in the LA literature of the term "LA-oriented teaching", practices of LA in some experimental teaching programmes or schemes amounting to "LA-oriented teaching" have been evident in some English-speaking countries, notably Britain. Grounded on LA theories, "LA-oriented teaching" may be interpreted as language teaching characterized by learner-centred activities and teaching approach, and by learners' display of specific "LA-behaviour" ("*categories of LA*") in terms of *exploration, reflection/recognition and flexibility/creativity* (Kron and Tulasiewicz, 1999) (also see the next paragraph).

To facilitate readers' understanding and to set a clear direction for the development of the present study, "LA-oriented teaching" is defined as formal instruction aimed at enhancing / developing the learners' LA. "LA-oriented teaching" can be a single lesson or a teaching programme in which learners are engaged in activities and tasks, coordinated by some adopted themes, and are sensitized to language use and the relation between language and human life. Learners with enhanced LA exhibit LA-oriented language behaviour ("categories of LA"), being able or inclined to ***explore*** language phenomena, ***reflect on and recognize*** language use, and ***show flexibility and creativity*** in language use. The ultimate aim of LA-oriented teaching is to foster learners' growth in the following

domains: ***linguistic*** (e.g. proficiency enhancement and increased knowledge about language), ***cognitive*** (e.g. development of learning strategies and metacognitive abilities), ***affective*** (positive attitudes towards language learning), or/and ***socio-cultural*** (awareness of the relation between language use and social power).

A detailed review of the notion of LA and LA-oriented teaching will be provided in Chapter Two.

1.3 Organization of the Thesis

The thesis is composed of six chapters. Chapter One first depicts the rationale of the study, which has originated from the problematic situations in the EFL education in Hong Kong. Then the chapter defines the notion of "language awareness" (LA) and explains the meaning of LA-oriented teaching.

Chapter Two reviews the relevant literature, evolving around the theories and practices of LA. The chapter first presents the seminal statements on LA, and differentiates the psychological and the educational sense of LA. It then traces the contemporary views of the educational sense of LA. The review of the LA theories is followed by a review of LA practices. The empirical LA studies, as incorporation of LA work in languages curriculum, and as implementation of school-based LA teaching programmes and schemes, are focally examined. Based on the reviewed theories and practices, the defining characteristics of an LA teaching programme are deduced and a conceptual framework of LA-oriented teaching is constructed,

focusing on "learner-centrednes" and the five "LA categories": exposure, interaction, exploration, reflection and recognition, and flexibility and creativity. The chapter proceeds to a critical comment on the inadequacies of some LA claims, concentrating on the relation between enhanced LA and proficiency, as well as the delineation and measurement of LA effects. The general LA claims are recapitulated before the research questions are generated and the null hypotheses are formulated in the final section.

Chapter Three begins with a description of the two LA studies: The LA Pilot Scheme, and the LA Teaching Programme. It describes in detail the components of the programme, including the subjects, the teaching themes, the design of the syllabus and the lessons, and the characteristics of tasks and learning activities. Construction of instruments, the experimental procedures, and the methods of data analysis are also depicted. The LA Teaching Programme, as the context of LA teaching, is then outlined, and the features of the Programme – task-oriented, theme-based, and providing experiential learning – are described. The framework for determining and measuring LA effects is finally explained.

Chapter Four analyzes and reports the results of the quantitative data, with which the hypotheses are tested. It then summarizes the results of the qualitative data, which provide additional data for the verification of the hypotheses. The chapter ends with a presentation of the descriptive data pertaining to the research questions.

Chapter Five discusses and interprets the quantitative results, to assess and explain the effect of LA-oriented teaching on the learners' foreign language

proficiency (EFL and JFL). It then examines the qualitative data to evaluate and explain the effect of LA-oriented teaching on the learners' attitudes towards language learning. It proceeds to a further interpretation of the data, giving clues to the feasibility of LA-oriented teaching in the EFL context in Hong Kong.

Chapter Six concludes the study by first outlining the limitations of the study. Then it discusses the implications for the FL classroom teaching and the design of the FL curriculum in the local EFL context. The chapter rounds off with recommendations for further research.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter begins with a review of the theories of LA, and with a succinct discussion of the psychological and the educational sense of LA. Being pitched in an EFL teaching and learning context, the study is centred on the educational sense of LA. To translate theory into practice, a distinction is made between two forms of LA practice: incidental language awareness and planned language awareness. This is then followed by a focal review of "planned LA", in the sense of incorporating LA elements into languages curriculum and implementing LA programmes and courses in schools.

The review of LA theories and practices helps to identify the defining characteristics of LA-oriented teaching. A conceptual model is proposed to illustrate how learners' LA can be enhanced through teaching, and how enhanced LA, in turn, leads to their cognitive, linguistic and affective growth. The chapter then proceeds to a description of the inadequacies of some LA practices, especially the ways of determining and measuring LA effects, and ends with a summary of the relevant LA claims, which informs the design of the present study. Research questions are finally generated and hypotheses formulated, which are to be answered and verified in the study.

2.1 Theories of Language Awareness (LA)

Emerging in the 1970s as a cogently argued curriculum element, Language Awareness (LA) has become a term found in a plethora of literature (Hawkins, 1984; Donmall, 1985, 1991a; James and Garrett, 1991; Clark et al., 1991; Fairclough, 1992; Wright & Bolitho, 1993; Borg, 1994, 1996; Tulasiewicz, 1993, 1997a, 1997b; Adams & Tulasiewicz, 1995; Bilash & Tulasiewicz, 1995; van Lier, 1995; Labercane, Griffith & Tulasiewicz, 1996; Tulasiewicz & Zajda, 1996; Gnutzmann, 1997; Tulasiewicz & Jago, 1997; Kron, 1998; Kron & Tulasiewicz, 1998, 1999; Tulasiewicz & Adams, 1998). Yet, there has been a lack of consensus on the meaning of LA, despite the concerted efforts 'to explore common ground and areas of difference in terms of definitions, objectives and means to achieve these objectives' (James and Garrett, 1991:3). Similarly, Kron (1998:33) observes that the relevant literature on LA in the sense of language use displays diverse interests, from the initiation, acquisition and school practice of LA as a quality, to the educational and pedagogical implications of its implementation.

Given the wide range of LA theories, this section first presents some seminal statements on LA and introduces two senses of LA. Then it reviews theoretical claims on the educational sense of LA. Finally, five LA domains are put forward as a summary of the broad meaning of LA, and a precise interpretation of LA is arrived at. The section rounds up with an overview of LA-oriented language teaching and learning theories to offer a comprehensive picture of LA in the context of language learning and education.

2.1.1 Seminal Statements on Language Awareness

Two programmatic statements on the origin and meaning of LA by Hawkins and by the National Council of Language in Education represent a convenient starting point for reviewing LA in language education, which is the context of the present study.

2.1.1.1 Hawkins' "Awareness of Language"

The notion of "language awareness" (LA) was made popular in the 1970s by Eric Hawkins, a pioneer of the "British Language Awareness Movement". Hawkins (1984:4-5) sees the ultimate goal of LA to be revitalizing the mother tongue (MT) education as well as bridging the gap between the MT and the foreign language (FL) education. Specifically, he elaborates the objectives of LA to be as follows: 1) to bridge the transition from primary to secondary school language work; 2) to offer teachers a meeting place, and students a common vocabulary, for discussing language in the independently pursued fields of language education, including *mother tongue English* (EMT), *English as a foreign language* (EFL), *English as a second language* (ESL), ethnic minority mother tongues, and Latin study; 3) to challenge students to inquire about language, 4) to prepare the way for a language element in the 'child-care' courses to explore how young parents affect infants' language development; 5) *to encourage open discussion of language diversity* to combat linguistic prejudice and parochialism; 6) *to foster students' confidence in grasping language patterns* through contrastive study; and 7) to develop *students' listening skills*, and *confidence to read* and *motivation to use written languages*.

Hawkins' **functional objectives** are primarily a response to the malfunctioning British language education and the attendant social problems in the 70s and 80s, a period witnessing school leavers' underachievement in MT literacy and an appalling number of drop-outs from foreign language courses among secondary school pupils (James & Garrett, 1991:3-4).

2.1.1.2 Report on Language Awareness by the National Council on Languages in Education

The National Council on Language in Education (NCLE) Working Party on Languages Awareness has put forth the following succinct definition of LA: 'Language awareness is **a person's sensitivity to and conscious awareness of the nature of language and its role in human life**' (cited in Donmall, 1985:7), and further specified three broad parameters in which language learners' sensitivity and awareness develop: the **cognitive** parameter (e.g. being aware of language patterns), the **affective** parameter (e.g. developing positive attitudes towards foreign languages and their speakers), and the **social** parameter (e.g. enhancing learners' effectiveness in such social roles as citizens and customers) (James and Garrett, 1991:4).

Compared to Hawkins' broader educational concerns and objectives, the NCLE parameters appear to emphasize more on language learners' affective and social development. Similar to Hawkins' notion of LA, however, is the NCLE Working Party's focus on **language in use**: 'the teaching of LA in schools involves both making explicit and conscious the knowledge and skills pupils have themselves built up in the course of their experience of language, and developing powers of

observation and analysis of language in their immediate environment and more widely in the world' (Donmall, 1991:108).

2.1.2 Two Broad Senses of LA

According to Little (1997:93), there are at least two broad senses of LA: the psycholinguistic sense, and the educational sense.

2.1.2.1 The Psychological Sense of LA

According to Collins Cobuild English Language Dictionary (1987:87), 'being **aware** of something' implies *knowledge* or *realization* of something at two levels: first, you *know* about it, either because you have thought about it or because you have just noticed it; secondly, you *realize* something because you hear it, see it, smell it or feel it. And according to Longman Dictionary of Contemporary English (1987:61), being '**aware**' means 'having *knowledge* or *understanding*' and 'showing *understanding* of oneself, one's surroundings, and other people', i.e. *being sensitive*. To elaborate, an **awareness** in a language learner begins with attending to a language phenomenon, noticing its feature, thinking about it, and understanding or having knowledge of it.

The psycholinguistic sense of LA can also be seen in the role of awareness in learning. Schmidt (1995:1) identifies two levels of awareness. The lower, subjective level of awareness is represented by the closely related "attention" and "noticing"; the higher level of awareness is represented by "consciousness" and "understanding".

Schmidt and Frota (1986) earlier claimed that 'those who notice most learn most, and it may be that those who notice most are those who pay attention most.' What we can deduce from the literature is that learning presupposes understanding and awareness, which in turn presuppose noticing, and noticing is closely related to attention (Robinson, 1995). This psychological process can be diagrammatically represented as follows:

Attention⟶Noticing ⟶Awareness ⟶Understanding⟶Learning

As is obvious from the diagram, "awareness" is the central component in the language processing and learning process.

2.1.2.2 The Educational Sense of LA

In the educational sense, LA refers to '**a person's sensitivity to and conscious awareness of the nature of language and its role in human life**' (Donmall, 1985:7), or even more precisely, 'a person's relationship to language' (Donmall, 1991b:2). LA is here interpreted as an incremental human quality closely knitted with the real use of language. As outlined by Little (1997:93), the educational sense has shaped and given significance to the LA movement in language education, extending from the United Kingdom to such countries as France, Germany, and Canada where **"knowledge about language" (KAL)** (Kingman Report 1988) or LA entered into the school curriculum in a major way (Tulasiewicz, 1993, 1997a; Labercane, Griffith & Tulasiewicz, 1996; Gnutzmann, 1997). It has become the basis of **curricular initiatives** designed to introduce secondary pupils to language acquisition, language use, language variation and language change, thereby fostering

their interest in these areas and imparting to them knowledge about language through schooling.

2.1.3 Contemporary Views of LA in the Educational Context

The contemporary views of the educational sense of LA have branched out to a profusion of domains. To maintain a direct bearing on the study, this section will centre on four perspectives of LA in the educational sense: LA as a developmental quality, as a curricular component / a language education, as a methodology, and as a critical inquiry into the socio-cultural domain.

2.1.3.1 LA as a Developmental Quality

Whichever stance in the broad educational context one may take, it is generally agreed that LA is a quality which involves learners' acquisition of knowledge about language and reflection on language, and a quality which can be developed and enhanced by curriculum planning and formal instruction.

Nicholas (1991:78) points out the educational sense of LA is oriented towards macro-human development and contends that 'increased **conscious reflection on language** by students and teachers leads to improved language use and better overall education'. Members of the Language Awareness Study Group (LASG), consisting of university professors, educators and front-line language teachers believe that LA can either develop spontaneously or **be explicitly/systematically taught through instruction** (Tulasiewicz & Jago, 1997:1). Kron (1998:33), on investigating the

cultural and ideological dimensions of LA, recognizes LA as **a quality which can be acquired and practised** in schools and classrooms and which calls for 'positive conditions for its realization in curricular and extra-curricular field'.

To summarize, advocates of LA as a developmental quality and as an educational practice share some attributes: they value the target language(s), the target language users, and the target culture; they believe that the heightened LA would benefit the learner's cognitive-linguistic and socio-psychological development; they view LA holistically; and they believe that LA can be developed, enhanced and promoted in an educational context.

2.1.3.2 LA as a Curricular Component and a Language Education

LA as language education was first formally examined in the context of British mother tongue education, where LA, as a curricular component, juxtaposed with "knowledge about language" (KAL). LA, as a close cousin of KAL, was initially defined as:

> Language and its study based upon the latest linguistic principles is placed upon the English teaching agenda, and to a lesser extent upon that of modern foreign languages and other subjects teaching. ...While teaching the use of English as a tool of effective communication, the cultural and social aspects of language are introduced alongside the more specific grammatical and stylistic elements used to improve language skills. (Tulasiewicz, 1993:7)

LA and KAL have been proposed as explicit parts of the British English as a mother tongue (EMT) and English as a modern foreign language (MFL) syllabuses since the late 1980s'. Tulasiewicz (1993:4) has drawn a clear distinction between

KAL and LA: language programmes form '**a more cognitive approach in the case of knowledge' (KAL)** and '**a more attitudinal one in the case of awareness' (LA)**. This contrast becomes blurred when the two curricular concepts enter the classroom, since both consist of '**a linguistic study of the language learnt by pupils**'. To elaborate, Bilash and Tulasiewicz later specified four areas pertaining to development of the curriculum of language study:

> KAL/LA is a syllabus of (1) content about language; (2) language skills; (3) attitudinal education; and (4) metacognitive opportunities to reflect on the processes of language acquisition, learning and language use, all designed to be completely integrated into existing subject areas and taught in student-centred classrooms according to student readiness. (Bilash and Tulasiewicz, 1995:49; cited in Labercane, Griffith & Tulasiewicz, 1996:38)

Related to language education is "**LA as an educational practice**". According to Tulasiewicz & Adams (1998), LA means '**a more informed understanding of the ways languages work**' which can be developed and engendered in the school curriculum.

A broader, humanistic scope of LA as multilingual education is captured in the following quote:

> Language Awareness becomes a tool where language learning includes **the study of the phenomenon of language itself** and **an interest in the cultures** associated with the languages being studied...such study is enhanced by using the students' language as a language resource, a teaching recognised and practised in multicultural and multilingual classrooms.' (Adams and Tulasiewicz, 1995; cited in Tulasiewicz & Zajda, 1996:33)

That LA is a study of language itself and a culturally-laden element appears to address all the issues pertaining to language phenomena, language experience and

use, competence and performance, language learning and teaching, the role of language in a pluralistic socio-cultural context. With this comprehensive and sophisticated view, LA is no longer 'a tool' but a language education:

> 'Language Awareness represents **language education** which makes us aware of the language around us and enables us to become **articulate** and **critical** in terms of language. This means efficient use of language which is clear about its purpose [...] and the ability critically to assess the language of others for its intentions [...] Critical is taken to mean being constructively and openly critical in all communication exchanges so as to enable Language Awareness to be used in intercultural education.' (Tulasiewicz & Zajda, 1996:34-35)

LA as language education is aimed at fostering learners' ability: 1) to use language efficiently and purposefully; 2) to critically assess language use; and 3) to appreciate other languages and their users in multicultural and multilingual communities. The principles underlying this threefold focus are oriented towards cognitive, intellectual and affective growth of learners.

All in all, LA is intrinsically a language education which involves the study of language as an entity in its own right, as well as every aspect of language related to human life.

2.1.3.3 LA as a Methodology

LA as a methodology has been advanced by Wright and Bolitho (1993), Borg (1994, 1996), and Gnutzmann (1997), focusing on **LA in language teacher education**. Wright and Bolitho (1993:299-300) view LA as 'a methodology with which to explore language and language use, and its connections with and implications for classroom practice'. Their methodological framework of LA activities, targeted at ELT teachers and teacher trainers, is built on the fundamental

knowledge about language (KAL) of the teaching profession, which is crucial yet often underdeveloped. LA work sensitizes teachers to linguistic phenomena and inspires their inquiry into language, 'by *exploring language*, by *reflecting on discoveries and previous knowledge*, by seeing language in different ways'. With the conviction that only a linguistically-aware teacher can enhance language learning, Wright and Bolitho promote LA with a top-down approach: first experimenting possibilities of LA activities and demonstrating them for teachers, then inducing principles of their design, and eventually equipping teachers with the necessary expertise and an expanded and enriched knowledge base to apply LA work in their language classrooms.

Derived from Wright's and Bolitho's (1993) views, Borg (1994:62) looks into the principles underlying LA as methodology in foreign language teaching. Different from the general understanding of LA as a concept, his view gives insights into the characteristics of both LA methodology and LA-oriented teacher training. His central claim is again the importance of exploration of the ever-changing language, stating that **'learning about language is [...] the on-going investigation of a dynamic phenomenon**'. He depicts how '**discovery-oriented tasks** which are both affectively and cognitively motivating' can foster learners' explicit understanding of language and an awareness of their own learning. The main features of his LA methodology include: 1) 'learning about language as an on-going investigation of a dynamic phenomenon'; 2) '*talking about the language*' as the indispensable means of learning a language; 3) '*learner-centred exploration and discovery*' as the most effective process; 4) learners' *affective and cognitive engagement* for effective awareness-raising; and 5) development of learners' '*knowledge about language*' and

'*skills for continuous autonomous learning*'. These features lend support for the learner-centred methodology adopted in the LA courses and programmes to be discussed (See Section 2.2.3).

In his later attempt to promote collaboration between language educators and linguists, Borg (1996:120) reiterates LA as '**a pedagogical tool – a methodology in the sense of a set of processes through which learning about language can be promoted**'. The underlying linguistic, educational and psychological principles are predominantly **classroom-oriented**, justifying the need for LA as a pedagogical approach and highlighting some characteristics of LA-oriented teaching. Borg identifies the following defining features of LA as a methodology: 1) LA enables learners *to perceive language meaningfully* by evaluating their preconceptions about language; 2) LA allows learners *to use language accurately and creatively* for self-expression and social interactions, by incorporating *cognitive and humanistic views* of language and language learning, and by making learning about language *motivating and cognitively* challenging; 3) LA makes language study interactive by *encouraging learners' investigation into language and sharing their findings*; 4) LA fosters learners' examination of their own understandings of language by *encouraging them to analyze language data and to test and revise their hypotheses continually*; 5) the *multi-dimensional* LA work, embracing every aspect of language - morphology, phonology, semantics, syntax, etc. – permits language analysis from a multitude of perspectives; 6) LA *fosters learners' personal attachment to and ownership of their work* by actively engaging them in exploring language; and 7) LA *develops learners' skills for continued autonomous learning* by giving them access to resources for language study (1996:120-122).

Gnutzmann (1997:72) recognizes LA as **a holistic approach to language training and language education** after reviewing the LA-oriented notions long existing in Germany. His conclusion is based on the fact that LA can 'bring together different ideological positions at the same time', thus comfortably accommodating the diversity and complexity of language and embracing the wide range of foci in language education. He translates the theoretical issue into applicable measures by examining the classroom use of LA as '**an eclectic concept** of language teaching, learning and education', the pedagogical implications of which will be discussed in Section 2.3.3.

2.1.3.4 LA as a Critical Inquiry into the Socio-cultural Domain

The extensive interpretations of LA have diverged to the social perspective, having LA as an approach of critical inquiry into the manipulative use of language in the social and cultural domains. For example, critical language awareness (CLA) is concerned with developing in language learners 'a critical awareness of how [linguistic] practices are shaped by, and shape, social relationships and relationships of power' (Clark, et al., 1990; see also Fairclough, 1992). LASG has also peppered in their literature this social concern of LA (See Tulasiewicz, 1993, 1997a, 1997b; Tulasiewicz & Zajda, 1996; Tulasiewicz & Jago, 1997). Van Lier (1995:xi) treats the even wider dimensions of LA, defining LA as 'an understanding of the human faculty of language and its role in thinking, learning and social life. It includes an awareness of power and control through language, and of the intricate relationships between language and culture'. His address of the all-encompassing nature of LA echoes the NCLE's recognition of the role [of language] in human life (cf. 2.1.1.2).

2.1.4 The Five Domains of Language Awareness

Looking at the broad range of LA from a different perspective, James and Garrett (1991) identify five domains of LA, which is based on the claim in the Kingman Report that children are entitled 'to be helped to achieve the highest levels of language competence and understanding that is within their capacity to achieve'. (DES, 1998:49, cited in James & Garrett, 1991:12). These domains of competence and understanding include the affective domain, the social domain, the power domain, the cognitive domain, and the performance domain. A summary of the specifications of the five domains is shown in Table 2.1.

Table 2.1 Specifications of the five domains of LA

Domains of LA	Specifications of the domains
Affective	♦ forming attitudes, awakening and developing attention, sensitivity, curiosity, interest and aesthetic response (Donmall, 1985:7)
Social	♦ fostering better relations between all ethnic groups by arousing pupils' awareness of the origins and characteristics of their own language and dialect and their place in the wider map of languages and dialects used in the world beyond (Donmall, 1985:8) ♦ fostering linguistic tolerance by laying systematic stress upon the regularity of usages (DES, 1988:36) ♦ fostering social harmonization through understanding of language variety (James & Garrett, 1991:13)
Power	♦ being aware of the use of language as an instrument of manipulation ♦ alerting pupils to the mendacity of language deceit / linguistic beguilement and developing pupils' sensitivity to further such encounters (James & Garrett, 1991:14)
Cognitive	♦ developing awareness of pattern, contrast, system, units, categories, rules of language in use and developing the ability to reflect upon them (Donmall, 1985:9) ♦ talking about language(s) as legitimate objects of study ♦ getting pupils aware of the forms and functions of language to help them function intellectually ♦ getting pupils to make overt comparisons between languages they know, so that they see the general principles of language structure and use through a coherent and consistent approach (DES, 1988:48) ♦ developing pupils' metacognitive strategies through language analysis
Performance	♦ A contentious issue: whether knowing about language improves one's performance or command of the language (James & Garrett, 1991:17)

The five domains echo the three broad parameters in NCLE Report (cf. Section 2.1.1.2) and among them the linguistic (performance), cognitive and affective domains will be further specified later for their direct relevance to the present study.

2.1.5 "Language Awareness" Revisited

Given the fact that LA is a composite concept which defies an all-inclusive definition, the different positions reviewed in Sub-sections 2.1.1-2.1.4 are 'complementary perspectives rather than competing ones' (James & Garrett, 1991:3).

The present study is concerned with the application of the notion of LA to the foreign language classroom, the educational sense of LA is therefore adopted, and the five LA domains identified by James and Garrett (1991) will form the hub of the present research design.

2.1.6 LA-related Language Learning and Teaching Theories

LA-oriented teaching shares some properties with a number of contemporary language learning and teaching theories, such as the pedagogically-oriented "task-based" approach, the "language experience" approach, the "learner-centred" approach, and the "whole-language" education. They are briefly reviewed below:

2.1.6.1 "Task-based Learning" Theory

In her introduction to the "task-based learning" (TBL) framework, Willis (1996:3) observes that the rationale for task-based learning is to explore how "natural" learning processes can enhance learning in the classroom. She highlights three basic conditions for "natural" language learning to take place: **exposure**,

purposeful use of language, and **motivation**. To these three conditions can be added a necessary condition, i.e. **instruction**. Together they can create an optimum environment for language learning. LA-oriented teaching similarly takes exposure, the communicative needs, and the purposeful use of language as its main tenets, and so it coincides with the framework of TBL.

"Task", which plays a central role in TBL, is a loosely-defined concept. It is judicious to begin with Skehan's (1998:95, cited in Brown, 2001:50) definition of "task", which captures the essence of the concept. Skehan specifies "task" as 'an activity in which:

- ✧ Meaning is primary;
- ✧ there is some communication problem to solve;
- ✧ there is some sort of relationship to comparable real-world activities;
- ✧ task completion has some priority; and
- ✧ the assessment of the task is in terms of outcome.'

Bygate, Skehan and Swain (2001:9-12) view tasks from the multiple perspectives of teaching, learning and testing. The researchers observe that the various definitions of pedagogy-oriented tasks (as opposed to research-oriented tasks) share some common areas, regarding "task" as: 1) an activity or something to do or accomplish; 2) having usually specific / communicative objectives; 3) being outcome or product-oriented; and 4) involving the meaning-focused use of target language. On these features is the all-encompassing definition of "task" grounded: A task is **an activity which requires learners to use language, with emphasis on meaning, to attain an objective**.

Willis shares a similar view of "task", differentiating tasks from the general activities labeled as tasks: 'tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome' (1996:23). She elaborates the three aspects of tasks. Firstly, tasks are **goal-oriented**, emphasizing the meaningful use of language to complete the task successfully. And they are **outcome-directed**, relying on the achievement of outcome as a motivating challenge. Secondly, **meaning and fluency in communication precede form**. Learners are allowed the full discretion to experiment with language, to take risks and make errors, i.e. to communicate in the target language to fulfill the task goals. Thirdly, TBL promotes **the use of combined language skills**. The deployment and interaction of all four skills is the meaningful channel through which the task is carried out and its goals attained. (ibid.:24-25)

Willis' comprehensive TBL framework has two notable features. First is her **classification of tasks into six types** adaptable for use with nearly any topic (1996:149-154). The six task types are in an ascending level of complexity – from listing, ordering, sorting, comparing, problem-solving, sharing personal experiences, and finally to creative tasks (see Table 2.2). Obviously the more complex the tasks are, the more skills and processes they are composed of. This suggests that the learners should proceed from a simple task to a sophisticated one, thus **recycling** the previously attained knowledge and skills.

Table 2.2 Classification of tasks in the TBL framework (Willis, 1996:149-154)

Types of tasks	Outcomes	Processes
Listing	Completed lists, or draft mind maps	✧ brainstorming ✧ fact-finding
Ordering and sorting	Sets of information or data ordered and sorted according to specific criteria	✧ sequencing ✧ ranking ✧ categorizing ✧ classifying
Comparing	Items appropriately matched or assembled, or similarities and/or differences identified	✧ matching ✧ finding similarities ✧ finding differences
Problem solving	Solutions to the problem which can then be evaluated	✧ analyzing real or hypothetical situations ✧ reasoning ✧ decision making
Sharing personal experiences	Miscellaneous: passing the time of day, being social or entertaining, getting to know others better	✧ narrating ✧ describing ✧ exploring and explaining attitudes, opinions, reactions, etc.
Creative tasks	End products which can be appreciated by a wider audience, from short-term ones to large-scale out-of-class research like projects	✧ brainstorming ✧ fact-finding ✧ ordering and sorting ✧ comparing ✧ problem solving and many others

The second feature is the **three sequenced phases** of the framework: the pre-task phase (introduction to topic and task), the task cycle (task-planning-report), and the language focus (analysis or/and practice). The framework shares with LA-oriented teaching the following features: 1) an extensive, flexible use of spoken and written texts to optimize learners' **exposure** to the target language: 2) an emphasis on pair and group work (in the task cycle) which boosts learners' **interaction** and collaboration; 3) a discrete phase of language focus which guides **exploration of** language use and **reflection** on it.

2.1.6.2 "Language Experience" Approach

"Language experience" approach (LEA) to language learning is, according to Andrews (1998:12), 'an approach to the study of (several) aspects of English language [...] that enhance students' sensitivity to and awareness of language as it is used in diverse contexts by real people for different purposes in day-to-day life'. What is stressed here is to provide learners with **'essential experiences with the larger domain of English language'**, so that they are more aware of 'the complexity and diversity of language' (ibid.:13). This is a teaching-learning position LA-oriented teaching shares.

Brown (2001:238) similarly points out that 'what experiential learning highlights for us is giving students **concrete experiences through which they "discover" language principles** [...] That is, teachers do not simply tell students about how language works; instead, they give students opportunities to use language as they grapple with the problem-solving complexities of a variety of concrete experiences'.

2.1.6.3 "Learner-centred" Approach

A "learner-centred" approach (LCA) to language teaching, as opposed to the "teaching- centred" approach to teaching, rests on two main principles: 1) language learners should be the main reference point for **decision-making** with respect to both the content and the form of the teaching; 2) the language curriculum or programme should be the resultant realization of a process of consultation and

negotiation between teachers and learners (Nunan, 1999). Specifically, LCA is characterized by the following features (Brown, 2001:46):

- ✧ Focus on learners' needs, styles and goals
- ✧ Giving some learning control to the students
- ✧ Consulting students and accepting their input in curriculum development
- ✧ Allowing for student creativity and innovation
- ✧ Enhancing students' sense of competence and self-worth

"Learner-centredness" is also emphasized in the consultation document on English language education in Hong Kong, *Learning to Learn* (Curriculum Development Council (Hong Kong, China), 2000). Interpreted in general terms, learner-centred instruction can extend from addressing learners' interest, needs and abilities, to developing learner strategies and autonomy by engaging them in the decision-making process of language learning (16-17).

The emphases of LCA on learners' needs for communication through language, promotion of their creativity, and empowerment of learners as competent and confident language users also characterize LA teaching.

2.1.6.4 "Whole-language" Education

The term "whole language" may owe its origin and intellectual source to Reading research, and has been used to emphasize the "wholeness" of language as opposed to "fragmented" language (Brown, 2001:48). The concept of "whole language" education has, over the years, included a number of features related to learning (ibid.:48):

- ✧ cooperative learning
- ✧ participatory learning
- ✧ student-centred learning
- ✧ focus on the community of learners
- ✧ focus on the social nature of language
- ✧ use of authentic, natural language
- ✧ meaning-centred language
- ✧ integration of the "four skills"

Advocates of the "whole language" philosophy would argue that language is not the sum of little bits and pieces of phonemes, morphemes and words. Rather, language and language learning should represent meaningful interaction and inter-connections between different linguistic elements, between oral and written language, and between everyday learning. "**Whole language**" is, according to Edelsky (1993:550-51), cited in Brown (2001:49), '**an educational way of life**'.

As is evident from the review of the LA literature, LA-based teaching accommodates or shares practically all the features found in the language learning and teaching theories discussed above. It may, therefore, be concluded that LA-based learning and teaching is "**task-based**", "**experiential**", "**learner-centred**", and "**whole-language**" learning.

Summary of 2.1

Added to this profusion of LA theories and the pertinent theories on language education are the divergent views on how to practise LA in the form of teaching programmes in schools. The defining characteristics of LA programmes can be distinguished by integrating these reviewed LA theories with the experiences from the empirical studies reported below (cf. Section 2.2).

2.2 Practices of Language Awareness

Practices of LA can range from children's incidental word plays off class to some organized, longitudinal progammes and planned courses lasting for a period of time. Carter (1995:12) observes that sometimes learners can be sensitized to language use without much planning, the so-called "**incidental LA**", but at other times learners' LA can be deliberately enhanced and heightened by systematic instruction, the so-called "**planned LA**" or "**integrated LA**".

This section will first briefly describe the "incidental" LA, and then concentrate on the "planned" LA. The "planned" LA can take place at two levels: 1) LA as components in the language curriculum which may or may not be realized; and 2) LA as curricular components actually implemented in language programmes and courses in schools.

2.2.1 "Incidental" LA

Tulasiewicz (1993:3-4) regards LA as 'the activity of the language user... practised by all those who choose to reflect on what they say, or who indulge, consciously, in playing with language'. Opportunities for LA-oriented activities are present everywhere and readily available in lessons, especially in lessons at the primary/elementary levels, where the teaching schedule is less tight and allows more flexibility, and where young students tend to participate more actively in lessons and may therefore engage themselves in some unintended LA activities. An example of "incidental" awareness of language is as follows:

Some primary EFL pupils may be learning words like "television" and " telephone". Some of them may soon detect the meaning in the prefix" tele"- and infer the meanings of other words like "telescope" and "telegram". Some more informed students may recall a telephone company called "Telecom" and use it. This may urge some of his classmates to look up more English prefixes in their dictionaries.

Young learners' inquiries into language can be extensive: Why are *unhappy*, *unkind*, and *untidy* legitimate but *unpolite*, *unexpensive*, and *unhonest* aren't? Why *an apron, an eye, an orange, an ice cream, an umbrella* but *a university* and *a one-eyed sailor*? Why do we say *I wish I were a bird* instead of *I am a bird* or *I was a bird*? All the language elements, including lexis, morphology, phonology, semantics, syntax and even etymology, are eye openers for motivated learners. Evidently, teachers can exploit many an opportunity to sensitize pupils to language use without intensive planning, as "incidental LA".

2.2.2 "Planned" LA as Curricular Components

LA practices can incorporate the KAL/LA elements in the language curriculum (cf. Section 2.1.3.2). Such an incorporation may, as Tulasiewicz (1993:6) observes, 'enhance the educational component of language acquisition and learning' since the target language becomes 'an object of study in its own right' when being studied. The numerous opportunities for LA work in the language curriculum would virtually suggest a language education fully available at all levels of schooling (Tulasiewicz, 1993, 1997a, 1997b; Labercane, Griffith & Tulasiewicz, 1996; Tulasiewicz & Zajda, 1996; Tulasiewicz & Jago, 1997).

2.2.2.1 LA/KAL as a Curriculum Dimension

As a curriculum dimension (cf. Section 2.1.3.2), LA/KAL can be implemented across the curriculum, **permeating all school subjects**. The linguistic and cultural LA/KAL elements can be flexibly incorporated in the subject matter, the timing of which depends on students' interest in the topic(s) and on the teacher's perception of the students' needs. The LA/KAL items should be taught 'in pre-programmed modules of various sizes which take account of the content and character of pupils' lessons and their language readiness and progress' (Tulasiewicz, 1993:7).

2.2.2.2 LA/KAL as a Language Education

Not only can LA activities help students to acquire language skills and language arts, but also involve them in active communication, in attitude formation and in LA-raising. The mutli-dimensional nature of an LA programme/syllabus was first captured in the five components of language study identified by Tulasiewicz (1993:9). The five components are: 1) **knowledge** (facts about the nature of language as a vehicle of daily communication and an object of study); 2) **attitudes** (sensitivity to and tolerance of other speakers of MT and FLs and their language variants, aroused interests in other languages and cultures); 3) **understanding of the process of language acquisition/learning and language use** (metacognition and reflection – language as a vehicle of concept building and thinking); 4) **education through language** (including the psychomotor, social and aesthetic domains); and 5) **skills** [a prerequisite of all the preceding components].

Tulasiewicz's explication of LA as language education echoes the cognitive, affective, and social parameters of LA specified by the NCLE (cf. Section 2.1.1.2). The five components recognize the comprehensiveness of a language education – maintaining a balanced focus on acquisition of linguistic knowledge, attitudinal cultivation, development of language skills and language learning strategies and an appreciation of the intrinsic qualities of language. These components paved the way for the construction of the LA/KAL syllabus (Bilash and Tulasiewicz, 1995; cf. Section 2.1.3.2) which incorporates "planned" LA in the curriculum.

2.2.3 "Planned" LA Implemented as School Programmes

LA can be developed and enhanced with longitudinal and context-based programmes in different fields of language education, including EMT, ESL, EFL, other foreign languages and community languages. These systematically structured programmes and their specific roles in the regular curriculum render any LA effect measurable, verifiable and generalizable, thus facilitating the dissemination of LA as a new impetus in language education.

Some LA Pilot Schemes/Programmes

A number of exploratory LA studies have been undertaken with encouraging results, but the bulk of the pilot schemes and programmes have taken place in UK.

Tinkel (1991) conducted a one-year "Principles of Language Course" for the 16/17-year-old students in two secondary schools in UK, focusing on the

grammatical analysis of English as a mother tongue (EMT).

Anderson (1991) conducted an exploratory study for EMT and ESL learners coming from multicultural backgrounds in a London comprehensive school, and examined the benefits of the LA work on curriculum planning and on teacher development in a cross-curricular context.

The Hertfordshire LA programme, implemented by the Language Awareness Study Group (LASG) and reported in Tulasiewicz (1997a) and Tulasiewicz and Jago (1997), explored the linguistic, cognitive and socio-cultural benefits of a school-based LA programme for the 9-11 year old EMT students who studied language change.

LA-centred lessons were also conducted by LASG in Alberta, Canada, and evidence of the grade 4-6 EMT students' word associations and creations were recorded (Tulasiewicz, 1997a). However, inaccessible information concerning the project only allows a brief mentioning of it here.

To gain some insights into LA-oriented teaching, the design, evaluation, and implication of three programmes will be reviewed under six headings: 1) course contents; 2) teaching approach; 3) teaching/learning materials; 4) role of LA work; 5) assessment of LA effects; and 6) insights. Table 2.3 provides a succinct summary of the programmes.

Table 2.3 A summary of the design, evaluation and implications of the LA programmes

LA programmes	Coverage of curriculum	Design of Programmes			Evaluation & Implications
		Objectives	Course contents	Teaching approach & Learning activities	
Tinkel (1991) Principles of Language Course	English language study – grammatical analysis of English	To study how language works with profit and enjoyment	English in a framework with three components: 1. Constituents of language 2. How English works 3. How English is used	**Learner-centred**: giving first priority to students' needs and interests **Exploration** of language	Generalizable, positive results: 1. The programme was adopted by another school successfully. 2. The level of consciousness about language among pupils and teachers was raised. 3. The experience of the LA work was assimilated into the mainstream exam.
Anderson (1991) LA as a focus for cross-curricular work	Curriculum planning, teacher development and school language policy	1. To explore the benefits of LA work to curriculum planning and teacher development 2. To call for the establishment of 'a broad context' for language learning' 3. To foster collaboration among teachers	**Linguistic diversity** – different languages used in the school and the community Three topics: 1. Varieties of language 2. Language growth 3. Language learning	**Cross-curricular approach** to language **Child-centred** approach	No evaluation of LA effects 1. Practising LA in a real context with little experimental control and intervention 2. Representing a comprehensive programme by including most of the essentials of LA 3. Disseminating the idea of LA work and inspiring teachers of other subject departments
Tulasiewicz & Adams, of LASG (Tulasiewicz, 1997a; Tulasiewicz & Jago, 1997) Hertfordshire in-service course	English language study	1. To improve language performance 2. To make language users aware of language use 3. To cultivate linguistic sensitivity	Purpose of language and language change	**Theme -based**: Changing neighbour-hood	Positive results: Displaying the pupils' flexible and creative language use

LA Course Contents

As can be seen in Table 2.3, the programmes tended to focus primarily on **language study**, which consisted of such topics as constituents of language, language diversity, language change/growth and language learning.

LA Teaching Approach

Tinkel's approach was "**student-centred**", inquiry-based exploration; Anderson's study adopted a "**child-centred**" approach; and the Hertfordshire's approach was a "**theme-based**" one. The three programmes emphasized **utilization of the students' linguistic experience** as a springboard for exploration of and reflection on language use, and hence for acquiring new linguistic knowledge and improving proficiency.

Teaching/Learning Materials

The teaching/learning materials from the different LA programmes all observed the "**meaningful use of language in real contexts**". Tinkel's programme reveals two properties of LA materials: **authenticity** and **natural use of terminology** (i.e. metalanguage). The materials should be authentic and effective, illustrating the topic unambiguously without using a general statement of a language feature as an explicit input. Use of terminology should be **natural** but not prescriptive, the terms given after students reflect on and recognize language phenomena and need it for language talk.

Role of LA Work

In the three programmes, LA teaching appeared to play a dual role in the schools, either as an extra dimension complementary to the regular language teaching or as an incorporation / integration into the existing curriculum. Tinkel's programme

performed the "**complementary role**", with which the systematic analysis of English structure supplemented the approach of mainstream EMT teaching, whereas Anderson's and Tulasiewicz and Adams' programmes played an "**integrative role**", with which LA initiatives were integrated into the existing EMT curriculum and even across the other language curricula.

Assessment of LA Effects

Only Tinkel's programme involved a formal assessment of LA effects in the performance domain. The assessment took the form of the 'Principles of Language' AO Level Exam which consisted of two parts: an extended essay on a topic selected by the learners and a three-hour written paper requiring the learners to give original insights on extracts of actual language usage.

The other two programmes did not have formal assessments of LA effects. Yet the Hertfordshire course involved an informal assessment of the quantity and quality of language learnt by the EMT students and their awareness of the various 'influences on their language'. Corresponding to the theme 'changing neighbourhood', they were asked to identify the influence of radio, television, books and advertisements on their language, and to talk about the language on packagings and their reactions to it. And both the teachers and students, when questioned, reflected that they had used some 'new' language (Tulasiewicz, 1997a).

Insights from the LA Programmes

Tinkel's programme represents an exemplary model of LA work, carefully conceived and implemented. The flexible framework with adjustable focuses plus a learner-centred appraoch make the programme responsive to the needs and interests of different types of learners; hence positive results were reported. Anderson's programme represents a comprehensive version of LA, containing most of the LA essentials. A major inadequacy of Anderson's study is the absence of any report on LA effects. The Hertfordshire course shows two new perspectives in development of LA work: first, it involved primary school pupils instead of secondary school students as subjects; second, it observed the effects of LA work on both pupils' linguistic growth (language performance and linguistic knowledge) and affective growth (sensitivity to culture and the society).

On the basis of the above descriptive review, one may conclude that LA can certainly be developed and enhanced by instruction, which can be a small-scale or an extended programme. It is clear that the learner-centred teaching approach is a key to LA development (See Section 2.3).

Summary of 2.2

To conclude, LA development and enhancement should be the product of an interplay of all the variables in real situations. The defining features of "planned" LA are not exhaustive or depletive, and there should not be prescribed ways of implementing LA work. Nevertheless, the central concern for "learner-centredness" should be keenly observed.

2.3 Defining Characteristics of LA-oriented Teaching

Grounded on the practical experience from the empirical studies (cf Section 2.2) and the LA theories (cf. Section 2.1), LA teaching programmes are found to be characterized by learner-centred activities, learners' display of "categories of LA", and the learner-centred teaching approach. This section will elucidate these defining characteristics, and then integrate them into a conceptual model on LA enhancement through teaching.

2.3.1 Learner-centred LA Activities

There is a shared ethos among researchers and language teachers that the central notion of "learner-centredness" increasingly governs the current design of language teaching approaches and learning activities. Frankel (1994:237), taking the viewpoint of an informed outsider, elaborates LA as 'a view of education characterized by the recurrent use of key words such as "**learner-centred**", "ownership", "**interaction**", "**reflection**", "trust", "**exploration**", "**discovery**"'.

The basic nature of LA activities, as Tulasiewicz (1997a:396) discerns, is "**sensitizing**" and "**multi-dimensional**". LA activities 'can sensitize pupils to the diverse elements of language [...] without the explicit reference to 'rules''. The activities are of a great variety, covering the cognitive (competence), performance (skills), affective (creative), social, and power (critical awareness) domains as summarized by James and Garrett (cf. Section 2.1.4).

Other researchers further specify the nature of LA activities. Bolitho's LA work in his EMT classrooms is '**exploratory** and often **open-ended** in nature', allowing learners to venture into the language systems for rules induction rather than feeding on teachers' prescriptions. He advocates use of **authentic materials** to prepare learners to 'deal with real language in real contexts' (1995:5-6). Andrews' (1998) (cf. Section 2.1.6.2) six criteria for LEA activities, most desirably to emerge and develop naturally in regular lessons and language courses, are another useful reference for the design of LA activities. He elucidates that LEA activities should "emphasize meaning", "**use authentic language** found in genuine social circumstances", "provide for a developmental view", "develop awareness of several aspects of language", "**be student-centred and inquiry-oriented**", and "**provide for reflection**". These criteria are relevant to the characteristics of the "planned" LA reviewed.

Given the LA theories and practices mentioned, the following features of learner-centred LA activities have come into prominence: "exposure to language", "interaction among language users", "exploration / discovery of language phenomena", "reflection on language use", and "flexibility and creativity in language use". They are interpreted as "categories of LA" to be discussed in Section 2.3.2.

2.3.2 The Categories of LA

The categories of LA are learners' language behaviour / activities popping up spontaneously or deliberately brought about in the course of language learning, in

the context of formal instruction or any naturalistic language learning environment. They form a continuum, ranging from a learner's preliminary exposure to linguistic input to his/her creative use of language. The five discrete categories, in increasing complexity, are depicted below:

(1) ***exposure*** to linguistic input, related to the learner's mother tongue, second language, foreign languages and other linguistic resources available;
(2) ***interaction*** with other learners and people in and beyond class;
(3) ***exploration of*** linguistic phenomena and ***discovery*** of novel instances;
(4) ***reflection*** on linguistic phenomena and ***recognition*** of them; and
(5) ***flexibility*** and ***creativity*** in use of language.

The categorization forms part of the systematic approach to analyzing LA activities proposed by LASG. Among the five categories, "reflection and recognition" and "flexibility and creativity" are delineated by LASG, and adopted from the group's grid of Practising Language Awareness (Kron & Tulasiewicz, 1999). Table 2.4 gives a comprehensive profile of the four categories of LA the sensitive language learner displays and their progressive development.

Table 2.4 The grid of LA categories (Adapted from Kron & Tulasiewicz, 1999)

Categories of LA activities	Reflection	Recognition	Flexibility	Creativity
Working definitions	Inclination to ask questions about language(s)	Ability to see and explain patterns of languages	Capacity to adapt to language along a socio-linguistic continuum	Ability to handle language productively and inventively
Class implementation of language activity	Questions on and responses to what has been observed	Making sense of one's linguistic environment	Understanding and using appropriate language for different contexts	Handling language variety
Examples of class / individual activity (appropriate reactions)	Asking 'How many languages do you speak / understand?'	Intonation, lexis, etc. Appreciating tone of voice; Choosing words for playing a game	Intonation, lexis, etc. Varying patterns according to purpose	Producing rhymes / alliteration sound associations; Inventing riddles and games: Composing limericks or slogans
Evaluation	Observation On-going monitoring (recorded) Interviews, journals and questionnaires			

The categories of LA specified by LASG, combined with the general labels of LA activities ("exposure", "interaction", and "exploration/discovery"), exhibit the progress of LA enhancement which LA-oriented teaching tries to foster.

2.3.3 Learner-centred Teaching Approach

The LA theories and practices reviewed are convergent on the use of the **learner-centred** teaching approach, in which the teacher often serves as a facilitator and an informant while learners as active participants and explorers. The learner-oriented approach echoes the early claims by Hawkins who advocates 'the classroom method with a heavy reliance on pupils' activities, especially pair works and projects for data collection' (1984:5); and Donmall's call for a teaching

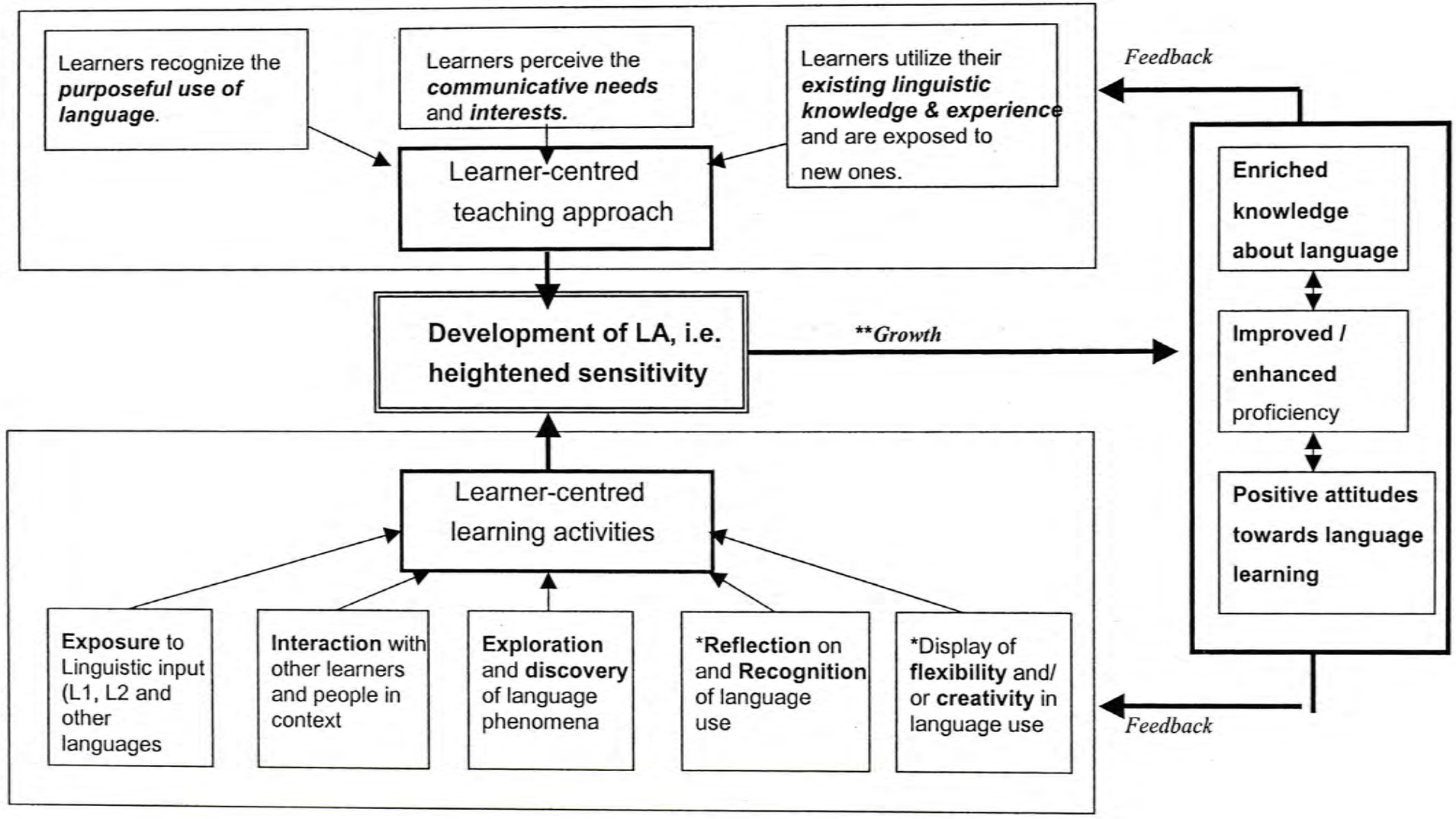
methodology 'of **pupil exploration**, with his or her own competence as the springboard, the focus and the goal' (1991a:108). Gnutzmann (1997:72) also recognizes "learner-centredness" with his pedagogical implications of the eclecticism of LA as language education (cf. Section 2.1.3.3). One of the implications is **stronger orientation towards the FL learner**, which can be achieved by assigning more importance to the emotional and social dimensions of learning, better catering for learners' needs and interests, and creating opportunities for metacommunication.

Clark et al (1990:258) put forth the three elements bridging learners' heightened sensitivity and improved proficiency: "purposeful use of language", "learner's communicative needs", and "learners' language experience and knowledge". They can be conceived as constituents of the LA teaching approach which should provide an optimum learning environment in which learners perceive the needs to communicate, use language meaningfully, and utilize their linguistic experience and knowledge as a springboard for building up their language knowledge and enhancing proficiency.

2.3.4 Enhancing LA through Teaching: A Conceptual Model

Figure 2.1 visualizes the idea of how learners' enhanced LA through instruction may lead to their linguistic, cognitive and affective growth.

Figure 2.1 The conceptual model of the effect of enhanced LA on the learner's linguistic, cognitive and affective growth



The model has two implicit features: 1) LA as a developmental quality is fostered by the learner-oriented LA teaching approach and learning activities in the classroom context: 2) LA development is a dynamic cycle rather than a one-way, linear process. Any growth attained (for example, enhanced proficiency, acquired knowledge about language and a more positive attitude towards language learning) becomes positive feedback, maintaining and catalyzing the on-going development of LA.

2.4 Inadequacies of the LA Theories and Practices

This section discusses the inadequacies of the LA claims reviewed so far: the relation between enhanced LA and language performance, delineation of LA effects, and construction of instruments for assessing LA effects. It also briefly comments on the lack of evidence for verifying the LA effects.

2.4.1 Relation between Enhanced LA and Language Performance

The most contentious and crucial issue in LA philosophy, as James and Garrett (1991:17) discerns, is 'whether knowing about language improves one's performance or command of the language, that is, whether analytical knowledge impinges on language behaviour'. Frankel (1994:237) also raises the same question of whether heightened LA necessarily leads to improved language proficiency. Tulasiewicz and Jago (1997:7) do voice concern that the challenge for LA is to change learners' language performance after exposure to LA elements.

So far little has been known empirically about the effects of LA work on performance. James and Garrett (1991) point out that the LA literature is far from informative, not offering a concrete or definite answer to the issue, as evidenced by the ambiguous responses of the relevant articles and reports. For example, the National Council for Language in Education (NCLE) (Donmall, 1985:7) states that 'heightened awareness may be *expected* to bring pupils to increase the language resources available to them and foster their mastery of them...'. The issue remains unresolved in other studies, for example, in Doughty et al (1991) and the Kingman Report (1988); it only suggests that it is *believed* or *expected* that knowledge about language, or heightened awareness, *can* lead to development of language proficiency.

The impact of enhanced LA on language learners' performance remains unanswered in the empirical LA studies. As shown by the reviewed LA programmes and schemes, only one of them (Tinkel's LA Programme; cf Section 2.2) attempted a formal assessment of the subjects' knowledge about language, but formal assessment on the subjects' language performance was not attempted. Some studies at a smaller scale did involve assessment of the subjects' LA after they received LA-oriented teaching but the course content was mainly confined to knowledge about language, attitudes towards language, etc. (see Heap, 1991; Masny, 1991; Zhou, 1991; Green and Hecht, 1993). Systematic, formal assessments of the language performance of learners undergoing LA-oriented teaching have yet to be carried out.

2.4.2 Delineation of LA Effects and Establishment of Instruments for Measuring LA Effects

Tulasiewicz and Jago (1997:7) not only envisage the challenge for LA to change learners' language performance after exposure to LA work, but also recognize the arduous task to evaluate the impact of LA on improving language performance and changing attitudes towards LA as a new curriculum element. According to Tulasiewicz (1997a:402), the reason for the difficulty in evaluation is threefold. First, it is difficult to locate a starting point for assessing learners' language progress. In England, for example, the absence of an LA dimension in the National Curriculum causes organizational difficulties. Also, precise measurement of changes in learners' attitude and motivation can be a formidable task. Evaluation of LA effects is further constrained by the non-existence of any agreed LA syllabuses or LA pedagogy, which are therefore subject to wide interpretation.

Within the conceptual framework of LA enhancement, theme-based tasks are executed to transmit LA effects. Yet LA-oriented teaching is only halfway through the inquiry into LA. The most demanding task is to decide which aspects of LA effects are to be measured and how they are measured (Tulasiewicz & Jago, 1997). To isolate LA effects from the effects of the regular non-LA work, questions such as the following emerge: Which areas of change in learners' proficiency have resulted from LA work? Which areas of the improved language proficiency hypothesized are to be assessed? Which areas of the expected attitudinal change are qualified candidates for measurement? And to construct instruments for measuring LA effects, the following questions arise: How are these focal areas measured, considering

implementation of LA-oriented teaching in the least intervened naturalistic classroom? What are the appropriate data? How are the data collected and analyzed?

The LA practices reviewed above (cf. Section 2.2) appear not to have offered satisfactory answers to these inquiries on determination and measurement of LA effects. The two LA programmes conducted by Tinkel and by Anderson did report a positive attitudinal change in the students and the teachers involved, and yet they did not formally measure the effect of LA work on the students' English language performance (despite Tinkel's measurement of their knowledge about language). Likewise, the extensive Hertfordshire LA Course provided a rich description of the primary pupils' LA-oriented language behaviour (instances of their flexible and creative use of language, for example), and reported qualitative data on their perception of LA work, and yet their improved performance remained unmeasured.

It is such inadequacies, plus the present writer's dissatisfaction with the current language teaching practices in Hong Kong, which have urged me, an EFL present teacher researcher, to conduct a formal inquiry into the effects of LA work on my Chinese EFL pupils in the context of an EFL classroom in Hong Kong.

2.5 Aspects of Foreign Language Learning and Development

Before formulation of research hypotheses and questions, this section describes three aspects of foreign language learning and development which have a direct bearing on the linguistic aspects of the present study: 1) learning of foreign language

vocabulary; 2) development of writing ability, and 3) learning of a second foreign language / third language.

2.5.1 Learning of Foreign Language Vocabulary

The present study will first concentrate on vocabulary learning, which is undisputedly the gateway to language learning. Literacy begins with recognition and understanding of the sound, form and meaning of words and phrases related to the learner's immediate environment. A reliance on words as the starting point of learning is particularly strong for elementary FL learners. Mohr (1999:240) points out that 'these students [ESL students] cannot express in English everything that they think. ESL students need the words with which to express their thoughts.' Vocabulary learning is also a gangplank to measuring language development. Assessing linguistic domains other than lexical acquisition would be less illustrative of the language development of young FL beginners, who have not been "preprogrammed" to acquire complex syntactic constructions or develop metalinguistic skills.

2.5.1.1 The Mental Lexicon and Networks of Word Associations

According to Swan (1997), the nature of the bilingual mental lexicon is not clearly known. He puts forth the general view that 'storage of mother-tongue vocabulary involves **networks of associations** of various kinds, based on membership of semantic, phonological, graphical, syntactic and other classes'. Second-language lexicons may involve less firmly established networks of

associations, yet 'the network of associations between words in one language is enriched by further associations with words in the other' (174-175). It appears to suggest that bilingual learners are placed in an advantageous position to learn vocabulary.

The schema theory offers another interpretation of networks of association – **thematic clusters of words**. Some semanticists posit that 'words might be subconsciously organized in accordance with their participation within certain 'frames' or 'schemas', concepts which segmentize a speaker's background knowledge (Fillmore, 1985). The schema theory proposes that word clusters which might be retrieved from a schema are all covered by a common theme, indicating that words are "thematically" associated in our lexicon. Hedge (2000) discusses the unresolved theoretical inquiry: it is generally consented that words are organized in **semantic networks** according to their level of similarity. However, some recent studies (e.g. Tinkham, 1993) bring forth the contradictory finding that words different from each other are more easily learnt (i.e. "distinctiveness" hypothesis). His discussion again suggests that vocabulary development is a kind of associative learning, though the directions of network construction remain unknown.

2.5.1.2 Factors Affecting Second / Foreign Language Vocabulary Acquisition

Factors affecting L2 / FL vocabulary acquisition range from linguistic and pedagogical to affective and cultural ones. This sub-section briefly reviews some of the linguistic factors (intralexical and interlexical) and pedagogical factors (the ways of presenting vocabulary to the learner) pertinent to the present study.

From a linguistic perspective, Laufer (1997:141) elaborates on the **intralexical factors** affecting **word learnability**, which he defines as 'the intrinsic properties of the word which may affect its learnability, properties which are related to the word's form and meaning'. The intrinsic features of words empirically proven as facilitating or inducing difficulty are: 1) pronunciation, 2) orthography, 3) morphology (i.e. inflexional and derivational complexity), 4) "synformy" (i.e. similarity of lexical forms), and 5) semantic features of words (i.e. generality vs specificity, register neutrality vs restriction, form-meaning correspondence, and idiomaticity). Word length and grammatical class, far from presumed, have been found to exert no clear effect on learnability of individual words.

Interlexical factors, concerned with such word features as the distinctiveness of a word in relation to other words presented to the learner, influences the **readiness of its acquisition**. One interlexical factor which may affect EFL vocabulary acquisition in the present study is **the nature of word clustering**. Tinkham (1997:138-142) corroborates the conducive effect of **thematic clustering**, which is 'based upon psychological associations between clustered words and a shared thematic concept'. He adds that clusters of thematically associated words can be more easily acquired than semantically and syntactically similar ones. His claim is grounded on a plethora of psychology research, which indicates the possible detrimental effect of semantic clustering to vocabulary learning. Although there lacks direct empirical evidence confirming the positive influence of thematic clustering on L2 vocabulary, he lists two main sources of inhibition on L2 vocabulary learning by **semantic clustering**: "interference theory" and

"distinctiveness hypothesis". The two theories postulate the two sides of a coin: it is more difficult to learn information as its similarity with the related information learnt or to be learnt increases, or the distinctiveness of the information itself decreases, and vice versa. In other words, semantically similar words are not as readily learned as thematically organized and semantically salient words.

The **pedagogical factors** appertaining to acquisition of FL/L2 vocabulary are level of exposure to input, level of relevance of input, contextualization, explicit and implicit teaching of vocabulary, and level of processing.

Level of exposure can be understood in terms of amount of exposure (frequency of the learner's encounter of target words) and quality of exposure (the ways in which target words are presented to the learner). Two findings merit attention here. For **amount of exposure**, repetition of words in texts can facilitate lexical inferencing. By encountering target words in various contexts, learners should naturally know the words better. For **quality of exposure**, words are better anchored in the mental lexicon and ready for retrieval if used to fulfil communicative needs or presented in a salient way. Hedge (2000:118-119) points out the implications of these findings: 1) *Instructional materials should involve use of target words in various manageable contexts*; and 2) *instructional activities* should highlight lexical properties and multidimensional meanings of words, and *provide the chance to use the words meaningfully*.

According to Hedge (2000:120), **level of relevance** refers to how closely the vocabulary is connected to the learner himself and the environment. The more

closely are target words related to the instructional or the social environment, the more readily are they acquired. And relevance can be further alluded to 'psychological reality', the message carried by contextualized use of words which can evoke emotions or involvement in learners. **Contextualization** is therefore undisputedly important. Words presented in contexts offer a 'cognitive hold' for them in the learner's mental lexicon. Such words present *a linguistic reality* as their meanings are often partly defined by the context (Beheydt, 1987; cited in Hedge, 2000), and *a psychological reality* as they are message-laden.

A balance between **explicit and implicit teaching of L2 vocabulary** is widely approved. Explicit teaching and implicit teaching of vocabulary (learning words through inferencing from content) should complement each other. According to Schmitt and McCarthy (1997:321), basic word knowledge is teachable while more sophisticated one is attainable through reading. They illustrate how the two approaches are integrated: encountering a word and getting some preliminary information about it requires explicit attention; attaining the higher levels of word knowledge calls forth extensive exposure in wide reading, and hence implicit teaching as the pedagogical means. Clearly, the expected level of word knowledge attained and the pedagogical means are interdependent.

How well a word is remembered depends on the relationship between input and storage, which in turn depends partially on **level of processing**. Hedge (2000:121) draws on cognitive psychologists' proposition that learners tend to remember words by *working on their meaning actively;* in other words, *deep processing converts input into intake.* Despite scanty empirical evidence, teachers and learners'

experience support that active mental involvement aids retention. Here active mental involvement can be understood as the learners' progression from the sound- and form-based surface-level activities to a deeper level of meaning, and their anchoring of words onto existing knowledge, leading to a more permanent memory.

Apart from the linguistic and pedagogical factors considered so far, other factors exert influences on vocabulary acquisition in different degrees. They include cultural ones (for example, learners' understanding of nuances, culture-dependent prototypes, etc.), learners' psychological state (motivation, attitude, etc.), and their psychological conditions.

2.5.2 Development of Writing Ability

While vocabulary acquisition and oral productions launch language development, written productions represent the more sophisticated stage of language learning. Issues concerning development of foreign language writing ability and the criteria of evaluating writings are briefly reviewed below to supplement discussion in later chapters.

2.5.2.1 Theories on Development of Foreign Language Writing Ability

A learner's development of FL writing ability is positively related to his/her first language proficiency. An account for FL learners' emergent writing ability is the "threshold hypothesis" posited by Cummins (1976, 1979, 1981, cited in Cummins, 2000), who summarizes his early claim that 'there may be threshold levels of

proficiency in both languages which students must attain in order to maximize the cognitive, academic, and linguistic stimulation they extract from social and academic interactions with their environment' (Cummins, 2000:37). In other words, a SL/FL learner must reach a certain minimum 'threshold' level of proficiency in that second/foreign language before the learner can benefit from the use of the language as a medium of instruction and communication. Cummins (1979) has refined the "threshold hypothesis" into the "developmental interdependence hypothesis", which states that the development of second language proficiency depends upon the level of first language proficiency the child learner has reached at the time when extensive exposure to the second language begins. Continued development of both languages into literate domains ("additive bilingualism") is a precondition for enhanced cognitive, linguistic, and academic growth' (Cummins, ibid.).

2.5.2.2 Approaches to Evaluating Writings

The approaches to evaluating writings range from analytic marking to holistic observation, forming *a continuum of approaches* used commonly and explicitly by teachers (Bratcher, 1994; Reid, 1993). The two basic types of scoring have different orientations: **analytic scoring** diagnoses writing strengths and weaknesses and hence prescribes remedies, whereas **holistic scoring** outlines the overall competence of writings. Bratcher (1994:43) delineates the six options of grading approaches on the continuum, from the most holistic to the most analytic measure: 1) anchor, 2) cluster, 3) questions, 4) primary trait, 5) assignment generated, and 6) criterion referenced. Writings can be evaluated quantitatively or/and qualitatively in this

framework of holistic/analytic dichotomy.

To devise appropriate criteria for assessing writings, considerations should be taken of learners' age, the stage of their language and cognitive development, the topic and genre of the writing, the purpose of the writing (for institutional use, or the learners' own interest, for example), in which draft is the writing, etc. When designing criteria for evaluating young learners' writings, *the instructional purpose* in writing tasks should first be determined. Apart from the explicit objective of assessing their writing ability, a less explicit yet important purpose is *to foster their confidence* as emergent learners (Bratcher, 1994). Confidence building can be achieved *by concentrating on their progress made in the writing process* rather than identifying good writings, and *by approaching their preliminary work in a constructive and encouraging manner*, a view increasingly agreed by teachers and educators (Smith & Elley, 1998:127). In addition to specifying the instructional purpose, criteria such as legibility, length and message clarity may take precedence over the typical criteria in the case of children's writings (ibid.:133).

2.5.3 Learning of a Second Foreign Language / Third Language

In the present study, learning a second foreign language (FL) will be involved and this necessitates a review of the factors affecting learning of a second foreign language (FL) / third language (L3), focusing on cross-linguistic influence and language transfer.

2.5.3.1 Cross-linguistic Influence and Transfer

Cross-linguistic influence is an umbrella term, proposed since the eighties to include 'such phenomena as "transfer", "interference", "avoidance", "borrowing" and L2-related aspects of language loss' (Kellerman & Sharwood Smith, 1986:1; cited in Cenoz, Hufeisen & Jessner, 2001a:1).

An optimum starting point of discussion on cross-linguistic influence is language transfer from L1 to L2. It has been confirmed in a profusion of SLA literature that *L1 determines the ease or difficulty of learning a L2* (Schmitt & McCarthy 1997). The remarkable influence of the mother tongue on L2/FL learning has also been increasingly affirmed in the current literature (for example, Kellerman, 1984; Kellerman & Sharwood Smith, 1986; Ringbom, 1987; Odlin, 1989; Perdue, 1993; all cited in Swan, 1997:160). There has long been, however, an oversimplified notion on the cause of difficulty in L2 learning: that language errors are either attributable to *interlingual confusions*, arising from interference of transfer from mother tongue, or *intralingual confusions*, arising from the intrinsic difficulty of the L2. In fact, the two identified sources are not mutually exclusive but coexistent. While the intrinsic difficulty of a L2 seems to be a subjective, intuitive-driven concept, the L1 does affect the way of approaching the L2 elements, be they intrinsically easy or hard to learn.

One of the determinants of the magnitude of such a bi-directional influence and the amount of transfer between languages is **language distance**. To illustrate from the linguistic perspective, 'when the L1 is similar (linguistically close) to L2, it is

more likely that the initial mapping of the new L2 word will simply be the re-labelling of an L1 word' (Schmitt & McCarthy, 1997:3). This case of semantic mapping and linguistic transfers at other levels (phonological, orthographic, syntactic, etc.) also apply to acquisition of a second FL/L3.

2.5.3.2 Language Distance and other Factors Affecting Cross-linguistic Influences

The conditions in which cross-linguistic influences take place are governed by an array of factors. Among the influential factors are: 1) language distance, 2) level of proficiency, 3) the context of communication, 4) recency of the languages used, 5) L2 status, and 6) learners' age (Cenoz, 2001b; Hammarberg: 2001).

Learners' **level of proficiency** in the target language determines the amount of transfer in L2 acquisition. Research has shown that less proficient learners tend to transfer more elements from their L1 than more proficient learners (Cenoz, 2001b:9). In L3 acquisition, positive transfer from L2 occurs if learners are proficient in the L2, and if the L2 has been acquired and used in natural situations (Hammarberg, 2001:23). **Recency** is similar to a contextual factor in the sense that learners are prone to activate and use the language in rigourous or current use rather than a language they know but sparsely use. In L3 acquisition, the L2 is more readily activated than the L1 if the speaker has used the L2 recently and become more accessible to it (ibid.). A further conditioning factor is **the L2 status** ('a general tendency to activate an earlier secondary language in L3 performance rather than L1') which brings forth the so-called 'foreign language effect': learners tend to employ the use of an earlier L2 rather than the L1 in L3 performance (ibid.).

Contextual factors consist of interlocutors, setting, topic of conversation, level of formality, that is, things in the specific context in which communication occurs. As reported in previous studies (Cenoz, 2001b:9), contextual factors determine whether learners are in a monolingual or bilingual mode, and what is transferred from the L1 and L2 to L3 (ibid.). **Age factor**, despite its controversial role in language acquisition, is shown to condition young learners' L2 and L3 acquisition through its representation of their cognitive and metalinguistic development. Older learners, with more advanced cognitive and metalinguistic abilities, tend to perceive more precisely the psychotypology that could affect the source language they use when borrowing terms from one of the languages they know (ibid.).

Compared to the other factors, **language distance** has considerable effect on the amount of transfer between languages, and hence on the degree to which transfer can foster or hinder learning (Swan, 1997:163). Language distance has two senses: "actual distance" and "perceived distance". "**Actual distance**" is based on real similarities and differences in phonology, typology, semantics, syntax, etc. among the languages concerned. According to Cenoz (2001b) and Hammarberg (2001), many studies show that t*ypological similarity underpins second FL/L3 learning:* If L3 is typologically closer to L2 than L1, particularly when L1 is more distant, influence from L2 is desirable.

While the actual typological distance determinates the choice of the source language for transfer, "**perceived distance**" depends on how language users and learners perceive the languages, and is subject to cultural factors linked to the languages and the linguistic communities (Hammarberg, 2001:23). Kellerman's

(1983) concept of "**psychotypology**" clarifies the issue. He posits that learners tend to transfer vocabulary and linguistic elements more from the language perceived to be typologically closer to the target language than from their mother tongue. According to Cenoz (2001b:16), some studies (Kellerman, 1976, 1986; Odlin, 1989; Ringbom, 1986) further convey the idea that the perceived language distance and the perceived "transferability" can be more important than the actual language distance. It can therefore be inferred that a second FL chosen for effectively sensitizing learners to language properties should be one objectively and psychologically close to their first and second languages.

Swan, based on previous research findings (Laufer, 1990; Ellis and Beaton, 1993) points out that 'foreign words which conform to the phonetic and orthographic patterns of the mother tongue are easiest to assimilate' (1997:164), and this observation has a direct relevance on the present study. Chikamatsu's (1996) study on the effects of L1 orthography on L2 word recognition provides an empirical evidence in this case. In his lexical judgment tests, native Chinese and native English learners of Japanese were asked to recognize Japanese kana, the visual familiarity and length of which were controlled to investigate the involvement of phonological or visual coding in word recognition strategies. By measuring the two groups' observed reaction time, Chikamatsu found that the Chinese subjects relied more on the visual information in the test words while the English subjects made more use of the phonological information. The findings illustrate that L1 orthographic characteristics influence the word recognition strategies of foreign language learners, and such strategies are transferred into L2 word recognition.

Noticeably, compared to L2 acquisition, mutlilingualism and second FL/L3 acquisition are more characterized by diversity and complexity, influenced by the knowledge of the languages concerned, the mechanisms of acquisition and the learner strategies. One major area of investigation in second FL/L3 acquisition and multilingualism is to delineate these factors, thereby predicting the relative magnitude of cross-linguistic influence in the learners' production and the source language of the transferred language elements.

2.6 Research Questions and Hypotheses

Based on the LA theories and practices (cf Section 2.1 to 2.4), some major LA claims and findings are recapitulated as follows:

(1) In the educational sense, LA refers to 'a person's sensitivity to and conscious awareness of the nature of language and its role in human life' (NCLE, cited in Donmall, 1985:7).

(2) LA as a quality can be initiated spontaneously or be developed explicitly/systematically through instruction and curriculum planning (Tulasiewicz, 1997a:1; Kron, 1998:33).

(3) Development of LA is multi-dimensional, taking place in the five domains: affective (creative), cognitive (competence), performance (skills), and social and power (critical awareness) (James & Garrett, 1991:12).

(4) LA as a curricular component is concerned with four main areas of language study: content about language, language skills, attitudinal

education, and metacognitive opportunities to reflect on the process of language acquisition, language learning and language use (Tulasiewicz, 1993:9; Bilash & Tulasiewicz, 1995:49).

(5) LA as a methodology engages teachers and thereby learners in exploring and investigating the dynamic language and reflecting on their discoveries and language experience, and fostering their personal attachment / sense of ownership to language work (Wright & Bolitho, 1993, 299-300; Borg, 1994:62, 1996:120-122).

(6) LA-oriented teaching is primarily characterized by **learner/student-centredness** (Hawkins, 1984; Anderson, 1991; Tinkel, 1991; Frankel, 1994; Gray, 1994; Bilash & Tulasiewicz, 1995; Gnutzmann, 1997).

(7) LA-oriented teaching has a set of defining characteristics, including

- ✧ Emphasizing **meaningful use of language** in real contexts, instead of artificial or oversimplified language
- ✧ Engaging learners' **exploration / discovery** of language, inquiry-oriented
  (Donmall, 1991; Frankel, 1994; Bolitho, 1998; Andrews, 1998; Kron and Tulasiewicz, 1999)
- ✧ Fostering learners' **reflection** on language use and language experience (Frankel, 1994; Andrews, 1998; Kron and Tulasiewicz, 1999)
- ✧ Utilizing learners' intuitive linguistic knowledge and experience as a resource and a springboard for on-going LA development
  (Anderson, 1991; Donmall, 1991; Tinkel, 1991; Adams and Tulasiewicz, 1995; Tulasiewicz and Jago, 1997)
- ✧ Using **authentic materials** (Tinkel, 1991; Bolitho, 1998)

- ✧ Using terminology (metalanguage) in a natural way for **talking about language** (Tinkel, 1991; Gnutzmann, 1997)

(8) The challenge of LA is to verify the relation between enhanced LA and language performance, to delineate and substantiate LA effects, and to construct instruments for assessing LA effects (James & Garrett, 1991; Tulasiewicz & Jago, 1997).

Research Questions:

With insights from the reviewed literature, the following research questions are put forth:

(1) In which areas does enhanced LA of a learner manifest itself?

(2) Can LA be enhanced through instruction in the form of a teaching programme?

(3) How can an LA teaching programme lead to linguistic/cognitive growth in EFL learners?

(4) How can an LA teaching programme lead to affective growth in EFL learners?

(5) How can LA work foster EFL learners' utilization of their bilingual experience in learning other foreign languages?

(6) In what ways can LA effect be delineated for measurement?

(7) In what ways can the learners' enhanced LA be measured, both quantitatively and qualitatively?

(8) Can an LA teaching programme be implemented in the EFL classroom in Hong Kong?

(9) Is learning a second foreign language with incorporation of LA work feasible in Hong Kong?

(10) What is the role of LA work in the school curriculum? Can LA work be a hidden curriculum (an incorporation into the curriculum), or/and an explicit curriculum (an extra dimension of the curriculum)?

Research Hypotheses:

On the basis of the above questions, two of them were turned into the research hypotheses in the form of null hypotheses:

Hypothesis One

Enhanced language awareness through instruction cannot improve the English /foreign language proficiency of the Chinese EFL learners.

Hypothesis Two

Enhanced language awareness through instruction cannot foster the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.

Research Questions for Exploration:

Question One

Is LA work in the EFL classroom, as either a hidden curriculum (an incorporation into the curriculum) or an explicit curriculum (an extra dimension of the curriculum), feasible in the primary schools in Hong Kong?

Question Two

Can learning a second foreign language enhance the learners' LA? Is teaching a second foreign language incorporating LA work feasible in the primary schools in Hong Kong?

The present study is aimed at examining the development and enhancement of LA in the young Chinese EFL learners through instruction, and their potential growth in the linguistic/cognitive and affective domains. It is going to test the above hypotheses on the LA effects, and address the further inquiries into the feasibility of implementing LA work in the primary schools in Hong Kong.

2.7 Summary of Chapter Two

This chapter first reviews the theories of LA, introducing the seminal statements on LA and distinguishing the two senses of LA - the psychological sense and the educational sense. As the study is EFL-grounded, the chapter examines the various meanings of LA in the educational sense in depth. It then describes the five domains of LA, which summarizes the broad theoretical scope of the notion.

The chapter then focuses on the practices of LA. Here it first identifies two forms of LA practices: "incidental" language awareness and "planned" language awareness. "Planned" LA, which involves incorporation of LA elements into the language curriculum, and implementation of LA programmes and schemes in schools, is then reviewed. Practical considerations of conducting LA study

programmes are highlighted; they include course contents, the teaching approach, teaching/learning materials, the role of LA work, and the means of assessing LA effects.

The chapter proceeds to a confluence of the LA theories and practices. The theoretical tenets and empirical studies allow identification of the defining characteristics of LA-oriented teaching. These characteristics are integrated and structured in the conceptual model which visualizes how instruction develops and enhances the learner's LA, which is manifest in the linguistic, cognitive and affective domains. The inadequacies of the LA claims are briefly outlined.

The chapter moves on to a succinct review of three aspects of foreign language learning and development: learning of foreign language vocabulary, development of writing ability, and learning of a second foreign language / third language. Major LA claims appertaining to the design of the study are recapitulated. The chapter ends with inquiries popping up in the reviewing process, and research questions and hypotheses to be tested against the findings.

CHAPTER THREE

DESIGN OF THE STUDY

Introduction

As indicated in Section 2.6, the present study was conducted to examine the effect of LA-oriented teaching on Chinese EFL learners' English/foreign language proficiency and their attitudes towards LA-oriented teaching and language learning, and to explore the feasibility of implementing LA work in the educational context of Hong Kong. The research method was a combination of longitudinal, experiential and observational approaches. The core of the study is an LA Teaching Programme, which owed its origin to the Language Awareness Study Group (LASG), and to the LA Pilot Scheme; the latter pioneered an LA Teaching Programme in the local EFL classroom.

This chapter describes two Language Awareness (LA) studies: the LA Pilot Scheme, and the LA Teaching Programme. The pilot scheme is first outlined, followed by a detailed description of the LA Teaching Programme, including information about the subjects, the themes, the design of the syllabus and lessons, the characteristics of learning tasks and activities, the instruments for data collection, the experimental procedures, and the methods of data analysis.

3.1 The LA Studies

Part of the present study was derived from the pedagogical framework and practice of the Language Awareness Study Group (LASG). Certain areas of the study were modelled on the LA work of LASG (Kron & Tulasiewicz, 1998:2) to enable comparison of findings of the present study with those of the LA work in other countries. These areas included the age and the educational level of the subjects, the teaching themes, and the lesson hours of the LA Pilot Scheme and the LA Teaching Programme. Table 3.1 shows some details of the implementation of both the LA Pilot Scheme and the LA Teaching Programme.

Table 3.1 Implementation of LA-oriented teaching in the local EFL classroom

Stage	**Duration**	**Lesson hours**	**Theme**	**Subjects**		
				Age	No.	Year level / Academic year
LA Pilot Scheme	Jun & Jul 2000	7	Baking bread and making sandwiches	9-10	30	Grade 4 (Class 4A) Year 1999-2000
LA Teaching Progamme	Dec 2000	6	Baking bread and making sandwiches	9-10	31	Grade 4 (Class 4B) Year 2000-2001
	Feb – Apr 2001	7	Foreign language taster (Japanese as a foreign language)		28	
	May & Jul 2001	8	Playground games		20	

Note:
The number of subjects in the Programme changed from thirty-one to twenty-eight to twenty. The reduction was mainly due to some technical problems. For Theme One, all the subjects were obliged to attend the lessons which were held in regular class time. For Theme Two, three pupils dropped out from the JFL Module as the lessons were held after school and they could not attend the lessons. For Theme Three, eleven pupils dropped out because they could not attend the lessons scheduled during the summer holiday.

3.2 LA Pilot Scheme (The Pilot)

3.2.1 Aims

The Language Awareness Pilot Scheme (hereafter "the Pilot") had a threefold aim: to find out how LA-oriented teaching could benefit young Chinese EFL learners and how they would perceive it; to examine the effectiveness of the qualitative and quantitative tools for assessing the LA effect; and to study the potentials and the difficulties of conducting LA-oriented teaching in the local EFL classroom. The Pilot was meant to pave the way for a later, more formal investigation into the effect of LA work on a different group of learners (less motivated and of lower language proficiency) during a much longer period of teaching.

3.2.2 Subjects

The subjects of the Pilot were thirty primary four Chinese EFL pupils, aged 9-10, of a local primary school. The pupils were of good to above-average academic performance and language ability; their academic positions in the year being within 1st and 64th. They were taught by a non-native English teacher, the present researcher.

3.2.3 Administration and Course Contents

As a trial run, the pilot LA-oriented teaching was introduced as an extra dimension to the regular English language curriculum of the school. The scheme adopted one of the three designated teaching themes, "baking bread and making sandwiches", covering a period of about two weeks in the post-exam slot from late June to mid-July 2000. The total lesson duration was seven hours, with six hours of classroom teaching and course evaluation and one hour of visiting a bakery. Appendix A1, which constitutes a course outline of the Pilot, shows the allocation of lesson hours and the curricular details. Appendix A2, which lists the activity sheets and the corresponding tasks, provides a glimpse of the course contents.

3.2.4 Method of Evaluating the Pilot LA Effect

The subjects' attitudes towards the learner-centred LA-oriented teaching and language learning were examined with reference to the quantitative data collected by means of a **Course Satisfaction Questionnaire** and a **Learner's Course Review**.

No formal assessment of the subjects' English language proficiency was conducted, considering the fact that the subjects had already acquired the language being focused upon (related to "writing recipes") in their regular EFL classroom before the Pilot teaching, and the fact that the subjects were a batch of motivated learners whose language entry level was comparatively high. Instead, the subjects' language behaviour was studied and evaluated.

It was thought that if the LA-oriented teaching did have an impact on the subjects, their language behaviour should manifest themselves, for the purpose of the present study, in the following LA categories. (Some of these LA categories – recognition, reflection, flexibility and creativity – are put forward by Kron & Tulsiewicz (1999); cf. Section 2.3.2.)

1) Exploration of language use:

Exploration is learners' acts of inquiring about language use and phenomena they come across.

2) Interaction with other language users:

Interaction is learners' engagement into meaningful / purposeful use of language.

3) Reflection on and Recognition of language use

Reflection is learners' 'inclination to ask questions about language'. For example, they ask "How many languages can you speak?" (Kron & Tulasiewicz, 1999)

Recognition is learners' 'capacity to see and explain patterns of language'. For example, they appreciate tone of voice and choose words for playing a game. (ibid.)

4) Flexibility and Creativity in language use

Flexibility is learners' 'capacity to adapt to language along a socio-linguistic continuum'. For example, they understand and use appropriate language for different contexts. (ibid.)

Creativity is learners' 'ability to handle language productively and inventively'. For example, they handle language varieties, produce rhymes or invent riddles.

3.2.5 The Pilot Results

(A) The Subjects' Attitudes

An analysis of the Course Satisfaction Questionnaire and the Learners' Course Review has revealed three main things:

a) The subjects unanimously had positive attitudes towards the experiential LA-oriented teaching, but they showed divided views on language learning. For example, some subjects enjoyed LA-oriented teaching, highly appreciating collaborative work and the freedom to exercise their creativity in language use, yet they did not have a much improved attitude towards language learning.

b) The subjects enjoyed the cognitively challenging tasks most. For example, they quite enjoyed *designing the product lists* of their own bakeries, *using advertising language* in pamphlets to promote their bread products, and enjoyed *demonstrating sandwich making*.

c) The subjects generally disliked conventional tasks such as *writing recipes*, tasks that they could easily manage with their linguistic and cognitive abilities.

(B) LA-oriented Language Behaviour

The subjects were found to have shown various types of LA-oriented language behaviour, which are exemplified below:

Exploration of language use

Some subjects, for example, attempted using figurative language in their description of bread, as part of the pamphlets to promote their own bakeries.

For example, a group of subjects ("Jaw Bakery") described *Danish pastry*:

"*This is crispy and chewy. It is round.* ***It is like a moon.***"

Another group described *French bread* vividly:

"***It looks like a stick.*** *You can look [at it] but can't use [it].* ***It looks like a recorder.***"

The group "Little Bread Shop" described *French bread* with imagination:

"***It looks like a clutch. But it is soft we can't walk with it.*** *It tastes salty, [it] is good.*

Interaction with other language users

Most subjects attempted to use English as a means of expressing preferences, sharing experiences and communicating ideas. They actively engaged in group discussions on designing pamphlets and lists of bread products for their own bakeries, and in demonstrations of making sandwiches.

Recognition of and reflection on language use

Some subjects collected or borrowed instances of authentic use of language in their environment, or translated the advertising Chinese expressions into English, thus creating some catchy expressions in their pamphlets.

For example, the "Jaw Bakery" promoted *Mango doughnut* and *Croissant* by applying new words from the dictionary despite the inaccurate use:

> *"It [Mango doughnut] is the **focus sale**. It is chewy. You can see more about them at Bread of Sale."*
>
> *"It [Croissant] is **a new pioneering work.** Its shape isn't like a horn. It is like a stick. Its inside is chocolate. It is sweet."*

Another group "Little Bread Shop" modified the Chinese expression "買一送一[*Buy one, get one free.*]" Into "***Buy one bread, get one coffee.***"

The group "Big Fish Bakery" borrowed the phrase "***the best buy***" to promote their "*Fish fillet bun*".

Flexible and creative use of language

"Jaw Bakery" invented a name for their spectacular sandwich "**carvitfatpromin**", an acronym formed with the five main nutrients: carbohydrates, protein, vitamins, minerals and fat. The learners explained clearly the underlying meaning, which is closely related to its ingredients:

> *"It is nice and tasteful. There are carbohydrate (bread), vitamin (lettuce), fat (butter), protein (egg), minerals (salt). It is good for everyone."*

3.2.6 Conclusions and Implications for the Pilot

The Pilot subjects' oral and written work (no formal test of their EFL proficiency; see Appendix A3 for samples of their written descriptions of bread), together with the Course Satisfaction Questionnaire and Course Review, showed that the subjects benefited both linguistically and affectively from the LA-oriented teaching. In summary, the subjects were able to learn the target vocabulary and extend their foreign language acquisition to an exploration of authentic language use and their bilingual knowledge (understanding of the relationship between Chinese and English). And with their first-person observation of how bread is made (through the visit to a bakery) and the new experience of engaging themselves in challenging, novel tasks, the subjects became more positive towards English language learning.

One clear implication of the Pilot for language teaching and learning is that **novel learning experience**, together with **challenging and manageable tasks**, could foster learners' positive attitudes towards LA-oriented teaching and language learning and could, subsequently, enhance motivation and efforts. The Pilot also emphasized the need to **collate substantial quantitative data** to offer an objective picture of LA work. Though comparatively small in scope and scale, the Pilot suggested two further requisites of implementation. First, the course contents and activities should be constantly adjusted to meet the learner's needs and interest. Second, the Pilot, which involved permission of the school authority, parents and learners for conducting extra lessons, visits and audio-visual recording sessions, must be carefully organized and administered; otherwise, the supposedly beneficial LA work could be affected.

3.3 The Main LA Teaching Programme (The Programme)

The LA Teaching Programme (hereafter "the Programme"), refined on the preliminary findings from the Pilot, addressed the research questions and hypotheses (Section 2.6) of the study. The Programme was a series of lessons into which LA elements infiltrated, and was aimed at enhancing the learners' LA through the use of learner-centred tasks and activities organized under three teaching themes. Table 3.2 gives an overview of the Programme.

Table 3.2 Organization of the LA Teaching Programme

Module & Theme	**Role of LA teaching**	**Mode of lessons**	**Teacher**	**Target language**	**Medium of instruction**
Module One Baking Bread and Making Sandwiches	Incorporation into the English language curriculum	regular timetabled lessons	Chinese EFL teacher (researcher)	EFL	English, occasional use of Chinese
Module Two Foreign Language Taster	An extra dimension to the school curriculum	after-school lessons	native Japanese teacher (researcher as assistant)	JFL	Chinese, English and Japanese
Module Three Playground Games	Incorporation into the English language curriculum	regular timetabled lessons extra lessons	Chinese EFL teacher (researcher)	EFL	English, occasional use of Chinese

3.3.1 Subjects

The subjects were thirty-one Chinese EFL pupils, aged 9-10, enrolled in a regular Primary 4 class (Class 4B) of a government subsidized primary school with

20 classes, each with 30-35 pupils. The school was located in a public housing estate, where the residents were largely from the socio-economically average to below average income groups – mainly the working class.

Chinese (Cantonese), their mother tongue, is the medium of everyday social encounters and the major medium of instruction for all primary school subjects except English and Putonghua.

The subjects were a mixed ability group with average to below-average academic performance, positioning between 33rd and 80th out of ninety Primary 4 pupils in 2000-2001. The subjects were at an early stage of EFL development, but were able to understand and produce simple and formulaic expressions related to their immediate classroom environment.

In their normal classroom learning, most subjects displayed a positive attitude towards English learning and were eager to participate in interesting and stimulating activities. A few of them, however, lacked motivation in learning English, owing to their persistent poor English performance; a few others slackened in all subject-learning and sometimes disrupted lessons by misbehaving.

3.3.2 The Control Group

Originally, a control group was recruited, which consisted of fifteen pupils from Class 4A (the more able ones positioning between 18th and 32nd out of ninety) and another fifteen pupils from Class 4C (of average to below-average ability,

positioning between 33rd and 80th). The two sub-groups were taught by two other non-native teachers of English under the regular curriculum without incorporating the LA elements. However, owing to the different rate of progress of the three classes and to difficulties in administration, the control group was abandoned at an early stage (Theme One Module). This reduced the study to an intra-group comparison before and after the Programme.

3.3.3 Teaching Themes

The three teaching themes in the present study are as follows: **Theme 1**: ***Baking Bread and Making Sandwiches***; **Theme 2**: ***Foreign Language Taster***; **Theme 3**: ***Playground Games***.

The teaching themes were modelled on the original teaching themes designated by the Language Awareness Study Group (LASG) (see Section 2.1.3.1), which were selected from the British school curriculum for the target age group and were agreed upon by the majority of the participating teachers of the early pilot schemes in Europe and Canada (Kron & Tulasiewicz, 1998; Tulasiewciz, 1997b).

The **two teaching themes adopted from the LASG**, with minor adjustments, were ***Baking Bread and Making Sandwiches*** **(Theme One)** and ***Playground Games*** **(Theme Three)**. They were adopted for the following reasons:

1) Their multi-modal and multi-sensory nature would be able to accommodate primary pupils' development in the cognitive, affective, aesthetic and psycho-motor domains.

2) They corresponded to the contents of the subjects' textbooks: Unit Seven *Making Sandwiches* of Book 4A, and Unit Six *Leisure Activities* of Book 4B (see Appendix E). The thematic correspondence allowed the two themes to be incorporated into regular EFL lessons / the school English curriculum.
3) They would guarantee similar kinds of exposure to areas of LA by pupils across countries, thus facilitating comparison of the results of the LA work worldwide (Kron & Tulasiewicz, 1999:2).

Foreign Language Taster - *Tasting Japanese as a Foreign Language* (*JFL*) (**Theme Two**) was a brand new element and therefore taught after school as an extra dimension to the curriculum to be experimented.

It should be noted that the number of subjects taking part in the three modules of the Programme varied: thirty-one subjects in Module One; twenty-eight in Module Two; and twenty in Module Three. The reduced number of participants in Module Two and Module Three was due to the subjects' freedom of voluntary participation and their availability. For the JFL Module, three subjects had to attend remedial classes after school, and were thus not able to join the Japanese lessons. For the Games Module, since most of the lessons were held in the beginning of the summer holiday, eleven subjects who had to take part in summer activities elsewhere or go with their parents to Mainland China were not able to join the LA lessons.

3.3.4 The LA Teachers and Medium of Instruction

The researcher, who was the subjects' regular English teacher, was responsible for delivering Theme One and Theme Three in the time-tabled EFL lessons. The medium of instruction was English, with occasional use of Chinese to give instructions and to guide the subjects' reflection on language use.

For Theme Two, Tasting Japanese as a Foreign Language (JFL), a native Japanese, whose second language was English, conducted the JFL lessons and led the teacher-pupil communicative interaction in Japanese. The present teacher researcher assisted in class management and in interpreting the Japanese instructions and explanations in English and Chinese (more in Chinese than in English). Most of the activity sheets and learning materials (e.g. wordcards, sentence strips, the mini-dictionary, etc.) included Japanese, English and Chinese. The trilingual design was intended to ensure that the pupils' performance and interest in JFL learning would not be undermined by too much misunderstanding. It also served to facilitate their comprehension of Japanese and to help them observe any relations among the three languages.

3.3.5 LA Time Frame and Duration

The LA Teaching Programme was conducted over an eight-month period (December 2000 - July 2001). It was phased under the three themes. The number of hours for each theme was about seven (Cf. Table 3.1). The total duration was slightly higher than the stipulated 17.5 hours, because the themes which were

initially chosen by LASG for pupils with English as the mother-tongue (EMT) or as a second language (ESL) in the English speaking countries presented some linguistic problems to our Chinese EFL subjects, who therefore needed a bit more lesson time to cope with the materials.

3.3.6 LA Syllabus and Lesson Design

As discussed in Section 2.3, the LA-oriented teaching approach and the tasks and activities were characterized by **learner-centredness**, which encourage learners to be active participants in the learning process, engaging them in exploring, recognizing, and reflecting on language use, in interacting with other language users, and in flexible and creative use of language. The teacher serves as a facilitator and an informed provider. To enhance learners' LA, the following three conditions are maintained: 1) learners can recognize the purposeful use of the target language; 2) learners can perceive the communicative needs and are interested in them; 3) learners can utilize their existing linguistic experience and knowledge and assimilate the new ones for developing proficiency (cf. Section 2.3.3; Figure 2.1).

The planning of the syllabus and the lessons had the following features: 1) **goal-oriented**: the learning outcome as both a challenge and a motivational factor; 2) **process-oriented**: learning from experience and on a continuous basis; 3) **theme-based**: learning contents being relevant to pupils' life and giving them a sense of ownership; and 4) **purposeful use**: using language for fulfilling the needs to get messages communicated. Examples of such classroom activities and tasks would include the following: writing for a wider audience, talking to share

experiences, collecting information, getting to know and understand others, etc.

3.3.7 LA Tasks and Learning Activities in the Study

LA-oriented teaching is **task-based** (cf. Section 2.1.6.1). LA-oriented teaching can be alluded to a "global task", with components tasks thematically connected together. A lucid account of "task" and "LA task" is therefore legitimate and necessary.

Nature of "task" and "LA task"

In this pedagogy-oriented study, "task" plays a dual role: it is an integral component of the language learning process for transmitting the hypothesized LA effect, and at the same time a device to elicit data for research purposes.

Specifically, "LA tasks" are *pedagogical activities* which require learners' *purposeful and meaning-focused use of language*, by engaging them in **exploration** of language use, **interaction** with other language users, and **reflection** on / **recognition** of language use and their own learning (i.e. the LA Trinity), *to attain the teaching objectives*, and hence *to produce LA effects* (i.e. learners' linguistic, cognitive and affective growth).

Attributes of LA tasks

Grounded on the reviewed literature (cf. Sections 2.3, 2.6 and 3.3.6), the LA tasks and learning activities in this study had several attributes: 1) they were centred around the LA categories / LA Trinity; 2) they aimed at learning through authentic experience and contextualized language use; and 3) they were versatile, applicable to a variety of domains of learner development.

First, the task design was aimed at fostering the **LA Trinity**: Exploration, Interaction and Reflection. The theme-based tasks ranged from the **exploratory** ones (extensive reading of thematically relevant materials, surfing web sites, observing or trying new things, etc. to widen the subjects' language experience and to help them acquire new knowledge and information) to the **interactive** ones (peer discussions, oral presentations, demonstrations, etc.). The less tangible **reflection** on / **recognition** of language use was initiated by prompting questions related to specific language forms, cross-linguistic differences, etc.

Second, the tasks and activities were intended to promote **learning through authentic experience and contextualized language use**. As in the 'bread' module, the subjects would be first presented with words on bread. Their initial word knowledge would be gradually deepened through processing the vocabulary, given their first-person experience of observing and tasting varieties of bread, visiting bread shops, baking their own bread, etc. The authentic context would make legitimate and meaningful the use of the target language for reporting and talking about their personal experience, and for speaking to and writing for others about

their homemade bread. The end result would be the subjects' improved language skills, a higher sensitivity to language use and a better understanding of the theme.

Third, the tasks and activities should observe the notion of **variety** and should sensitize pupils to such diverse elements of language as intonation patterns, vocabulary and particular sentences constructions without deductive learning of 'rules'. The variety of classroom activities to which LA work could be applied would encompass the **cognitive**, the **performance**, the **affective** as well as the **social and power** domains, as observed by Garrett & James (1991:12) (cf. Section 2.1.4). Underneath such a diversity of activities is the **multidimensional concern** which must be accepted as inherent in any interpretation of language education (Tulasiewicz, 1997a:396).

Schemes of work: composition of LA tasks and activities

The brief schemes of work for the three modules are shown in Tables 3.3, 3.4 and 3.5. The course outline of the three modules can be found in Appendices B1, B2 and B3, and the schemes of work for the modules in Appendices C1, C2 and C3. Samples of the lesson plans are included in Appendices D1, D2 and D3.

Table 3.3 Brief scheme of work for Module One – Baking bread and making sandwiches

Lesson & Duration	**Tasks and Activities**	Language Functions Pupils will be able to / learn to ...
1 30 min	1. Talking about favourite kinds of bread 2. Interviewing peers on their preferences for bread	1. List and briefly describe different kinds of bread 2. Express personal preferences for bread
2 & 4 1 hour	1. Comparing the qualities of varieties of bread 2. Recognizing the importance of bread	Inquire and talk about varieties of bread pupils have seen or eaten
3[1] 1.5 hours	Understanding the process of baking through the first-person experience of making Mexican buns	Ask about the steps of making bread
4 30 min	Sharing personal experiences of baking bread	Express feelings and give reasons for (not) liking baking bread
5 1 hour	Writing instructions for making bread (1)	1. Describe the process of making Mexican buns using relevant vocabulary and imperatives 2. Sequence the instructions using connectives
6 1 hour	Writing instructions for making bread (2)	
7 1 hour	Writing recipes for homemade / pupil-created sandwiches	1. Express own ideas of making sandwiches 2. Describe the steps of making sandwiches using relevant language and vocabulary
8 1 hour		
9[2] 1 hour	Demonstrating sandwich making in class and presenting orally the recipes	

Notes:
1. The lesson hour of Lesson 3 is not included in the total lesson hours of Module One since it is a practical lesson (baking bread) with limited target language use.
2. The demonstration was cancelled because of the whole-school preparation for Christmas celebration.

Table 3.4 Brief scheme of work for Module Two – Foreign Language Taster

Lesson & Duration	**Tasks and Activities**	**Language Functions** Pupils will be able to / learn to ...
1 20 min	Pre-course orientation: Looking briefly at Japan and Japanese language	
2 1 hour	Communication in an unfamiliar language 1. Identifying the spoken and written form of Hiragana characters 2. Introducing oneself 3. Reflecting on cross-linguistic influence: Discerning the orthographic similarity of Hiragana and Chinese characters	1. Greet the teacher and classmates with formulaic expressions 2. Introduce one's name and age with formulaic expressions
3 1 hour	Communication in an unfamiliar language 1. Greeting others 2. Counting the number of objects 3. Reflecting on language: Deducing the morphological "rule" underlying the formation of certain number words in Chinese, English and English	1. Greet the teacher and classmates with formulaic expressions 2. Count the number of objects with cardinal numbers
4 1.5 hours	The New Year 1. Giving others New Year wishes by saying 'Happy New Year' and making New Year greeting cards 2. Sharing experiences of celebrating the New Year	1. Identify things used for celebrating Japanese New Year with the target vocabulary 2. Show goodwill during the New Year with formulaic expressions
5 1 hour 10 min	My favourite food (1) 1. Sharing preferences for food and drinks 2. Reflecting on cross-linguistic influence: deducing the meaning of Japanese loanwords through phonological features 3. Recognizing the different ways a language employs to express meaning	1. Identify the names of food and drinks 2. Ask about classmates' preferences for food and express pupils' own preferences
6 1 hour	My favourite food (2) 1. Sharing preferences for food and drinks 2. Recognizing the flexibility in word formation	1. Identify more names of food and drinks 2. Ask about classmates' likes and dislikes for food and express pupils' own
7 1 hour	My favourite food (3) Constructing dialogues on ordering food / drinks in a restaurant Further reflection on language: - Gender characterization - Word order: SOV in Japanese vs SVO in Chinese and English	Order food / drinks and take orders as waiters/waitress and customer in a restaurant

Table 3.5 Brief scheme of work for Module Three – Playground Games

Lesson & Duration	Tasks and Activities	Language Functions Pupils will be able to / learn to ...
1 30 min	Talking about activities after school and favourite playground games	Express personal preferences for activities after school and playground games
2 1 hour	1. Sharing personal preferences for playground games and experiences of playing them 2. Choosing the most popular games through a class poll	1. Ask and talk about activities after school 2. Express and account for personal preferences for playground games
3 & 4 1.5 hour	Writing the first descriptions of pupils' favourite playground games	Write short descriptions of pupils' favourite games with the use of appropriate language and relevant content words
5* 1 hour	Playing playground games:	Understand the teacher's instructions and perform as instructed while playing games
6 1.5 hour	Sharing feelings and experiences after playing games	Interview classmates for their preferences and feelings after playing games with appropriate questions
7 1.5 hour	Writing instructions for playground games (1): Discussing with classmates main ideas of their groups' invented games	Describe and sequence the steps of playing games using relevant vocabulary and appropriate language
8 1 hour	Writing instructions for playground games (2) 1. Talking about the content, language use and layout of peers' games instructions 2. Identifying the elements of the text-type "games instructions": 3. Comparing simplified games instructions with authentic ones,	1. Read with some understanding games instructions from sources other than the peers' writings. 2. Revise groups' own instructions given more awareness of the elements of the text-type "instructions"
9 1 hour	Writing games instructions (3) 1. Reading authentic games instructions written by children from other countries 2. Revising instructions for groups' created games 3. Writing the second description of favourite games	1. Read with understanding games instructions from cyber-texts 2. Revise groups' own games instructions, given further exposure to instructions 3. Write the second description of pupils' favourite games, providing a richer content and freer language use
10* 1 hour	Informal teacher-pupil talk on language use of the groups' instructions for their invented games	Revise groups' games instructions, given more awareness of the content and language of instructions

Notes:
The lesson hour (1 hour + 1 hour) is not included in the total duration of Module Three because of the relatively limited use of the language in the game playing session, and the informal nature of the teacher-pupil talk.

3.3.8 Course Materials in the Study

The course materials were **theme-based** and **task-oriented**, adjustable to the subjects' needs and interest, and 'progressively moving to the reality', i.e. **increasingly authentic**. The aim was, again, *to maximize the room for exploration, interaction and recognition/reflection*. An additional aim was *to reinforce the language the subjects had acquired or come across* through **recycling** of the language and the theme-related concepts. The course materials pertaining to the three themes covered a **variety** of tasks. While some tasks and activities would call forth the basic skills of sorting, listing, or comparing information, there should be other cognitively and linguistically challenging tasks like sharing personal experience, solving problems and making creative, original use of language. Appendices G1, G2 and G3 contain sampled activity sheets which fulfill the threefold aim: 1) fostering learners' interaction, exploration of language use and reflection on language use; 2) enabling learners to practise the target language in a meaningful context; and 3) addressing learners' interests with a variety of tasks and activities.

To be consistent with the subjects' developing L2 proficiency and to boost their confidence in learning English, the course materials should not only be solely composed of authentic, real language use but should also be **an integrated use of simplified and authentic language**. By doing so, the subjects could gradually move from the heavily guided, prescribed target language in the textbooks to an optimum exposure to real language, of which they had been either unaware or ignorant.

Accordingly, the course materials consisted of textbook materials and specifically designed activity sheets and handouts. Such a combination was considered both necessary and desirable. While the textbook contents would cover the syllabus and cater for the young learners' elementary English proficiency, the additional materials would expose them to the natural use of language instead of the sometimes oversimplified language in the textbooks. For the EFL modules (Theme One and Theme Three), the materials consisted of the designated textbooks (*New Welcome to English Book 4A* and *Book 4B*) and the complementary workbooks, supplemented with activity sheets and authentic materials like booklets and pamphlets for commercial use and information sheets downloaded from the Internet. For the JFL module, which was a brand new programme element, all the activity sheets and learning aids were tailor-made for the Programme. Extracts from the textbooks can be found in Appendix E, and the lists of activity sheets for the three modules are in Appendices F1, F2 and F3.

3.4 Construction of Testing Instruments

3.4.1 An Overview of the Procedure

The LA effects on the subjects' language proficiency (in terms of their lexical production and writing) and on their attitudes towards LA-oriented teaching and language learning were assessed by a combination of quantitative and qualitative measures. This is the result of an interplay of two sets of features. On the one hand,

the naturalistic classroom environment, the present teacher researcher's 'insider' perspective, and the dynamic reality in the classroom provide a rich, subjective data, which should be promptly collected by qualitative means. On the other hand, the control on the subjects' age (aged 9-10), the curriculum (the designated teaching themes and the fixed lesson hours), the learner-oriented approach, together with the intention to verify the hypothesized LA effect (i.e. outcome-oriented) necessitate the use of quantitative means to gather convincing, objective data. A summary of the quantitative and qualitative instruments for data collection is presented in Table 3.6.

Table 3.6 An overview of the instruments of data collection for the Programme

Focuses	Tools of data collection	Theme(s) related
Assessing language proficiency	Pre-test and Post-test on vocabulary acquisition (EFL)	1 and 3
	Evaluation of writings (EFL)	1 and 3
	JFL Proficiency Assessments	2
Assessing attitude towards LA teaching and language learning	Course Satisfaction Questionnaire	1 and 3
	Learner's Course Review	1 and 3
	JFL Pre-course and Post-course Questionnaire	2
	JFL Learner's Journal	2
	Archival work of learners	1, 2 and 3
Recording instances of LA-oriented language behaviour (LALB)	Audio-visual recordings of lessons	1, 2 and 3

3.4.2 Measuring the Subjects' Foreign Language Proficiency

The hypothesized LA effect on the subjects' linguistic and cognitive development was reflected by three aspects of the subjects' foreign language proficiency: 1) acquisition of thematically relevant English vocabulary, 2) development of writing ability, and 3) learning of elementary Japanese.

"Foreign language proficiency" here refers to the fact that the Chinese subjects learned English as their first foreign language (EFL) while they tasted Japanese as the second foreign language (JFL).

3.4.2.1 Pre-test and Post-test of Vocabulary Acquisition

The primary focus of language proficiency enhancement is vocabulary acquisition. The rationale is that the learners, at an elementary stage of EFL learning, need conceptual labelling with vocabulary as the first gateway to EFL acquisition. A language learner's vocabulary development is crucial to his overall language competence, and enables him to comprehend and communicate a good number of concepts and ideas.

The Pre-test and the Post-test inquired into the subjects' acquisition of English vocabulary arising from LA teaching. The tests were grounded on the theory of semantic inferencing / associative learning of vocabulary, which claims that concept-laden words are organized thematically in the human lexicon as schemas or

thematic clusters (cf. Section 2.5.1.1). The tests were designed to examine the subjects' production of thematically relevant English words and expressions, thus reflecting how and to what extent LA-oriented teaching exerted influence on the development of their mental lexicon.

Both tests were fitted to each of the two EFL modules, that is, Theme One and Theme Three. The Pre-test was administered on a group basis in the first lesson of each teaching module, when the subjects had not been exposed to the theme-related vocabulary. The test paper was a blank sheet with only the printed instruction in English and Chinese. The subjects were given the theme (Baking bread and making sandwiches, and Playground games), and were asked to recall and write down any thematically relevant words and expressions in fifteen minutes. No consultation of peers or any resources was allowed. The Pre-test papers for the two modules are shown in Appendices H1 (A1) and H2 (A1).

The Post-test was administered also on a group basis at the end of each teaching module, after the subjects' full exposure to the theme-related vocabulary. The post-test paper with the printed bilingual instruction was the same as the pre-test paper. In response to the theme, the subjects had to recall and write down any thematically relevant lexical items in fifteen minutes without consultation of any resources. The Post-test papers for the two modules are shown in Appendices H1 (A2) and H2 (A2).

3.4.2.2 Evaluation of Writings

The development of the subjects' writing ability was examined by evaluating three types of writings, including 1) **recipes for Mexican buns**, 2) **descriptions of favourite playground games**, and 3) **instructions for playground games** which were created by the subjects themselves. The writings were evaluated against a checklist of criteria, a framework of which is shown in Table 3.7. The recipes and descriptions were written by individual subjects. For recipe writing, the first and the second drafts of the recipe for Mexican buns were compared to see if the subjects had improved their skill of writing cooking instructions. For descriptions of playground games, the subjects' first and second descriptions of their favourite games were again compared to see if any improvement in the quality of work was achieved. For instructions of playground games, which was a collaborative work, the instructions created by five groups of learners were evaluated to see whether they could produce transactional writings with adequate content, suitable language use and the correct layout.

Table 3.7 Framework of evaluating the thematic writings in the EFL context

Evaluating the learners' writings					**Evaluation with the same set of criteria (See table 3.8)**
Theme	**No. of pupils / groups***	**Types of writing**	**Writing tasks and activity sheets**	**Nature of evaluation**	
Bread	17 pupils (out of the 31 participants)	Recipes for Mexican buns	AS5 Writing the instructions for baking bread (1) AS6 Writing the instructions for baking bread (2)	Writings of same type and content: **Comparing** the first and second drafts of the recipe	
Games	10 pupils (out of the 18 participants)	Descriptions of favourite playground games	AS3 My favourite playground games AS11 Writing about playing playground games	Writings of same type but slightly different content: **Comparing** guided writing with free writing	
Games	4 groups (out of 5 groups; 3-5 pupils per group)	Instructions of playground games	AS Instructions 7 Writing instructions for created playground games	Writings of same type and content: **Describing** with the checklist criteria	

* Limited to the majority of the subjects (about two-thirds of them)

As specified in Table 3.7, the writings were in the form of activity sheets. The activity sheets for writing and samples of the subjects' writings can be found in Appendices I1 and I2. They formed the natural constituents of an experiential learning process rather than some abruptly introduced, isolated writing exercises. The writing process, though on a mini-scale, is depicted here to show how the writing tasks formed an integral part of the thematic exploration featuring LA teaching.

Recipe writing proceeded in three stages: first, *describing the steps of baking bread (AS2)* as a warmth up; second, *drafting the recipe for Mexican buns with the relevant verbs given (AS5)*; third, *writing the recipe without the verbs given (AS6).* The progression from one stage to another was monitored with provision of language input and learning experience. The initial attempt to describe the bread-baking process was intended for determining the entry language level of the subjects. Added to their existing knowledge was the first-person experience of making Mexican buns and exposure to the target vocabulary, thus getting them informed of the baking process and prepared to draft the recipe. The draft was improved with the explicit class discussion on the content, language use and layout of recipes, based on the recipes written by some subjects.

Descriptions of playground games began with the subjects *writing a few lines on their favourite games (AS3), heavily guided with a model and the useful sentence structures given*, for marking their entry language level. At the end of the module, they made *another description of their favourite games with richer contents* (e.g. rules of playing games included) *and the freer use of expressions, based on the authentic works* written and uploaded to Internet by children from other countries *(AS11)*. Between the two writings, the learners were provided with language input (relevant vocabulary and language), a real experience of playing games and a class discussion *(ASI1)* on the content, language use and layout of instructions, based on the instructions written by some subjects.

Instructions of playground games were collaboratively written by five groups of subjects. The writing process was in three stages. First, the subjects, in groups of

three to five members, brainstormed their ideas, and *agreed on the design of their ideal and workable games*. Next, they *drafted the instructions* of their created games together, with reference to the criteria of writing instructions discussed in the previous lesson. Finally, each group attended a teacher-pupil conference, in which the subjects reflected on the content and the language use in their drafted instructions. With the teacher's prompts and guidance, they *filled in content gaps and corrected major language errors*.

The instructions of playground games only consisted of ten subjects' assigned work, against the original number of eighteen subjects in Module Three. The attrition cases were due to several factors: 1) Some subjects did not hand in their writings despite frequent urges; 2) Several writings had substantial parts plagiarized, i.e. produced with parents' or tutors' help; 3) Some were not able to complete their work because of their low English ability. These invalid cases were understandable, considering the different abilities of the subjects, and it should be borne in mind that the Programme was a voluntary participation of the young subjects themselves.

In the present study, **primary-trait evaluation**, which is an analytic/holistic combination, was adopted for evaluating the subjects' writings (Cf. Section 2.5.2). The approach has the merits of evaluating the subjects' writings objectively against the focal criteria, and directing their attention to the core areas in content and language use. With this approach, the subjects' writings were each separately assessed against a number of non-exhaustive criteria. The criteria were designed with reference to the typical criteria for analytic marking, including such areas as **content** (sufficient, appropriate, relevant, interesting), **organization** (sequencing,

clear beginning, ending and paragraphing), **style** (word choice, suitability for audience) and **mechanics** (spelling, punctuation, sentence structure, grammar) (Smith & Elley, 1998:134).

With consideration of the subjects' emergent FL writing ability, and the nature of the writing tasks, the typical criteria discussed above were simplified and concentrated into three areas: content, language use and layout. The checklist of criteria (See Table 3.8) was intended to be an objective indicator of the subjects' general performance in writing. The three types of writing tasks - the recipes, the games instructions, and the descriptions of playground games - were evaluated against the criteria reflecting the three areas. **Content**, the core area, was concerned with the adequacy and clear delivery of relevant information and ideas. **Language use** was related to the subjects' application in their writings of the vocabulary and language devices which they were exposed to or explicitly taught in the LA-oriented teaching. Given the nature of the writings (transactional writing), the focus was on their ability to use the thematically relevant content words, action verbs and connectives. **Layout** refers to the subjects' ability to acquire the "recipe" or the "instruction" schema, both consisting of a complete list of background information, the use of imperatives to introduce steps of cooking or playing games, and illustrations to appeal to the potential audience and to help them understand. Table 3.8 specifies the criteria and the relevant descriptors.

Table 3.8 Criteria and descriptors for evaluating writings

Areas of evaluation	THE CHECKLIST		
	Criteria **Were the subjects able ...?**		**Descriptors** Scoring in the three-point scale*
Content	**A1**	To convey ideas clearly?	1. Clearly. 2. Quite clearly. 3. Not clearly.
	A2	To convey ideas adequately?	1. Adequately, with no or few gaps. 2. Quite adequately, with some gaps. 3. Inadequately, with many deficiencies.
	A3	To provide additional ideas?	1. Yes, quite a lot. 2. Yes, some. 3. No, not any.
Language Use	**B1**	To use the relevant content words correctly?	1. Yes, using a wide range correctly. 2. Partially, using a limited range correctly. 3. No, using few/ none.
	B2	To use the relevant verbs correctly?	1. Yes, using a wide range correctly`. 2. Partially, using a limited range correctly. 3. No, using few/ none.
	B3	To sequence ideas?	1. Yes, with appropriate connectives. 2. Yes, in point form / with numbers. 3. No, no sequencing of ideas.
	B4	To enhance meaning with the appropriate use of other devices (e.g. adverbs, adjectives and prepositional phrases)?	1. Yes, using them appropriately. 2. Partially, using some of them appropriately. 3. No, using none.
Layout	**C1**	To list adequate background information**?	1. Yes. 2. Partially. 3. No.
	C2	To use imperatives for giving instructions?	1. Yes. 2. No.
	C3	To illustrate the ideas with pictures?	1. Yes. 2. No.

* Answers to Items C2 and C3 were "yes" or "no", hence scoring at a two-point scale.

** The list of basic information includes (1) in the recipe schema: ingredients, measurements, utensils and methods of cooking; (2) in the game instruction schema: name of game, number of players, place (outdoor or indoor), equipment, and methods / how to play.

3.4.2.3 JFL Proficiency Assessments

The JFL proficiency assessment consisted of three papers: Oral, Listening, and Reading & Writing. Table 3.9 outlines the contents and weighting of the three assessments.

Table 3.9 An overview of JFL Proficiency Assessments

JFL Assessment	Sections & Contents	Language focuses	Score of section	Score of assess-ment
Oral	A. Counting from one to ten	A. Producing sounds of cardinal numbers	10	**20**
	B. Answering questions and giving appropriate responses to greetings	B. Understanding and using simple expressions for introducing oneself and greeting	10	
Listening	Matching teacher's utterances on favourite food and drinks with corresponding pictures	Recognizing the spoken form of Japanese loanwords by discerning the sound similarities between the loanwords and their origins	10	**10**
Reading and Writing	A. Matching Hiragana characters with the Chinese characters from which they were derived, and matching Chinese characters with derived Hiragana characters	Recognizing the origins of the written Hiragana	10	**30**
	B. Joining numbered dots to form a picture	Recognizing written Japanese words and understanding their meaning	10	
	C. Matching written words (related to food and drinks, and the New Year) with corresponding pictures	Recognizing written Japanese words and understanding their meaning	10	
Total weighting				**60**

JFL Oral Assessment

The Oral paper aimed at evaluating the degree to which the subjects could use the target Japanese words and expressions for greetings and basic communication. It consisted of two sections: Section A had the subjects count from one to ten while Section B had them respond to five greetings and questions randomly chosen by the Japanese teacher out of ten question items. The questions and greetings covered all the course contents: introducing oneself, greetings, and talking about favourite food and the New Year. They ranged from the general ones like *Hello.*, *How are you?*, *Where are you from?*, *Good morning.*, *Goodbye.* and *Thank you.* to the more situational ones like *Happy New Year.* and *What kinds of food / drinks do you like?*.

The criteria for assessing the subjects' oral performance were kept as simple as possible, considering their first, brief taste of Japanese. For Section A, one mark was awarded for each correctly uttered cardinal number, on the condition that the numbers were in the correct sequence. For Section B, the subjects' responses were assessed on fluency and accuracy. A fluent and accurate answer scored two (the maximum for each question) whereas an answer with hesitation and one or two mispronunciations scored one. The JFL Oral paper and the marking scheme are shown in Appendices J1 (A) and J1 (B).

JFL Listening Assessment

The Listening paper tested the subjects' ability to recognize the spoken Japanese loanwords and associate the spoken forms with their meaning. The loanwords, related to food and drinks, had their roots in Chinese and English. The subjects had to match with the corresponding picture the food or drink uttered by the Japanese teacher. To illustrate, on listening to the Japanese utterance, '*I like (a kind of food or drinks)*', the subjects numbered the picture showing the particular food or drink. Each correctly numbered picture scored one mark. The JFL Listening paper and the script are attached in Appendix J2(A) and J2(B).

JFL Reading and Writing Assessment

The Reading and Writing paper examined the subjects' ability to recognize the written form of the target Japanese words and expressions, as well as their meaning, given their bilingual knowledge of Chinese and English. The paper had three focuses: Section A on word origins, i.e. the orthographic similarity between Hiragana characters and the Chinese characters from which the Hiragana characters are derived, Section B on recognition of the form and meaning of the Japanese words on cardinal numbers, and Section C on recognition of the form and meaning of words related to food and drinks and the New Year.

The subjects were required to complete the three sections in the Reading and Writing paper. For Section A, they had to match the first five Hiragana characters with the Chinese characters from which they were derived, and then the next five

Chinese characters with the Hiragana characters simplified from their Chinese origins, distracters given in both cases. For instance, the Hiragana character す should be matched with its Chinese root 寸, and in the other way round, the Chinese character 毛 with the derivative Hiragana も. For Section B, the subjects had to join the eleven numbered dots with straight lines to form a picture. The task called forth their ability to recognize the written form of the Japanese cardinal numbers, and each correctly drawn line scored one mark. In Section C, word recognition was accomplished by matching Japanese words related to food and drinks and the New Year with the pictorial meanings. The multi-syllable words were annotated with English phonetic symbols as cues for the subjects to first figure out the pronunciation before word recognition. The JFL Reading and Writing Assessment paper can be found in Appendix J3.

It should be noted that the section originally designed for assessing the subjects' ability to write simple sentences in Japanese was removed from the assessment paper. The reason is that the subjects, at a very early stage of development, had not yet developed the ability to recognize Japanese characters and produce them as strings of words.

Administration of the JFL Assessments

All the three assessments were co-administered by the Japanese teacher and the present teacher researcher. Both Listening Assessment and Reading and Writing Assessment were conducted on a whole-group basis in a specially arranged session (Session A) one week after the last lesson. The Listening paper and the Reading and

Writing paper lasted for fifteen minutes and twenty-five minutes respectively. The subjects were given brief instructions in Chinese and were not allowed to talk to their classmates on the course of the assessments. The Oral Assessment was done on an individual basis: the subjects stayed after school on a specified day (Session B) to sit the assessment, again about one week after the last lesson.

It should be noted that the subjects' total lack of experience in JFL deleted the requirement of any pre-test. Also, the 'writing' section of the Reading and Writing Assessment was eliminated from the assessment paper despite its title of 'Writing'. The acquisition of writing phrases or sentences in Japanese was found to be far too advanced for the beginning JFL learners as they could not recognize some target Japanese characters and produce them as strings of words in the lessons. As a result, their writing ability was not assessed.

3.4.3 Measuring the Subjects' Attitudes towards LA-oriented Teaching and Language Learning

3.4.3.1 Course Satisfaction Questionnaire

The Course Satisfaction Questionnaire was designed to see how the subjects perceived LA-based teaching in general and whether their attitudes towards language learning had changed as a result of the Programme. The questionnaire consisted of eight questions looking into two dimensions: 1) the subjects' perception on LA lessons (the variables including the perceived linguistic growth, the way of

teaching, and the interest level of the lessons), and 2) their evaluation of themselves as learners (the variables including their motivation to do well, level of participation, and any change in attitude towards learning language). The questions, written in both Chinese and English, were each accompanied with five choices. Scoring was on a five-point scale, ranging from 1 (the most desirable) to 5 (the least desirable). The questionnaire is attached as Appendix K1.

Each subject completed the questionnaire twice, once at the end of the Theme One module and once at the end of the Theme Three module.

3.4.3.2 Learners' Course Review

While the general focus of the Course Satisfaction Questionnaire was on the subjects' perception of LA teaching and language learning, the Learner's Course Review concentrated on the reflection on specific areas of their own learning. The review was intended to direct their reflection on three areas: 1) the language items and language skills they thought they had or had not learnt / acquired after completion of a EFL module; 2) any new knowledge of English and Chinese recognized or became aware of; and 3) their preference for the thematic learning activities. Corresponding to these areas, the review consisted of three sections, each with two to four open-ended questions. The Learner's Course Review can be found in Appendix K2.

The individual subject completed the review twice, once at the end of the Theme One module and once at the end of the Theme Three module. Given the open-ended questions, no scoring was applied. The learners' subjective views on each area were summarized to produce a general impression on how they evaluated their own learning on an individual basis.

It should be pointed out that Sections A and B of the Learner's Course Review for Theme One were not fully responded to. The young subjects found it difficult to think about these language-related issues, which they considered too abstract and sophisticated, possibly because the bilinguals still lacked the metalinguistic abilities to think and talk about language. It should also be pointed out that the review was designed as an alternative to learners' journals, the latter being more reflective but involving too much writing for young pupils. Interviews with pupils were, therefore, preferred to the course review in collecting pupils' freely expressed subjective views. Interviews could have been conducted by people outside the classroom context to reduce their anxiety over having to face an authoritative figure or failing to express themselves fully in written words. However, the lack of manpower and time constraint made interviews impossible.

3.4.3.3 JFL Pre-course and Post-course Questionnaires

The JFL pre-course and post-course questionnaire was to centre on the subjects' general attitudes towards learning JFL, and to reveal if there would be any change in the reasons given for the subjects' like and dislike of JFL, and if there would be any change in their perceived ease or difficulty in learning JFL.

The pre-course questionnaire consisted of two main questions, asking if the subjects looked forward to learning JFL and if they thought it was easy or difficult to learn it, and the reasons for their responses. This batch of open-ended questions encouraged the subjects' free expression of their subjective views on learning a second FL. To be more comprehensive, the post-course questionnaire asked the same two questions again, but with suggested answers given as multiple choices. The post-course questionnaire also invited the subjects to identify the kinds of JFL learning activities they found enjoyable and effective, and to explain their motivation to continue JFL learning. The pre-/post-course questionnaires can be found in Appendices L1 and L2 respectively.

Each subject completed the JFL pre-course questionnaire in the first lesson of the JFL Module, and completed the JFL post-course questionnaire at the end of the module.

3.4.3.4 JFL Learner's Journal

The JFL Learner's Journal aimed at encouraging the subjects to reflect on Theme Two, Foreign Language Taster (JFL). The journal was in the form of a sheet on which the subjects wrote, in Chinese or English, their impression and self-rated evaluation on tasting JFL after sitting the proficiency assessment at the end of Module Two. To channel the young subjects' line of thought, several guided questions, in both Chinese and English, were printed on the journal sheet: *What do you think of the Japanese course? What has impressed you? What do you like about*

it[the Japanese course]? Is there anything you don't like? The journal complemented and enriched the numeral data on their attitude in the pre-course and post-course questionnaires. The JFL learner's journal and two samples of the learners' journals can be found in Appendices M1 and M2 respectively.

The journal was conducted after the subjects sat the proficiency assessments at the end of the JFL Module. Without time constraint and the requirement to respond to all the four questions, the subjects gave a free expression of reflective, highly personal views on their impression of the JFL module and evaluative opinions on JFL learning.

3.4.3.5 Archival Data / Learners' Work

The archival data, that is, the learners' work, offers a realistic representation of their developing foreign language proficiency. It is composed of the subjects' completed activity sheets, writings, pictures, as well as the video-recordings of some of their language productions in oral presentations, demonstrations, role plays, games, etc. These materials constitute a substantial body of evidence of the individual subjects' language use. The reasons are threefold: firstly, they were brought in on a continual basis throughout the Programme; secondly, the variety of forms allowed room for expression for the subjects with different levels of proficiency; and most important of all, as Freeman (1998:206) points out, they allowed the researcher to see and hear the subjects differently since the process of collection 'involves examining existing information from a new perspective'.

The different kinds of subjects' work were collected after the present teacher researcher graded or commented on them, and sometimes the subjects revised or refined them. However, the 'raw' form of the work was preserved as far as possible by having all the subsequent comments and modifications added without erasing the initial writing. The materials were in most cases copied or saved as computer files. Samples of the subjects' work are shown in Appendices N1, N2 and N3.

3.4.4 Recording LA-oriented Language Behaviour (LALB)

LA-oriented language behaviour (LALB) represents instances of the five types of LA-oriented behavioural categories, namely 1) exposure to language input; 2) interaction with peers and/or teacher; 3) exploration and discovery; 4) reflection on and recognition of language phenomena; and 5) flexibility and creativity in language use. They provided concrete evidence of the subjects' sensitivity to language use. The LALB were scattered widely in the video-taped and audio-taped recordings, as well as the subjects' oral and written productions. Most of the lessons were video-recorded for reference (except for some lessons in which technical problems arose). The present researcher reviewed the recordings and transcribed the relevant instances to establish reliability of the coding instrument.

3.5 The Experimental Procedure

The experimental procedures are summarized in Sections 3.5.1 and 3.5.2 for easy comprehension and visualization.

3.5.1 Overview of the Procedure for the EFL Modules

The experimental procedure applied to the EFL Modules (Theme One and Theme Three) is outlined below:

1) A P.4 class of thirty-one learners was assigned as the subjects in Module One, and twenty of them participated in Module Three as voluntary subjects;
2) The Pre-test of Vocabulary Acquisition was administered;
3) The LA Teaching Programme started. Each module lasted six to seven teaching hours. The core components of the LA lessons included exposure to the thematically relevant vocabulary and language use, provision of authentic learning experience, communicative use of the target language, and reflection on the language use.
4) Writings were collected on completion of specific learning activities;
5) The Post-test of Vocabulary Acquisition was administered in the last meeting / lesson of the Module.
6) The Course Satisfaction Questionnaire was administered in the last meeting / lesson of the Module.

3.5.2 Overview of the Procedure for the JFL Module

The experimental procedure applied to the JFL Module (Theme Two) is summarized below:

1) Twenty-nine learners of the P.4 class participated in Module Two as voluntary subjects;

2) The JFL Pre-course Questionnaire was administered;

3) The LA Teaching Programme started. The JFL Module lasted seven teaching hours. The core components of the LA lessons included learning elementary Japanese words and expressions, recognition of the salient linguistic relations among Chinese, English and Japanese, and implicit cultivation of cultural awareness.

4) The JFL Listening Assessment and Reading & Writing Assessment were administered to all the subjects in Session A, one week after the Module completion;

5) The JFL Post-course Questionnaire and the JFL Learner's Journal were administered in Session B, about one week after the Module completion;

6) The JFL Oral Assessment was administered to each of the subjects in Session B.

3.6 Summary of Methods of Data Analysis

3.6.1 Pre-test and Post-test of Vocabulary Acquisition

The words and expressions reported in the pre-test and post-test of vocabulary acquisition were categorized according to the level of thematic relevance and targetedness, and to the semantic domain.

For **the level of thematic relevance and targetedness**, the lexical items fell into three categories: Thematically Relevant Target words and expressions (RT),

Thematically Relevant Non-target words and expressions (RN), and Irrelevant words (IR). Misspellings whose forms were intelligible or recognizable were still treated as valid entries. In the case of Theme Three, an additional category of Intermediate Forms (IN) was included to accommodate the English names of playground games directly translated from Chinese, emerging in the pre-test, when the subjects supplied Chinese words to fill the lexical gaps (See Section 4.1.1). Table 3.10 lists the categories of words and expressions produced in the Pre-test and Post-test. A full collection of these words and expressions in these categories is given in Appendices O1 and O2.

Table 3.10 Categorization of words/expressions according to thematic relevance and targetedness

Categories	Descriptions
RT	Thematically relevant target words and expressions
RN	Thematically relevant non-target words and expressions
IN	Intermediate forms (Chinese and English combined)
IR	Irrelevant words and expressions

For **the semantic domains**, the thematically relevant lexical items were put into several conceptual / semantic domains pertaining to each theme. For Theme One, the major domains include "general foods for making bread and sandwiches", "varieties of bread", and "foods specifically for making bread and sandwiches", and "methods of cooking". For Theme Three, the more common domains include "names of playground games", "leisure activities", 'actions in games", and "people, places and equipment in games". The domains had a direct bearing on the scope of the themes, and they were in fact constituent concepts of the themes. A complete list of these domains pertaining to the two themes is shown in Table 3.11.

Table 3.11 Categorization of words/expressions according to semantic domains

Theme	Semantic domains of thematically relevant words and expressions
Theme One: Baking bread and making sandwiches	*General foods for making bread and sandwiches*
	Foods specifically for making bread and sandwiches
	Varieties of bread
	Methods of cooking
	Kitchen utensils and equipment
	Manners of cooking
	Miscellaneous
Theme Three: Playground games	*Names of playground games*
	Leisure activities
	Actions in games
	Instructions for organizing games
	Feelings and bodily conditions
	People, places and equipment in games
	Miscellaneous

Data treatment was conducted at two levels. First it was done by calculating the mean number of lexical items produced by each subject, and by computing the sample means using paired samples T-test, given the small population size (the number of subjects fewer than 100). For computation of the test statistics, a one-tailed hypothesis was established. The null hypothesis stated that LA-oriented teaching could not result in an increased number of the thematically relevant (target and non-target) words and expressions acquired by the subjects (i.e. no improvement in English language proficiency). The hypothesis showed the specific direction for the predicted difference, justifying the use of the one-tailed probability. Categorization of the lexical items was done by the researcher.

The second level of data treatment involved calculating the total number of thematically relevant lexical items pertaining to each semantic domain produced in the pre-test and that in the post-test. The differences in the total numbers were calculated to show if the subjects had a broader understanding of the themes. Categorization of the lexical items was done by the researcher.

3.6.2 Evaluation of the Writings

A three-point scale was used to show to the extent to which the writings met the criteria. Under each criterion (except C2 and C3 for which the answers were 'yes' and 'no'), one point was assigned to a writing for its complete fulfillment of the criterion, two points for partial fulfillment and three points for no sign of fulfillment. Scoring was done by the present teacher researcher. It must be added that, despite the analytic criteria, the writings were evaluated with full consideration of the subjects' linguistic background and development. The writings represent bold attempts by the young learners at the early stage of their EFL development, so a greater allowance for language errors was given to maintain a balanced evaluation.

3.6.3 JFL Proficiency Assessments

The scores of the three assessments were calculated on a group basis. For each assessment, the calculation involved summation of the scores attained by each subject, and then calculation of the mean score of each section, as well as the mean

score of the paper. The mean scores showed the subjects' general performance in the language skills of listening, speaking and reading.

3.6.4 Course Satisfaction Questionnaire

For the Course satisfaction Questionnaire, a five-point scoring system was employed for each question, the score ranging from 1 (the most desirable) to 5 (the least desirable). The mean score of each question for Theme One and that for Theme Three were first calculated separately. Then the two sets of mean scores were compared to see how the subjects viewed LA-oriented teaching for each theme and as a whole.

3.6.5 Learner's Course Review

The free, written responses in the review were summarized to show how the subjects perceived their own learning.

3.6.6 JFL Pre-course and Post-course Questionnaire

The numerical figures and written responses from the questionnaires were summarized on a group basis to produce a general picture of the JFL learning. The different focuses of the two questionnaires (the pre-course one focused on the learners' impression of learning JFL while the post-course on their evaluation of their actual learning of JFL) meant that the two sets of data only slightly corresponded to one another. Given this partial correspondence, a separate

description of the data was carried out.

3.6.7 JFL Learner's Journal

The subjects' reflective and evaluative views on JFL learning were categorized into four areas corresponding to the guidance questions: 1) fondness for / appreciation of JFL learning; 2) recognition of factors enhancing JFL learning; 3) identification of factors inhibiting JFL learning; and 4) expression of good will for the Japanese teacher. This qualitative data served as descriptive evidence for the subjects' attitudinal growth.

3.7 Summary of Chapter Three

This chapter describes the origin, the design, the instrumentation, the procedures, and the data analysis of the present LA study.

First, the affiliation of the LA Pilot Scheme and the LA Teaching Programme with the LASG is described, and the relevance of the Pilot with the Programme established.

Next, the organization of the Programme is outlined, and the background information about the subjects, the school, the teacher and the teaching themes is described. Details concerning the design and planning of the syllabus and lessons, the tasks and learning activities, as well as the course contents are depicted.

The construction of the instruments is then explicated. The instruments for collecting quantitative data include the pre-test and post-test on vocabulary acquisition, the criteria for evaluating writings, and the JFL proficiency assessments. The instruments for collecting qualitative data consist of the Course Satisfaction Questionnaire, the Learner's Course Review, the pre-course and post-course JFL Questionnaires and the JFL Learner's Journal. The particular aim of each of these instruments, how they were designed and their content are fully described.

Following the instruments construction is the summary of the experimental procedures for the EFL modules and that of the JFL Module. The means for data treatment and analysis is also described.

To conclude, the LA Teaching Programme was designed to fuse the theoretical inquiries of the study and the classroom realities. LA-oriented teaching, which involved thematic tasks and activities, was the medium for fostering LA-oriented language behaviour and generating LA effects. The LA effects on the subjects' linguistic, cognitive and affective growth were evaluated by means of vocabulary acquisition tests, JFL proficiency assessments, and evaluations of their written work, as well as questionnaires, course reviews and journals completed by the subjects. The results would serve to verify Hypothesis One and Hypothesis Two, and to empirically answer Question One and Question Two.

CHAPTER FOUR

RESEARCH FINDINGS

Introduction

As was made clear in Chapters Two and Three, the present study set out to verify two null hypotheses and to answer two major questions for exploration. They are recapitulated below:

Hypothesis One

Enhanced language awareness through instruction cannot improve the English / foreign language proficiency of the Chinese EFL learners.

Hypothesis Two

Enhanced language awareness through instruction cannot foster the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.

Research Question One

Is LA work in the EFL classroom, as either a hidden curriculum (an incorporation into the curriculum) or an explicit curriculum (an extra dimension of the curriculum), feasible in the primary schools in Hong Kong?

Research Question Two

Can learning a second foreign language enhance the learners' LA? Is teaching a second foreign language incoporating LA work feasible in the primary schools in Hong Kong?

Both quantitative and qualitative data are employed to verify the hypotheses and to answer the questions. Whereas the quantitative data play a major role in examining the

LA effect, the qualitative data complement the statistics-driven analyses and provide a richer and more informed interpretation of the quantitative data.

4.1 Effects of LA-oriented Teaching on Subjects' EFL and JFL Proficiency

This section reports the effects of LA-oriented teaching on the subjects' linguistic and cognitive development. The LA effects are determined with reference to three aspects of the subjects' foreign language proficiency: 1) the acquisition of thematically relevant English vocabulary, 2) the development of English writing ability, and 3) the learning of elementary Japanese.

4.1.1 Acquisition of English Vocabulary

The EFL learners' lexical development is revealed through their production of thematically related target and non-target words and expressions in the pre-test and post-test on vocabulary acquisition (Cf. Sections 3.4.2.1 and 3.6.1). Table 4.1 and 4.2 report the mean numbers of thematically relevant target/non-target words and expressions in the pre-test and the post-test pertaining to Theme One ("Baking bread and making sandwiches") and Theme Three ("Playground games") respectively.

Table 4.1 Mean number of thematically relevant target and non-target words/expressions in the pre-test and post-test and their paired samples T-tests pertaining to Theme One (N=31)

Theme One	**Pre-test**	**Post-test**	**Mean Diff.**	**T-Sig. (2-tailed)**
Relevant target	3.52	11.90	8.38	.000
Relevant non-target	3.10	3.97	0.87	.023
Total	**6.62**	**15.87**	**9.26**	**.000**

As is obvious from Table 4.1, the subjects' overall increase of thematically RT and RN words and expressions from a mean of 6.62 in the pre-test to a mean of 15.87 in the post-test represents a substantial and remarkable mean increase of 9.26 words and expressions. The difference is highly, highly significant (p = .000). The main contribution to the vocabulary enhancement came from the learning of thematically relevant target words/expressions: 3.52 in the pre-test to 11.90 in the post-test, as a result of exposure to LA-oriented teaching.

Table 4.2 Mean number of thematically relevant target and non-target words/expressions in the pre-test and post-test and their paired samples T-tests pertaining to Theme Three (N=18)

Theme Three	**Pre-test**	**Post-test**	**Mean Diff.**	**T-Sig. (2-tailed)**
Relevant target	1.00	14.00	13.00	.000
Relevant non-target	4.00	7.00	3.00	.003
Total	**5.00**	**21.00**	**16.00**	**.000**

As can be seen from Table 4.2, the subjects' overall lexical increase of thematically relevant target and non-target words and expressions from a mean of 5.00 in the pre-test to a mean of 21.00 in the post-test represents another substantial and remarkable mean increase of 16.00. The mean difference is statistically highly, highly significant (p = .000). Similar to the results in Table 4.1, the main contributor to the significant vocabulary enhancement in Theme Three came from the learning of thematically relevant target words and expressions: a mean of 1.00 in the pre-test to a mean of 14.00 in the post-test. It should be pointed out that thematically relevant non-target words and expressions also contributed to the general vocabulary enhancement, possibly because of the theme "Playground games", which is very much close to children's hearts.

For the raw data, the categorization of the words and expressions according to targetedness and non-targetedness can be found in Appendices O1 and O2. The calculation of the mean numbers of words and expressions produced in the tests are shown in Appendices P1 and P2. For the statistical data related to Tables 4.1 and 4.2, please see Appendices Q1 and Q2.

Table 4.3 shows the total number of thematically relevant words and expressions in each semantic domain found in the pre-test and the post-test.

Table 4.3 The semantic domains of words and expressions in the pre-test and post-test

Theme	Semantic domains of thematically relevant words / expressions	Number of instances in Pre-test	Number of instances in Post-test
Baking bread and making sandwiches	*General foods for making bread and sandwiches*	66	59
	Foods specifically for making bread and sandwiches	89	198
	Varieties of bread	11	36
	Methods of cooking	28	126
	Kitchen utensils and equipment	10	46
	Manners of cooking	0	0
	Miscellaneous	0	17
	Total no of instances	**204**	**482**
Playground games	*Names of playground games*	29	27
	Leisure activities	31	5
	Actions in games	40	209
	Instructions for organizing games	1	35
	Feelings and bodily conditions	0	43
	People, places and equipment in games	20	58
	Miscellaneous	0	7
	Total no of instances	**121**	**384**

As is evident from Table 4.3, the total number of words and expressions for **Theme One** "Baking bread and making sandwiches") in the pre-test amounted to 204 spread over five conceptual domains, as compared to a total of 482 spread over six domains in the post-test (an increase of 140%). The total number of words and expressions for **Theme Three** ("Playground games") in the pre-test amounted to 121 spread over five semantic domains, as compared to a total of 384 spread over seven semantic domains in the post-test (an increase of 217%).

One descriptive observation should be emphasized: lying behind the higher number of words and expressions used is the fact that in the post-test the subjects were branching out to more semantic domains (from five to six domains in **Theme One** and from five to seven in **Theme Three**) on the one hand, and enriching each semantic domain with a greater variety of activities/entities (e.g. a greater variety of ingredients for sandwiches or many more methods of cooking) on the other hand. For the list of words and expressions in the semantic domains, please refer to Appendices O1 and O2.

Summary of Section 4.1.1

The vocabulary acquisition data (Tables 4.1, 4.2 and 4.3) indicate that the LA-oriented teaching reported here appeared to have greatly expanded and enhanced the subjects' thematically relevant target and non-target words and expressions in both quantitative and qualitative terms.

4.1.2 Development of English Writing Ability

The subjects' English proficiency in terms of writing ability is studied with reference to three types of thematic writings: 1) written recipes for Mexican buns; 2) descriptions of their own favourite games; and 3) instructions of playground games created by the subjects in small groups (Cf. Table 3.7, Section 3.4.2.2). The writings were assessed against a checklist of marking criteria (Cf. Table 3.8; Sections 3.4.2.2 and 3.6.2). The raw scores of the three types of writings are found in Appendices R1, R2 and R3. Samples of some subjects' original written works can be found in the following appendices: the first and the second drafts of the recipes for Mexican buns in Appendices I1 (B1) and I1 (B2); the first and the second descriptions of their favourite playground games in Appendices I2 (B1) and I2 (B2), and the instructions for the invented games in I2 (C2).

Table 4.4 below reports the findings of "Recipes for Mexican buns"

Table 4.4 Mean scores in the two drafts of "Recipes for Mexican buns" (N=17)

Checklist	**Areas**	**Content**			**Language Use**				**Layout**		
Writings	**Criteria**	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**
Recipes – 1st draft	Mean scores	2.5	2.5	2.7	2.4	2.4	2.1	2.9	2.4	1.2	1.8
Recipes – 2nd draft		1.9	2.2	2.5	1.9	1.9	1.4	2.8	1.7	1.1	1.6

Notes:

1. Scores were on a 3-point scale ranging from 1 (the highest) to 3 (the lowest), i.e. the higher the score, the poorer the writing performance.

2. The criteria include: *Were the learners able ...*
   - *A1 To convey ideas clearly?*
   - *A2 To convey ideas adequately?*
   - *A3 To provide additional ideas?*
   - *B1 To use the relevant content words correctly?*
   - *B2 To use the relevant verbs correctly?*
   - *B3 To sequence ideas?*
   - *B4 To enhance meaning with the appropriate use of other devices?*
   - *C1 To list adequate background information?*
   - *C2 To use imperatives for giving instructions?*
   - *C3 To illustrate the ideas with pictures?*

As is clear from Table 4.4, the subjects exhibited slight improvement in the second draft of the recipe over the first draft in the "Content" of the writings, and considerable improvement in the two other aspects, "Language Use" and "Recipe Layout".

Content-wise, the slight improvement lies in the **clarity** and **adequacy** of writing the recipes (from **2.5** & **2.5** down to **1.9** & **2.2** respectively). Little improvement was also observed in the "provision of additional ideas" (from **2.7** to **2.5**).

In terms of language use, the subjects showed substantial improvement in the correct use of relevant **content words**, relevant **verbs** and, **logical connectives** in the second draft over the first drft (from **2.4, 2.4** & **2.1** down to **1.9, 1.9** & **1.4** respectively).

In terms of recipe layout, the subjects made some progress in provding adequate background information (**2.4** vs **1.7**). Nearly all of them managed to use imperatives in their instructions (**1.2** & **1.1**) but most of them did not enhance much understanding with illustrations (**1.8** & **1.6**)

To sum up Table 4.4, the second draft of the recipes made a promising stride in language use.

Table 4.5 below reports the mean scores in two writings of "Games descriptions":

Table 4.5 Mean scores in the two "Games descriptions" (N=10)

Checklist	**Areas**	**Content**			**Language Use**				**Layout**		
Writings	**Criteria**	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**
Games – task 1	Mean scores	2.4	2.5	2.7	2.7	2.6	NA	2.9	NA		
Games – task 2		1.8	1.9	2.8	2.1	2.1		2.9			

As is clear from Table 4.5, the subjects showed observable improvement in the second games descriptions over the first descriptions in the two aspects of writing: "Content" and "Language Use".

The subjects showed obvious improvement in the **clarity** and **adequacy** of writing the descriptions (from **2.4** & **2.5** down to **1.8** & **1.9** respectively) but they did not attempt to provide extra ideas (**2.7** vs **2.8**).

In terms of language use, the subjects showed substnatial improvement in the correct use of relevant **content words** and relevant **verbs** in the second descriptions over the first descriptions (from **2.7** & **2.6** down to **2.1**). However, the subjects did not enhance meaning by using such devices as adverbs and adjectives in both descriptions (**2.9** vs **2.9**).

To round up, Table 4.5 displays the subjects' substantial improvement in ideational clarity and adequacy as well as correct use of relevant content words in their second games descriptions.

For "Games instructions", four out of the five groups of subjects created their own playground games (including "Cats catch mice", "The king with the slave", "Big wind blows" and "Number ball") and wrote the instructions of their games. Table 4.6 reports the findings of the two group-writing drafts for "Games instructions":

Table 4.6 Mean scores in the two drafts for "Games instructions" (N=4)

Checklist	**Areas**	**Content**			**Language Use**				**Layout**
Writings	**Criteria**	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**C1**
Games Instructions: 1st draft	Mean scores	2.5	2.25	2.75	2	2	2.25	2.75	1
Games Instructions: 2nd draft		1.5	1.25	2.75	1	1	1.75	3	1

As is clear from Table 4.6, the subjects showed marked improvement in the second games instructions draft over the first draft in all three aspects of writing: "Content", "Language Use", and "Instructions Layout".

In terms of content, the obvious enhancement lies in the **clarity** and **adequacy** of writing the instructions (from **2.5 & 2.25** down to **1.5 & 1.25** respectively). But no improvement was seen in the "provision of additional ideas" (**2.75** vs **2.75**)

In terms of language use, the subjects also showed marked improvement in the correct use of relevant **content words**, relevant **verbs** and, **logical connectives** in the second draft over the first drft (from **2.0, 2.0 & 2.3** down to **1.0, 1.0 & 1.75** respectively). The subjects showed satisfactory layout of the games instructions in the two drafts (**1.0** vs **1.0**).

To sum up Table 4.6, the second draft of the games instructions took a "big leap forward", in both content and language use.

Summary of Section 4.1.2

The data from the criterion-based evaluation of transactional writings (Tables 4.4, 4.5 and 4.6) have shown that the LA-oriented teaching contributed to the subjects' improvement in their English writing ability. They became able to produce longer texts with generally adequate content, improved language use and proper layout.

4.1.3 Acquisition of Elementary Japanese

The subjects' acquisition of elementary Japanese was studied with reference to their performance in the JFL proficiency assessments (Cf. Sections 3.4.2.3 and 3.6.3), focusing on their ability in listening, speaking, and reading and writing (recognition of written forms). The performance results of the three components are summarized in Table 4.7. A detailed report on the results of the JFL assessments can be found in Appendix S.

Table 4.7 The mean scores of the JFL proficiency assessments (N=28)

JFL Proficiency Assessments	Section	Full score of Section	Mean score of Section (in percentage)	Mean score of Assessment (in percentage)
Oral	A	10	87.5%	81.4%
	B	10	75.4%	
Listening	---	10	---	88.5%
Reading and Writing	A	10	77.9%	65.9%
	C	10	53.9%	

JFL Oral Assessment

Section A of the Oral Assessment is on counting from one to ten, and Section B is on giving correct responses and answers to five question items randomly chosen out of ten by the examiner (the Japanese teacher).

The mean score of Section A was 87.5%. Most of the learners were able to count from one to ten with few or no hesitations and mispronunciations of the cardinal numbers. The mean score of Section B was 75.4%. The learners tended to respond correctly to frequently encountered questions and greetings. The mean score of the oral assessment was remarkably high, at 81.4%. The subjects' high scores in the oral assessment may reflect their high sensitivity to the phonological features of the target language.

JFL Listening Assessment

The Listening Assessment required the learners to match the spoken sound-distinctive Japanese loanwords with the pictures showing the word meanings. The mean score reached 88.5% and the individual scores were evenly distributed, ranging from 8 to 10, with only three exceptionally low scores. The results of the assessment again exhibited the learners' phonological awareness. And it should be pointed out that while phonology was involved in both the oral and the listening assessments, the former focused on the subjects' oral responses to the questions while the latter on their ability to comprehended spoken words.

JFL Reading and Writing Assessment

The Reading and Writing Assessment involved the learners' recognition of the Japanese written forms and grasping their meanings.

It should be pointed out that **the writing component** of the JFL Reading & Writing

Assessment was excluded from assessment, after observing that the subjects as JFL beginners were not ready to cope with the writing skills, given the fact that even their orthographic and semantic recognition ability was still at the early stage of development.

It should also be pointed out that although the subjects did attempt Section B of the **Reading and Writing Assessment**, which involved joining the numbered dots in sequence with straight lines to form the picture of "a house" (see Appendix J3 for detail), the results were eventually removed from data analysis because of the difficulty in determining whether the subjects' completion of the picture was due to their recognition of the target words (i.e. cardinal numbers), or due to guessing based on partially completed drawing/picture serving as a hint.

Thus, only findings of Section A and C were analyzed and are reported here. In Section A, which is about recognition of orthographic deviations, the subjects had a mean score of 77.9%, indicating that they were largely able to match the Hiragana characters with their Chinese origins. In Section C, which is about matching Japanese words with the pictures of food and drinks or the Chinese New Year, the subjects had a comparatively low mean score of 53.9%. The subjects tended to recognize the more salient and frequently encountered words.

Summary of Section 4.1.3

Returning to Table 4.7, we can see that the subjects' average oral score of 81.4% and listening score of 88.5% were considerably higher than that of the average "reading and writing" score of 65.9%.

Despite the differential results, the overall performance of the JFL Proficiency Assessments indicates a very positive effect of LA-oriented teaching on the subjects' acquisition of elementary Japanese as a second foreign language by the Chinese EFL subjects.

Overall summary of Section 4.1

As evident from the three groups of quantitative data, the LA-oriented teaching enhanced the subjects' English language proficiency (manifesting itself in their vocabulary learning and improved writing ability) and contributed to their acquisition of elementary Japanese. These positive effects affirmed the observation that LA-oriented teaching is conducive to learners' linguistic and cognitive development.

The findings rejected the first research hypothesis that enhanced LA through instruction cannot improve the English (foreign) language proficiency of the Chinese EFL learners.

4.2 Effects of LA-oriented Teaching on Subjects' Attitudes towards Language Teaching and Learning

This section reports the effects of LA-oriented teaching on the subjects' affective domain manifesting itself in their attitudes towards LA-oriented teaching and foreign language learning (EFL and JFL).

4.2.1 The Subjects' Attitudes towards LA-oriented Teaching and EFL Learning

The learners' attitude towards LA-oriented teaching and EFL learning were studied by means of a Course Satisfaction Questionnaire (Cf. Sections 3.4.3.1 and 3.6.4) and a Learner's Course Review (Cf. Sections 3.4.3.1 and 3.6.5), which showed how the subjects evaluated their own EFL learning in the context of LA from the perspective of an "experiencer" or "insider".

4.2.1.1 The Subjects' Level of Satisfaction with the LA-oriented EFL Modules

The learners' level of satisfaction with the EFL modules was determined by means of a Course Satisfaction Questionnaire (CSQ), the items of which are reproduced here for easy reference:

Q1: Do you like the lessons?
Q2: How much do you think you have learnt from the lessons?
Q3: Do you always do your best in the lessons?
Q4: Do you like the way the lessons are taught?
Q5: Do you find the lessons interesting?
Q6: Do you find yourself active in the lessons?
Q7: Do you like learning English (and Chinese) more after having the LA lessons?
Q8: Do you want to have these lessons again?

The responses (on a 5-point scale) to the questionnaire items would reveal how the subjects' perceived LA-oriented teaching and EFL learning after taking the EFL modules (Theme One and Theme Three). **Items 1, 2, 4 and 5** shed light on the subjects' evaluation of the LA-oriented teaching; **Items 3 and 6** focus on the subjects' evaluation of their level of engagement in the LA lessons; **Items 7 and 8** measure the subjects' level of acceptance of LA-oriented teaching and EFL learning. Table 4.8 below reports the results of the questionnaire responses:

Table 4.8 The scores in the CSQ for Theme One (N=31) and Theme Three (N=20)

Question focuses / **Scores**	General attitude	Evaluation of LA-oriented teaching			Evaluation of level of engagement		Acceptance of LA-oriented teaching and language learning		**Overall scores**
	Q1	Q2	Q4	Q5	Q3	Q6	Q7	Q8	
Theme One	1.28	1.52	1.20	1.24	2.32	1.92	1.50	1.15	**1.52**
Theme Three	1.61	1.65	1.25	1.20	2.25	1.70	1.50	1.24	**1.55**
Mean scores	1.45	1.59	1.23	1.22	2.29	1.82	1.50	1.20	**1.54**

Note: Scores were on a 5-point scale ranging from 0 (the most desirable) to 5 (the least desirable).

As is obvious from Table 4.8, the subjects' overall satisfaction level with Theme One and Theme Three was very high (1.52 and 1.55 respectively). **The different sets of ratings indicate that the subjects had a very positive attitude towards the LA-oriented teaching and EFL learning**. Specifically, the subjects liked the LA lessons (Q1: 1.45) and found that they had learnt a lot from the lessons, perceiving linguistic growth (Q2: 1.59). They liked the LA teaching approach (Q4: 1.23) and were interested in the lessons (Q5: 1.22). Furthermore, the subjects reported that they liked learning English (and Chinese) more after attending the LA lessons (Q7: 1.50), and they were very eager to attend the LA lessons again (Q8: 1.20). Having stated these, the subjects were honest enough to admit that they may not have tried their very best in the LA lessons (Q3: 2.29) and that there was still some room for showing more willingness to participate in lessons more actively (Q6: 1.82).

4.2.1.2 The Subjects' Evaluation of the EFL Modules and Their Own Learning

The subjects' evaluation of the EFL modules and their own learning was determined by means of a Learner's Course Review (LCR), which consists of nine open-ended questions structured in three sections. They are reproduced here for easy reference:

Section A
Q1: What new words and expressions have you learnt in this course?,
Q2: Which of these new words and expressions do you understand?
Which of them can you use?
Q3: Which of these new words and expressions do you feel unsure about??
Q4: What can you say / do now that you couldn't say / do before?

Section B
Q1: What have you learnt about English that you didn't know before this course?
Q2: Have you found some relation between Chinese and English?

Section C
Q1 What learning activities have you done in this course?
Q2 Which activity do you like? Why?
Q3: Which activity do you dislike? Why?

The LCR was intended to guide the subjects to reflect on three areas:

- learning new words and expressions (Section A)
- learning about English and Chinese (Section B)
- subjects' favourite tasks and activities (Section C)

The subjects' response patterns in the LCR are summarized in Table 4.9.

Table 4.9 Subjects' patterns of responses to the LCR

Sections of LCR	Theme One	Theme Three
Section A	---	*two-third responses*
Section B	---	---
Section C	*full responses*	*full responses*

As can be seen in Table 4.9, the LCR was only partially completed, because the evaluative and analytical question items were cognitively too demanding for the young learner-subjects. The subjects did not answer Sections A and B questions in Theme One; they did not answer Section B in Theme Three.

For those subjects who responded to Section A items in Theme Three, which were intended to find out **how well the subjects learnt / acquired new words and expressions**, they thought they were able to learn some new words (e.g. words that describe actions, adjectives that describe feelings and emotions, nouns that name the games, etc.) but they had difficulty in understanding and using game-related verbs and words encountered in authentic texts on the web pages,etc.

One important gain for at least one-third of the subjects was their ability to write games instructions; they considered this was the fruit of the LA lessons. Other gains the subjects mentioned included their communicative skills (interviewing others and participating in dialogues), a broader range of vocabulary related to playground games, and improved language ability (being able to play games in English).

Section C items were intended to reveal **the subjects' favourite learning activities and the reasons for their preference**. For Theme One, a majority of the subjects liked the cookery lesson best. For Theme Three, more than half of them opted for the action-packed playground games as their favourite. Some subjects remarked that it was fun to play and the games were interesting and enjoyable. One-fourth of the subjects liked browsing websites on playground games designed by children worldwide.

Summary of Section 4.2.1

As is evident from Tables 4.8 and 4.9, the subjects' responses to the CSQ and the LCR show their highly positive attitudes towards LA–related teaching and language learning, and their developing ability to reflect on their own learning.

The results of the questionnaires and the course review appear to confirm the conducive effect of LA-oriented teaching on the learners' affective growth. The learners had come to accept LA-oriented teaching and feel more positive about learning English language.

4.2.2 The Subjects' Attitudes towards JFL Learning

The subjects' affective attitudes towards JFL learning was ascertained by means of a JFL pre-course questionnaire and a JFL post-course questionnaire (Cf. Sections 3.4.3.3 and 3.6.6), and a JFL learner's journal (Cf. Sections 3.4.3.4 and 3.6.7).

4.2.2.1 The subjects' perceptions and expectations for JFL Learning

The JFL pre-course and post-course questionnaires had different orientations: the pre-course questionnaire was concerned about the subjects' perceptions and expectations, while the post-course questionnaire one focused on their experience-grounded opinions.

The subjects' attitudes before JFL learning

The question items of the pre-course questionnaire are reproduced here for easy reference:

Q1: *Are you looking forward to learning Japanese?*

Q1.1 : *Why do you like learning Japanese?*

Q1.2 : *Why don't you like learning Japanese?*

Q2: *Do you think it easy or difficult to learn Japanese? Why?*

Table 4.10 summarizes the results of the JFL pre-course questionnaire.

Table 4.10 The results of the JFL **Pre-course** Questionnaire (in percentages; N=28)

Question Item	**Results**	**Reasons for the results**
1	Yes: 89% (25 out of 28)	Reasons for looking forward to learning Japanese: *(Subjects could choose more than one answer.)* 1. Japanese is interesting. 86% 2. It is useful to learn / use other languages. 86% 3. Japanese is closely connected to daily life. 75% 4. It is interesting to communicate in Japanese. 75%
2	Easy: 61% (17 out of 28)	Perception that: - Japanese is similar to Chinese - Interest and efforts can help learning.
	Difficult: 39% (11 out of 28)	Perception that Japanese cannot be understood or learnt easily

Before attending the JFL Module, the great majority of the subjects indicated that they were looking forward to learning Japanese (Q1: 86%). The major reasons given included: 1) learning Japanese is interesting; 2) it is useful to be able to master other languages; 3) Japanese is linked to various aspects of their daily life; 4) it is interesting to understand and communicate in Japanese. About 60% of the subjects thought that it would not be difficult to learn Japanese (Q2) because Japanese was perceived to be similar to Chinese and because their interest and efforts could help learning it. About 40% of the subjects thought that it would be difficult for them to learn Japanese simply

because Japanese was perceived to be rather difficult to understand and learn.

4.2.2.2 The subjects' evaluation of their JFL learning

The subjects' attitudes after JFL learning

The subjects' evaluation of the JFL Module and their own learning was determined by means of the JFL post-course questionnaire, the question items of which are listed below for convenient reference:

Q1: How did you enjoy learning Japanese in the course?
- *Why did you enjoy the course?*
- *Why didn't you enjoy the course?*

Q2: How did you find learning Japanese?
- *What did you find difficult?*
- *What did you find easy?*

Q3.1: What did you enjoy doing most?

Q3.2: What didn't you like doing most?

Q4: Did you want to keep on learning Japanese?

Table 4.11 summarizes the results of the post-course questionnaire.

Table 4.11 The results of the JFL **Post-course** Questionnaire (in percentages; N=28)

Question Item	**Results**	**Reasons for the results** *(Subjects could choose more than one answer.)*
1	Level of enjoying the course: Very much: 28.5% (8 out of 28) Quite: 71.5% (20 out of 28) Not much / Not at all: 0%	Reasons for enjoying the course 1. Japanese is interesting. 75% 2. Japanese is easy to learn. 46% 3. Japanese is useful. 39%
2	Perceived level of difficulty in learning JFL: Easy: 25.0% (7 out of 28) Quite easy: 35.7% (10 out of 28) Alright: 39.3% (11 out of 28) (Quite) difficult: 0%	Things found easy 1. Identifying relations between Japanese and Chinese and / or English 2. Counting from one to ten 3. Learning certain funny words / expressions 4. Participating in motivating activities
		Things found difficult 1. Speaking 2. Grasping the sound, meaning and form of certain words / expressions
3.1	Things the subjects enjoyed doing	1. Getting to know the teacher 2. Playing word games 3. Speaking and reading out new words
3.2	Things the subjects did not enjoy doing	Nil
4	Expressing wish to keep learning Japanese: 100% (All 25 subjects)	NA

After attending and experiencing the JFL Module, 71.5% of the subjects found the course very enjoyable and 28.5% of them found it quite enjoyable (Q1). They attributed their enjoyable experience in learning JFL to the following reasons: 1) it was interesting to learn Japanese; 2) Japanese is easy to learn; and 3) it is useful to learn Japanese as a means of communication.

60.7% (25.0% + 35.7%) of the subjects found learning JFL easy or quite easy, and the remaining 39.3% found the difficulty level acceptable; none found it difficult (Q2). Some subjects found the following aspects of JFL learning quite easy and manageable: 1) identifying relations between Japanese and Chinese and/or English; 2) counting from one to ten; 3) learning certain funny words/expressions; and 4) taking part in motivating activities. However, several subjects found two areas of JFL learning difficult: speaking and reading out Japanese words; and grasping the sound, form and meaning of certain Japanese words and expressions related to food and drinks.

As regards the enjoyable elements in the JFL Module, the majority of subjects considered that **getting to know the native Japanese teacher was enjoyable**; so were word games (including the guessing games and matching games on the sound and form of Japanese characters and words), and the oral practice of words and expressions (Q3.1). Surprisingly, **none of the subjects expressed negative attitudes towards learning the JFL Module** (Q3.2).

The learners' consistently positive attitude towards learning JFL was reconfirmed as they expressed their unanimous eagerness to keep learning Japanese if given the chance (Q4).

4.2.2.3 The subjects' evaluation of the JFL Module

The subjects' evaluation of the JFL module was also determined by means of a JFL Learner's Journal, which contains four open-ended guided questions to be freely responded to. They are listed here for quick reference:

Q1: What do you think of the Japanese course?

Q2: What has impressed you?

Q3: What do you like about the course?

Q4: Is there anything you don't like about the course?

The subjects' free responses to the questions showed their views on four areas concerning the JFL Module: 1) their general views on the JFL module; 2) the impressive elements in the module; 3) things in the module the subjects liked; and 4) things in the module the subjects did not like. Sample extracts of the subjects' written thoughts and feelings, in Chinese original (with English translation) are presented below in Table 4.11. Two copies of the learner's journal can be found in Appendix M2.

Table 4.12 Sample extracts of the subjects' JFL learner's journals

Areas of the JFL Module		Subjects' statements in Chinese original	Statements in English translations
Subjects' general views on the Module	Useful and funny, with a rich content	我很喜歡上日文課，因爲可以認識日本的語言和很多關於日本那方面的東西。	*I like the Japanese lessons very much because I can learn Japanese and many things related to Japan.* *(Apple Wu)*
		我很喜歡日文課，因爲日文很有用，有趣和認識了很多日語。	*I like the Japanese course very much because Japanese is very useful and interesting, and I have learnt a lot of Japanese.* *(Catherine Wong)*
Impressive elements in the Module	Personal charisma of the Japanese teacher	第一次我們看見她的時候，覺得她很漂亮，所以我留下深刻的印象。	*We thought teacher Rei was very pretty on the first sight of her. This [her look] has impressed me deeply. (Susie Yiu)*
	Authenticity in the teacher's traditional look	令我最深刻的印象就是上原怜穿上和服那次和她同我們一起玩遊戲。	*What has impressed me most is teacher Rei in her kimono and her playing games with us.* *(Kelly Cheung)*
		我最有印象是上原怜穿和服那堂，我覺得上原怜很漂亮，她的樣子像個可愛的小公主。	*The lesson in which teacher Rei wore her kimono impressed me most. I thought she was very pretty, like a lovely little princess.* *(Happy Wu)*
	Exciting, happy moments	我最有印象是第一次來，我們每位同學一起大聲叫。	*I was most impressed when she first came to our class and everyone of us screamed.* *(Moon Lau)*

Things the subjects liked	Harmonious pupil-teacher relation	我喜歡的日本老師 很善良，因爲個別學生正在玩也不理他們，繼續教書。	*The Japanese teacher I like is very kind. Even individual pupils were playing in the lesson, she ignored them and kept teaching. (Ken Chan)*
	A warm, relaxing learning atmosphere	第一課是我最喜歡，因爲我班熱烈拍掌歡迎上原怜，非常熱鬧，令到我很高興。	*I like the first lesson best because our class clapped enthusiastically to welcome teacher Rei. It was so warm and made me very happy. (Tony Yu)*
	The teacher's traditional look	我喜歡她穿和服和穿ぞり。	*I like her look in kimono and zoori. (Susie Yiu)*
	The teacher's personality	我最喜歡是日文老師，爲她很善良，.....我覺她很可愛。	*I like the Japanese teacher best because she is very kind... I think she is very lovely. (Turbo Lo)*
	The teacher's little gifts	我最喜歡的上原怜在日本的買來的東西。	*I like the things she bought in Japan best. (Jacky Lam)*
	The chance to try wearing *zoori*	我最喜歡是看她穿和服，覺得她的ぞり，她還給我們試穿ぞり，真是很有趣。	*I like to see her in kimono and zoori. She even let us try her zoori. It was really interesting. (Pinky Mak)*
	Interesting and manageable tasks and activities	我喜歡玩猜字。	*I like playing word guesses. (Terence Chan)*
		我很喜歡讀漢堡包的日本字。	*I like reading out the Japanese word for 'hamburger'. (Susanna Ling)*
		我喜歡畫蛇。	*I like drawing snakes [for the Japanese New Year greeting card]. (Dicky So)*
Things the subjects did not like	Misbehavour of peers	我不喜歡我的同學，因爲他們很嘈吵。	*I don't like my classmates because they were noisy. (Sally Yip)*
	Difficult learning activities	我不喜歡說新年快樂，因爲我感到很困難。	*I don't like saying Happy New Year [in Japanese] because I find it difficult. (Dicky So)*
	Dislike for assessments	我不喜歡是考試。	*I don't like to sit the exam [the post-course assessments]. (Terence Chan)*

The subjects generally found learning Japanese useful and fun, and they considered the JFL Module a valuable chance to get to know Japan and her culture. They were impressed by the following three things: 1) authenticity in the native Japanese teacher's traditional look; 2) her personal charisma; and 3) the exciting, jubilant scene in the first lesson.

As regards the things they liked, the subjects expressed their preference for the following: 1) the harmonious teacher-pupil relation; 2) the warm and relaxing learning atmosphere; 3) the teacher's prettiness; 4) the teacher's kindness; 5) the little gifts given by the teacher; 6) the chance to try wearing zoori, 7) the interesting and manageable tasks and activities.

As for the things they did not like, the subjects mentioned their dislike for their misbehaving peers who were noisy and causing disturbances. Several subjects found it difficult to do some activities, and one disliked doing the post-course proficiency assessments.

Summary of Section 4.2.2

The data on the subjects' attitudes (Tables 4.10 and 4.11) indicate that LA-oriented teaching resulted in a remarkably positive effect on the subjects' affective growth. The young bilingual subjects were found to have a budding interest in JFL learning and a great appreciation of the culture embedded in the Japanese language.

Overall Summary of Section 4.2

Based on the quantitative and qualitative data in this sub-section 4.2, it can be concluded that LA-oriented teaching cultivated in the subjects a highly positive attitude towards foreign language learning. The subjects modified their attitude towards learning English, which now seemed not so much of a prolonged source of difficulties but a spring of fun; and they found Japanese learning a real pleasure and a rewarding

experience. These beneficial effects support the view that LA-oriented teaching can contribute to learners' affective development.

The findings rejected the second research hypothesis that enhanced LA through instruction cannot foster the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.

4.3 Summary of Chapter Four

The chapter first centres on an examination of the effects of LA-oriented teaching on the subjects' foreign language proficiency.

Section One summarizes and reports the quantitative data of three experiments. Firstly, it reports the results of the Pre-test and Post-test of vocabulary acquisition, which indicates that the LA-oriented teaching greatly expanded and enhanced the subjects' acquisition of thematically relevant target and non-target English words and expressions in both quantitative and qualitative terms. Secondly, a criterion-based evaluation of transactional writings reveals that the LA-oriented teaching did improve the writing ability of the subjects, who became more able to produce texts with adequate content, more accurate language use and a proper layout. Thirdly, as regards the results of the JFL Proficiency Assessments, the subjects' satisfactory overall performance in the assessments exhibits that the LA-oriented teaching enabled and facilitated their acquisition of elementary Japanese as a second foreign language.

The chapter then concentrates on an investigation into the subjects' attitudes towards LA-oriented teaching and language learning.

Section Two begins with a report on the results of the Pre-course and Post-course Satisfaction Questionnaire, and those of the Learner's Course Review, which show the subjects' high level of acceptance for the LA-oriented teaching and their greater interest

in EFL learning The section proceeds to report the results of the JFL Pre-course and Post-course Questionnaire, and summarizes the entries of the JFL Learner's Journal. An integrated analysis of the data reveals that the LA-based JFL Module fostered in the subjects a highly positive attitude towards learning Japanese, manifest itself in their strong interest for learning Japanese and in an increased awareness for Japanese and its embedding culture.

Given the findings reported in Section 4.1, the first null research hypothesis can be rejected, suggesting that:

> *Enhanced language awareness through instruction* ***can*** *improve the English / foreign language proficiency of the Chinese EFL learners.*

Given the findings reported in Section 4.2, the second null hypothesis can also be rejected, which means:

> *Enhanced language awareness through instruction* ***can*** *foster the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.*

The findings also provide the following affirmative answers to the two research questions:

> *LA work, as either a hidden curriculum or an explicit curriculum, is feasible in the EFL classroom in the primary schools in Hong Kong.*

> *Learning a second foreign language can enhance the learners' LA, and teaching a second foreign language incorporating LA work is feasible in primary schools in Hong Kong.*

CHAPTER FIVE

DISCUSSIONS OF RESEARCH FINDINGS

Introduction

In this chapter, the major research findings will be discussed against the LA claims and relevant theories on language learning in the reviewed literature. The discussion will be structured around the two null hypotheses rejected by the findings and the two research questions informed by the findings, as stated at the end of Chapter Four. Other interesting findings arising from data analysis will also be brought forward to supplement discussions.

To lay out ideas clearly, the research hypotheses and the answers to the research questions are presented below:

Hypothesis 1:

Enhanced language awareness through instruction **cannot improve** the English / foreign language proficiency of the Chinese EFL learners.

Result:

Hypothesis rejected. *Enhanced language awareness through instruction* ***can improve*** *the English / foreign language proficiency of the Chinese EFL learners.*

Hypothesis 2:

Enhanced language awareness through instruction **cannot foster** the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.

Result:

Hypothesis rejected. *Enhanced language awareness through instruction* ***can foster*** *the Chinese EFL learners' positive attitude towards LA-oriented teaching and language learning.*

Research Question 1:

Is LA work feasible, both as a hidden curriculum (an incorporation into the curriculum) and as an explicit curriculum (an extra dimension of the curriculum), in the EFL classroom in primary schools in Hong Kong?

Answer:

Yes, it is. *LA work is feasible, both as a hidden curriculum (an incorporation into the curriculum) and as an explicit curriculum (an extra dimension of the curriculum), in the EFL classroom in primary schools in Hong Kong.*

Research Question 2:

Can learning a second foreign language enhance the learners' LA?

Answer:

Yes, it can. *Learning a second foreign language can enhance the learners' LA.*

Is teaching a second foreign language incorporating LA work feasible in primary schools in Hong Kong?

Answer:

Yes, it is. *Teaching a second foreign language incorporating LA work is feasible in primary schools in Hong Kong.*

5.1 Effects of LA-oriented Teaching on Subjects' EFL Proficiency

5.1.1 Acquisition of English Vocabulary

The vocabulary acquisition data (Tables 4.1, 4.2 and 4.3) indicate that the LA-oriented teaching greatly expanded and enhanced the subjects' thematically relevant target and non-target words and expressions in both quantitative and qualitative terms. The pertinent question is "What may have contributed to this acquisition phenomenon?" An answer to the expansion in the subjects' mental lexicon may be closely tied to the very nature of the LA-oriented teaching: "theme-based", "task-based", and "experience-oriented" (cf. Sections 2.1.6 and 3.3.7).

5.1.1.1 Theme Effects

The relevant and novel themes, the subjects' progressive exposure to theme-based instruction, and the thematic clustering of the target vocabulary, may have accounted for the simultaneous increase in the number and the semantic coverage of the words and expressions learnt by the subjects, an indication of their linguistic and conceptual development.

Themes of relevance and novelty

A theme entails exploring or expanding a topic, that is, to find issues, inquire about them and reach judgments (Sebesta, 1994:2). The two EFL themes ("baking bread and making sandwiches" and "playground games") were so novel and relevant that their very nature paved the way for exploration. Firstly, the themes were **closely relevant to the subjects' life.** Linguistic resources were immediately available in their social environment – playgrounds, schools, supermarkets, etc. - and were ready for acquisition (Hedge, 2000:120; cf. Section 2.5.1). Surprisingly, the kids set out for 'bakeries hunts' in their neighbourhood to collect names of varieties of bread and sandwiches; they web-searched books on baking and bread products, then rummaged among the piling children books in the public library; and they were absorbed in browsing the foreign playground games uploaded to the Internet. Knowledge naturally built up as encounters were around. Secondly, the two themes were **novel and inspiring** to them. The kids may have cooked Chinese dishes but may never have baked bread; they may have played their cool games vigorously with friends but may not have tried foreign games with teachers and large groups of peers. It is conceivable that the themes of relevance and novelty may have gripped the subjects' attention, aroused their interest, and thus drawn them to the meaningful use of the new pool of vocabulary.

Progressive exposure to vocabulary with theme-based instruction

Mohr (1999) has observed the double benefit of theme-based instruction: '**Layered encounters**, that is, repeated and expanded exposure to elements in

pragmatic themes or topics, allow for **extended application of vocabulary** and promote **deeper conceptual development'** (240-1). As the subjects proceeded from one thematically organized LA task to another, they were able to revisit the target vocabulary and approach the key concepts from more dimensions. Through recycled and expanded exposure, their word knowledge was consolidated and their understanding of the theme deepened. To go further, well-explored themes suggest steadily increased exposure, and hence open up more opportunities for students' application of their developing vocabulary and syntactical complexity.

The subjects' parallel linguistic and conceptual development is best illustrated by their word lists for "playground games". At the beginning the subjects interpreted the concept as a mere synonym of "names of familiar games" and common "actions in game", as shown in the pre-test. After engaging in the series of thematic tasks - talking about favourite playground games, observing schoolmates playing games, playing exotic games with peers and teachers, interviewing peers on experience of playing games, browsing websites of games worldwide, evaluating the uploaded games, inventing their own games and finally writing the instructions for their inventions – the subjects underwent a conceptual transformation. Their initial superficial knowledge of playground games was deepened and widened. The lexical items recalled in the post-test were semantically diversified, ranging from "names of games" to specific "actions in games", "people, places and equipment for playing games", "feelings and bodily conditions", and "instructions for organizing games" (cf. Table 4.3).

Thematic clustering of vocabulary

Theoretically, theme-based instruction is consistent with the established postulation of "networks of word associations", and contextualized presentation of words provides 'a cognitive hold' for them in mental lexicon (cf. Section 2.5.1.2). The theme-based LA tasks allowed the subjects to handle the words as thematic clusters, which are 'based upon psychological associations between clustered words and a shared thematic concept' (Tinkham, 1997). Thematic clustering appeared to echo Tinkham's proposition that clusters of thematically associated words can be more easily acquired than semantically and syntactically similar ones (cf. Section 2.5.1.2). Presentation of thematically organized words and expressions thus facilitated the subjects' **associative learning of vocabulary**.

Thematic clustering is evident in the following example. In the post-test of "playground games", a learner recalled the chain of words: *jump, run, hide-and-seek, player, win, exciting, hopscotch*. Despite differences in parts of speech and syntactic behaviour, these words were knitted together in the schema of games playing. The observation has two implications: Language teachers can delineate the sort of L2 words to be presented to learners, both semantically and thematically based. Secondly, while the associative strength of individual words remains unknown, the fact that words are cognitively rather than linguistically derived suggests that conceptual development and word acquisition are married together.

5.1.1.2 Task Effects

Underlying the significant expansion of the subjects' L2 vocabulary is the task effect. To begin with, it is helpful to revisit the nature of LA tasks: "LA tasks" are pedagogical activities which require learners' **purposeful and meaning-focused use of language**, by engaging them in **exploration** of language use, **interaction** with other language users, and **reflection** on language use and their own learning, to attain the teaching objectives, and hence to produce LA effects (cf. Section 3.3.7). Effective tasks will 'motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible' (Willis, 1996:23).

The LA tasks were designed and sequenced to bring forth progressive acquisition of the thematically relevant vocabulary. The construct of the LA tasks for "baking bread and making sandwiches" is illustrative (cf. Table 3.3): The subjects were first informed of the objective: to write recipes for their own-created sandwiches and to demonstrate in class how to cook. Then they were *explicitly taught the vocabulary* on baking bread. To *increase exposure* to the target language, the subjects visited bread/cake shops to collect the names of everyday varieties of bread. Then they talked about their preference for bread with the support from the list of names, as *meaningful application of the language. Lexical and conceptual immersion* was continued, with their exposure to the worldwide varieties of bread by reading an electronic big book. *Experiential learning* took part as the subjects baked Mexican buns in the cookery lesson. *Recycled use of vocabulary* was embedded in their drafted recipes for Mexican buns. *Further processing of the lexical input* was

executed as they discussed and wrote about their homemade sandwiches. The words and expressions, progressively encountered, recognized, used and recycled in speaking and writing, were spun together to form a more extensive web of 'bread' in the subjects' lexicon.

5.1.1.3 Provision of Authentic Experience

Provision of practical experience also accounts for the increased sophistication of the subjects' lexicon. Learning from experience is accredited by contemporary pedagogies, one of which is progressive pedagogy. According to Kalantzis and Cope (1999), progressivism emphasizes **experiential learning** and advocate 'that students should be **active learners**, that they should learn by doing; that **education should be through practical experience**...and that **the most effective learning was relevant to the individual** rather than institutionally imposed' (Kalantzis and Cope, 1999:255; cited in Cummins, 2000:257). The appeal of practical experience was also mirrored by the subjects' choice of "baking bread in the cookery lesson" and "playing playground games" as the best-loved activities in the Learner's Course Review (cf. Section 4.2.1.2).

The young pupils' understanding of the two themes deepened and widened with the authentic, first-person learning experiences. As revealed in the post-tests, "playground games" was no longer a mere cluster of names of games. It was a diversity of actions, materials and equipment for playing games, and feelings and thoughts aroused by playing games. Similarly, "making bread and sandwiches" was no longer confined to the sandwich ingredients. Springing from the concept were the

specific ingredients of bread, local and exotic varieties of bread, cooking methods, etc. The pool of new words, despite being acquired at the surface level of word knowledge, pointed to a more complicated network of semantic associations: the children became more informed about the two themes.

Through learning by doing and perceiving, the subjects built on their existing language and practical experience on the two themes with newly acquired knowledge and language. As a result, the themes became multidimensional entities, and the theme-related language was enriched.

5.1.1.4 Other Interesting Findings

Inter-theme difference in vocabulary acquisition

The subjects acquired a considerably greater number of words and expressions relevant to "playground games" than that relevant to "baking bread and making sandwiches" (Tables 4.1 and 4.2). The inter-theme difference again exhibited how the themes and tasks, as well as other non-linguistic factors, influenced vocabulary learning.

In terms of **task and theme effect**, games-related tasks sounded more appealing right from the start. Children are born to play. They always want the excitement from playing vigorous playground games. In contrast, although the baking lesson thrilled the Chinese kids with a touch of Western cookery, the exclusive experience could not be readily extended to their oriental families. As experiences from playing

games accumulated, both vocabulary learning and conceptual understanding of games continued. The attraction of games itself motivated the young subjects to translate their enjoyable, palatable experience into language work (for example, talking about playground games and creating their own games).

Two peripheral factors help explain the greater number of games-related vocabulary acquired. For the **sampling effect**, the twenty subjects who joined the games module were voluntary participants with a stronger motivation than the eleven dropouts. The greater average number of games-related words acquired was consistent with this composition of subjects. For the **environmental effect**, the games module was carried out at the beginning of the summer holiday when the school facilities and the staff were no longer highly sought-after. Lesson planning was much less constrained by the availability of resources.

Incidental learning of vocabulary

Another interesting finding is that the subjects acquired an increased number of non-target (RN) words and expressions related to "playground games" (Table 4.2).

The emergence of RN was a sign of incidental learning of vocabulary: on learning the target words and expressions, the subjects simultaneously acquired vocabulary items which had not been explicitly taught. The emergence of these latent items in their repertoires was a bonus for their more extensive exposure to language use in the games module. It was probably due to the interesting theme: attention-gripping games are always close to children's hearts.

Summary of 5.1.1

The parallel expansion in the EFL subjects' semantic network confirms the positive effect of LA-oriented teaching on vocabulary acquisition of the young Chinese EFL learners.

5.1.2 Development of English Writing Ability

The data from the criterion-referenced evaluation of writings (Tables 4.4, 4.5 and 4.6) have shown that the LA-oriented teaching contributed to the subjects' improvement in their English writing ability. They were able to write recipes and games instructions with improved content, language use and layout.

5.1.2.1 Conditions Fostering Development of English Writing Ability

The improvement in the subjects' writings can be attributed to three factors: *theme effect*, *consciousness raising* to language use and *the learners' sense of ownership*.

The subjects' greater progress in "games descriptions" (cf. Table 4.5) displayed how *theme-based teaching* enhanced acquisition of relevant vocabulary and expressions (cf. Sections 5.1.1.1), which in turn became constituents of the writings. The subjects' layered exposure to the target vocabulary/expressions and their active use of the games instructions for playing games strengthened their word knowledge and increased their understanding of games, thus able to enrich their games

descriptions with more details and use the relevant content words and verbs more accurately. Also underlying the relative success of the "games descriptions" is a much longer time interval between the first and the second games descriptions, which allowed the subjects' increased exposure to the input.

The subjects' slight improvement in the content of the recipes (cf. Table 4.4), therefore, showed another facet of the *theme effect*. The possible explanation is the short "exposure period" and the nature of the task which limited idea development. Recipe writing was a contrast to games descriptions in which the subjects could elaborate more freely on their preference for games and the conditions of playing games. However, it was notable that the subjects made considerable improvement in language use, which was probably the result of consciousness raising by the class-discussion on language use. The teacher guided the subjects to observe the criteria that 'readable' recipes should fulfill, and to discuss content and language use of some of their peers' recipes. *Talking about language,* a major claim of LA proponents, made the subjects more aware of how language conveyed meaning in a specific context. The benefit of talking about 'genre'-based text is further elaborated by Lock and Tsui (2000), who summarize work on 'genre' approach to teaching (Cope and Kalantzis, 1993; Christie and Martin, 1997) and point out that 'genre is a good 'way in' to getting teachers and learners to consider questions of the relationships between grammar and text' (21). With language use drawn closely to meaning, several attentive pupils progressed from the first drafts with only a few broken phrases to the second drafts with intelligible instructions on cooking and proper layout.

In addition, the subjects perceived the writings as *relevant and "owned" to them* – the pupils knew they were going to demonstrate how to play their invented games and to make their created sandwiches, as well as to share their recipes and games instructions with their peers and even someone browsing the web. The wish to show and share their own works with a potential audience was a strong drive to do well.

5.1.2.2 Factors Inhibiting Development of English Writing Ability

Noticeably, individual writings contained obvious gaps in meaning and errors in language use, which were in three areas: inadequate content (for example, missing steps of baking bread), wrong choice or use of words/expressions, and occasional glaring faults in sentence structures. In addition, some subjects did not provide additional ideas or enhance meaning with other language devices in all the three kinds of writings under evaluation (cf. Section 4.1.2). These deficiencies indicated that the subjects' emergent English language proficiency lagged behind their conceptual understanding, and some subjects' basic knowledge of the thematically relevant target words was not secure.

The gap between linguistic and cognitive development is hardly surprising in interlanguage development. A representative case came from a group of subjects, whose ideas for their created game was the most original and well-contused, failed to express the complicated game instructions in English (cf. Section 4.1.2.). The linguistic-cognitive gap can be related to the "threshold hypothesis" (Cummins,

a second language learner must reach a minimum 'threshold' level of proficiency in the target language before s/he can benefit from the use of the language as a medium of instruction in school. It can therefore be inferred that the subjects had not attained the minimum level of the L2 proficiency to cope with the heavy demand of the task on conveyance of ideas.

Obviously there was still considerable room for improvement in the young learners' writing. The errors observed, nevertheless, were comprehensible, taking into consideration that they were at the preliminary stage of their EFL development, and writing instructions and recipes require high-order language skills. In fact, the evaluated writings revealed that the subjects made a promising stride in their written production. At least they were willing to attempt language tasks with which they had been totally unfamiliar. And they even managed to proceed from almost nothing written to some ideas sensibly presented as texts, despite poor grammar and deficient content. As reiterated by Smith and Elley (1998:79), 'fluency is more important than accuracy in the early stages'. The young learners' attempt to write was encouraging.

Summary of 5.1.2

The development of the subjects' writing ability in the context of LA teaching was, though not significant, considerable. They were able to progress from very limited knowledge of the common vocabulary and language used in recipes and games instructions to a grasp of such basic knowledge, and to apply it to their writings with improved content, language use and layout. And it was a bonus that

writings with improved content, language use and layout. And it was a bonus that the subjects were developing a greater acceptance of writing in English, and a few of them even found English writing manageable and enjoyable, not as boring or difficult as they had perceived (see the questions in the Learner's Course Review in Appendix K2).

5.2 Effects of LA-oriented Teaching on Subjects' JFL Proficiency

Despite the different results in the individual assessments, the subjects' overall performance in the JFL Proficiency Assessments (cf. Section 4.1.3, Table 4.7) indicates a very positive effect of LA-oriented teaching on their acquisition of Japanese as a second foreign language. Three main factors – "language distance", "cross-linguistic influence" and "the subjects' L1 and L2 proficiency" – are amenable to elucidation of the relative ease of the subjects' acquisition of the phonological and orthographical forms of the elementary Japanese.

5.2.1 Japanese Speaking Ability

The high mean score in Section A of the oral assessment (counting numbers in Japanese) reflected the subjects' successful learning of basic vocabulary through mechanical drills. Since the Japanese number words (from "one" to "ten") have no phonological affinity with their Chinese or English counterparts, the teacher resorted to oral drills to familiarize the subjects with the word sound and meaning. This seems to suggest the usefulness and suitability of some rote learning at the initial

The high mean score in Section B (responding to greetings and answering simple questions) reflected the subjects' grasp of the formulaic expressions for performing daily communications. The result can be better appreciated with a look at the obvious discrepancies in the accuracy of their oral responses (see Appendix S).

On one hand, all of the subjects responded correctly to:

Q9: Saying *Thank you* ありがとう. / どうも ありがとう ございます.
on receiving a present from the teacher

Q10: Saying *Goodbye.* さようなら.

On the other hand, many of the subjects stumbled over the less frequently encountered questions asking for specific information:

Q3: Answering *What is your name?* お名前えはなあか?

Q4: Answering *Where are you from?* どこから來ましたく?

Q7: Saying *Happy New Year.* あけましておめでとうござご。

A reasonable explanation for the conflicting results is the influence of *level of exposure to input* on the subjects' Japanese verbal skill. Just like vocabulary learning (Hedge, 2000; cf. Section 2.5.1.2), the more *frequently* was a target expression encountered and used *meaningfully* (in classroom simulations and in real contacts with the Japanese teacher), the more firmly grasped was the expression.

5.2.2 Japanese Listening Ability

The EFL subjects' high mean score in the listening assessment (matching the spoken Japanese loanwords with the pictures denoting their meanings) confirms previous studies on language distance in bilingual and multilingual acquisition (cf. Section 2.5.3.2).

The *"short" language distance* between Japanese and English accounts for their effortless association of the sound and meaning of the Japanese loanwords. Direct borrowing of English phonological features made Japanese 'typologically similar' to English. The loanwords became *phonologically salient* for the subjects, thus facilitating their sound-meaning association. Knowing how to pronounce the English words like *ice cream*, *banana*, *hamburger*, etc. foretold the subjects' readiness to pronounce the Japanese counterparts アイス クリーム, バナナ and ハンバーガー.

Close language distance facilitates but does not guarantee FL learning. A counter-example is that one-third of the subjects could not associate the Katakana スパゲテイ *spaghetti* with the pictorial meaning (Q9) because they did not even know how to utter *spaghetti*. The instance offers a glimpse of the influence of L1 and L2 proficiency on learning a second FL (L3): positive transfer from L2 is not likely to take place if learners are not proficient enough in the L2, a phenomenon observed in studies on cross-linguistic influence (Cenoz, 2001b:9; cf. Section 2.5.3).

5.2.3 Japanese Reading / Word Recognition Ability

The subjects were found to be more able to recognize the Japanese characters (orthographic awareness) than to associate the written words with their meanings. The result again indicates the crucial role of actual language distance in cross-linguistic transfer.

The high mean score in Section A (recognition of orthographic derivations) shows that the subjects were largely able to match the Hiragana characters orthographically similar to their Chinese origins. Nearly all the subjects were able to identify the Hiragana characters に and い, which are derived from the Chinese characters 仁 and 以, and have similar stroking of the characters. Yet nearly half of them failed to associate the Chinese characters 美 and 波 with their simplified forms み and は (see also Appendix J3). The examples illustrate the importance of language distance in L3 learning: *the higher the level of orthographical resemblance* between the corresponding Japanese and Chinese characters, *the higher the level of correct recognition*. Their orthographic awareness was related to the degree of resemblance between the writing systems of Chinese and Japanese, which are logographical and syllabic respectively.

The comparatively low mean score in Section C (matching Japanese words with pictures showing the word meanings) indicates that the subjects tended to recognize phonologically salient and frequently encountered words. A majority of subjects identified the 'frequent' and phonologically familiar words, including すし *sushi*, たまご *egg* and メン *noodles*. Yet more than two-thirds of them failed to recognize

the 'less frequent and salient' words, including やさい *vegetables*, さかな *fish*, and おとしだま *red packet* (see Appendix S). The examples show an interplay of pedagogical and linguistic factors. The subjects' greater *amount of exposure* to the food words and *active and frequent use* of them in information exchange activities accounted for their relative ease in word recognition. The *actual language distance* between Japanese and English at the phonological level foretold how ready each of the written words was recognized.

The subjects' ability of word recognition manifests how LA-oriented teaching fosters *learners' utilization of their linguistic knowledge as a springboard for learning* (cf. Section 2.6). The result echoes Chikamatsu's (1996) finding that L1 orthographic characteristics influence the FL learners' word recognition strategies, and such strategies are transferred into L2 word recognition (cf. Section 2.5.3.2). And the result goes further: the EFL subjects employed both their L1 and L2 word recognition strategies flexibly in second FL (L3) learning. By activating their intuitive L1 knowledge, they managed to identify the kana characters resembling their Chinese roots. In case of little orthographic resemblance, they resorted to their L2 phonological knowledge, pronouncing the Japanese characters and then mapping the sounds on the meanings.

Some theories on L2 vocabulary acquisition also accommodate the subjects' orthographic and phonological awareness. In this case, among the determinants of word learnability are *orthography* and *pronounceability* (cf. Section 2.5.1.2). The Japanese loanwords found in the listening and reading assessments were readily "learnable" because of their phonological similarity with their English origins,

helping learners to pronounce them easily. Likewise, some Hiragana characters were readily identifiable because of the high orthographic correspondence of the Chinese and Japanese writing systems.

The subjects' weakness in associating some written Japanese words with their meanings (in Section C) reveals another perspective: the language ability of associating sound, form and meaning cannot be attained without conscious learning. Some subjects simply blundered – not able to pronounce the words with the sound cues, or to associate the spoken forms with their meanings. **The result is illuminating: the learners' bilingual knowledge and the close language distance did facilitate their initial access to Japanese – a second FL. Yet in a non-acquisition rich environment, it is *explicit instruction* and *conscious learning* which leads to FL development.**

5.2.4 LA-oriented Language Behaviour (LALB)

The subjects displayed prominent LA-oriented language behaviour in JFL learning. Such direct evidence of LA enhancement is manifested in three aspects: 1) exploration of linguistic phenomena; 2) reflection on / recognition of linguistic rules and features; and 3) recognition of cross-linguistic influences by comparing the properties of the three languages, hence discerning their similarities and differences at the phonological, orthographic, morphological, semantic and even syntactic level.

Some aspects of the subjects' LA-oriented language behaviour (LALB), video-recorded or audio-recorded in the JFL lessons or observed by the present teacher researcher, are discussed below:

Exploration of linguistic phenomena

- ✧ Some subjects inquired about the meaning of at the end of sentences, and one boy at last deduced that it is a character (morpheme) used to denote interrogatives.
- ✧ Some subjects asked how to say such cardinal numbers as 100, 1000 and even 10000, after learning how to count from one to ten, and to twenty.

Reflection on / Recognition of linguistic rules and features

- ✧ Most subjects were able to deduce from the cardinal numbers 1 to 10 (ごち, に, さん, し, ご, ろく, しち, はち, きゅう, じゅう) the spoken and written forms of the multiples of 10, for example, 20 asに じゅう and 30 as さんじゅう, and other two-digit cardinal numbers which are also in form of compounds. (An unrecorded instance recalled by the teacher)
- ✧ Several subjects, with the teacher's prompt, compared the English structure '*I like ice cream*' with the Japanese equivalent 'アイス クリーム が好きです *I ice cream like*', thus discerning the different word orders, SVO vs SOV, of the three languages. They came to comprehend that languages employ different ways of sentence construction to achieve meaning.

Recognition of cross-linguistic influence

- ✧ Many subjects reflected on the phenomenon that the Japanese words for certain foods and drinks are pronounced like their English or Chinese equivalents, thus

understanding the concept of word borrowing in languages into Japanese. Sensitized to the dynamics of language, some subjects even requested further examples of loanwords.

- ✧ All the subjects recognized that Japanese kana is derived from Chinese characters because of their orthographic similarity.

The design of the LA-based teaching (cf. Sections 2.3.2, 2.6 and 3.3.6) aptly accounts for such LA-oriented language behaviour. First, a session of 'Reflection on language' is fitted into the JFL lessons as an incorporation of discrete LA elements (see Appendix D2: A lesson plan of Module Two), thus providing room for small-scale, focal language study. Second, an inductive approach was employed to foster learners' exploration and reflection. The subjects became aware of interesting language phenomena and tried to explain for them after considerable exposure to the target words/expressions, constant practice and use. In no cases were they explicitly taught the rules as prescriptions. Third, the use of terminology was natural; such terms as *subject*, *verb*, *object* and *compound* were provided to the learners for talking about language when the need arose.

The LALB provides further evidence of the young subjects' heightened sensitivity to Japanese, given their curiosity and spontaneous application of their bilingual knowledge. They were getting to appreciate how foreign language users achieve meaning using different language strategies.

Summary of Section 5.2

To sum up, the Chinese EFL learners' acquisition of elementary Japanese indicates that enhanced language awareness through instruction can initiate the development of the learners' second foreign language proficiency. The LA-oriented teaching contributed to the learners' Japanese learning by fostering *their utilization of bilingual knowledge* to generate positive transfer from their L1 and L2. The *close language distance* between Chinese and Japanese, which facilitated consciousness-raising, is vital. Other facilitating factors include *explicit instruction* and *constant, meaningful practice* of the target language. The hidden factors – the learners' *positive attitude towards Japanese* and their *strong motivation* (to be discussed in Section 5.4) also account for their successful learning.

5.3 Effects of LA-oriented Teaching on Subjects' Attitudes towards EFL Learning

As evident from Tables 4.8 and 4.9, the subjects' responses to the CSQ and the LCR show their positive attitudes towards LA–related teaching and English language learning. Contributing to their favourable attitude are the defining characteristics of LA-oriented teaching, including: 1) challenging tasks and activities, 2) enjoyable authentic learning experience, 3) a strong sense of ownership, and 4) a supportive learning environment in the learner-centred classroom.

5.3.1 Challenging Tasks and Activities

Children like challenges. The fun-loving subjects were enthralled by the LA tasks and activities which presented them with more challenges than the regular lessons did. Similar to Willis' (1996) six types of tasks (cf. Section 2.1.6.1), the LA tasks were of *increasing complexity*. They included locating and extracting information from texts, identifying and comparing language use in teacher-led discussions, inquiring about peers' preferences in interviews, reporting and sharing personal likes and dislikes; drafting and editing written works, collaborating with peers to design games and recipes, inventing playground games, etc. The subjects' linguistic and cognitive abilities were put to the test as they proceeded from the easy, manageable tasks and activities to the demanding ones.

A few LA tasks appeared to be too sophisticated for the young subjects, whose English proficiency was still at the elementary level, and whose concentration on serious work was insufficient. This reduced the subjects' interest, as in the case of writing recipes, which several subjects found difficult and not enjoyable. In the light of the 'difficult' tasks, task suitability and learner factors (interest, motivation, language proficiency, preferred mode of learning, etc.) should be seriously considered in task design. As remarked by James and Garrettt (1991), "manageable" tasks exert an appropriate level of demand on learners' ability to help them develop a sense of achievement, and reinforce their motivation through the attainment of the task goal.

5.3.2 Enjoyable Authentic Learning Experience

Children are curious / inquisitive about everything, and they learn best from doing and experiencing. Learning from experience has been widely acclaimed in current language pedagogies (Andrews, 1998; Kalantzis and Cope, 1999, in Cummins, 2000; cf. Section 5.1.1.3). The experience-oriented LA tasks produced two positive effects: first, the concrete experience helped the subjects understand the themes better, thus fostering their conceptual development; second, it aroused the subjects' interest, engaged them in learning, and fostered their positive attitude towards learning. Never had the young learners baked bread themselves, or played games with their peers and teachers, sprinting, screaming, sweating and laughing as part of their English lessons. The enjoyable experience was translated into their *recognition of the LA work* and *a stronger drive for participation* in the LA lessons.

To go further, the pleasant experience encouraged the subjects to express themselves and interact with others, thus fostering their natural, meaningful use of language. The experience of baking Mexican buns delighted the subjects and sparked off eager talks after the cookery class, as shown by an extract from the teacher's journal:

> Pupils were keen to share their experience. They responded eagerly to the questions '*Do you like baking bread?*' and '*Did your family like the buns*?' Several of them gave reasons like '*Because the bread was homemade*', '*The bread smelled good*' and '*It tasted good / nice*'. They hesitated as they lacked the vocabulary to express themselves. I gave them prompts for their answers in English, thus keeping their talk go. (Theme One Lesson 3, 14 Dec 2000)

5.3.3 Strong Sense of Ownership

Children tend to try their best when they regard the work as belonging to them. Sense of ownership is highly regarded as crucial to language learning (Wright and Bolitho, 1993; Borg, 1994, 1996; Frankel, 1994; Andrews, 1998; Kalantzis and Cope, 1999, cited in Cummins, 2000). The subjects saw the purpose of the LA tasks and activities, so they actively engaged in them, tried to attain the outcome, and came to recognize their own language work. The sense of ownership was particularly strong in the games module. The young learners were games lovers. They were amazed to find in web sites children worldwide present their favourite games eloquently. They were enthused with the objective of video-recording their game-playing scenes and uploading their games instructions to the Internet. Inclined to share their interest in games with other English users, they were willing to write in English. They became personally attached to the use of English, which they perceived as connecting them to the "bigger world". Clearly, language learning tasks should bestow on the learners the sense of ownership so that language use is closely relevant to them.

5.3.4 Supportive Language Learning Environment

Children should learn with much pleasure and little pressure. The LA-oriented teaching fostered a supportive learning environment with its emphasis on learner-centredness (cf. Sections 2.3 and 2.6). First, the subjects were not coerced to meet the same institutionalized criteria, or to be at the mercy of rigourous assessments and judgmental grading. They were encouraged to accomplish the tasks

at their own pace, so they learned without pressure. Second, given ample opportunities for expressing one's own ideas, sharing experiences and working collaboratively, interaction among the subjects increased greatly. This in turn fostered rapport between them and improved teacher-pupil relation.

Summary of 5.3

The qualitative data lent further support to the positive effect of LA-oriented teaching on the subjects' attitudes towards English learning, which they perceived as enjoyable, challenging, manageable, and closely relevant to their life, and which modified their attitude towards learning English. English learning seemed now less of a source of frustration but a spring of fun.

5.4 Effects of LA-oriented Teaching on Subjects' Attitudes towards JFL Learning

The subjects' responses to the questionnaires and reflections in the learner's journal (cf. Tables 4.10 and 4.11) show their highly favourable attitudes towards JFL learning. The young bilingual subjects were found to enjoy the LA-based JFL learning, and to develop an appreciation of the Japanese culture and the language users. Their positive attitudes could be explored and explained with reference to (1) their strong inclination for Japan, and reinforced by the uniqueness of the JFL learning experience, (2) their affection for the Japanese teacher, (3) the teacher's native authenticity, and (4) the interesting and manageable learning activities.

5.4.1 Strong Inclination for Japan

The subjects' highly positive attitude originated from their strong inclination for Japan. This initial enthusiasm was grounded on their recognition of the all-pervasive Japanese tentacles in their life. Many children in Hong Kong are fond of Japanese "favourites" – the 'in' electronic and computer games, coolest cartoons and comics, glossy magazines, kitschy stationery, mouth-watering food, innovative gadgets, fashionable looks (cf. Section 4.2.2.1). Their encounter with some aspects of the Japanese language is natural and unavoidable. It is therefore not surprising to find their approval of Japanese language as fun and useful to learn in the JFL questionnaires and the JFL learner's journal (cf. Section 4.2.2). The subjects' enthusiasm in Japanese and the culture it embraces underpinned their active learning of the language.

5.4.2 Unique Language Learning Experience

Uniqueness of JFL learning experience comes in two senses. First, it was *a source of fun*. Japanese was introduced to the young subjects as an interesting extra-curricular element. They learnt this second FL without the obligation to get a good grade – simply for fun and a touch of foreignness. Second, there was *a sense of pride in the learners*. Some subjects did enjoy their exclusive right, knowing that they were the only class learning Japanese. Pupils from other classes expressed their wish to participate in the course. In fact, seldom do average primary school pupils in Hong Kong have an opportunity to learn formally a foreign language other than English, and learning English is often tied to utilitarian concerns and is

instrumentally motivated.

5.4.3 Strong Affection for the Japanese Teacher

The native Japanese teacher was the apple of the young learners' eyes. They described her as being "amicable", "very kind", "patient" and "lovely", and regarded the chance to know her as the most valuable thing in the course of JFL learning (cf. Section 4.2.2.3, especially Table 4.11). This affective concern surpassed the linguistic concerns in fostering the children's eagerness for learning JFL. All the children, even the laziest and naughtiest, felt a strong motivation in their course. This may explain why everyone passed the oral test and why everyone was exhilarated when the teacher awarded them the certificate of merit, the fruit of their hard work. The teacher's personal charisma appealed to and fascinated the children, and their affection for her motivated them to learn.

5.4.4 Authenticity in the Japanese Teacher's Look and Manners

The native Japanese teacher represented a symbol of native authenticity – an icon of Japan. She was a non-substitutable core of cultural and language exchange. She spoke Japanese, presented the 'genuine' Japan with her *kimono*, *zoori*, little gifts, and courteous manners (cf. Section 4.2.2.3), and enriched the youthful minds with her narratives of life experiences in her homeland. The 'genuine Japan' presented by the teacher was strongly felt by the subjects, for example, one pupil remarked in his journal:

In my impression, teacher Rei wore her kimono in a lesson. It was the first time I looked so closely at kimono. (Jacky Lam)
我的印象中，上原怜在一次日語課時，她穿上日本的和服，我第一次貼近身看和服。

5.4.5 Learner-centred Activities

The subjects enjoyed doing fun-filled and manageable tasks and activities; among the popular ones were word guesses, drawing Japanese New Year greeting cards, and speaking Japanese words with funny, catchy sounds.

Summary of 5.4

LA-oriented teaching had cultivated in the learners a highly positive attitude towards JFL learning. They regarded Japanese learning a real pleasure and a rewarding experience, which was largely attributable to their strong affection for the Japanese teacher and her sense of authenticity. Their appreciation for the JFL module and wish to join more LA courses reflect the beneficial effect of LA-oriented teaching, manned by a charming native teacher, on their affective development.

5.5 Feasibility of LA Work in the EFL Classroom in Primary Schools in Hong Kong

Is it feasible to implement LA-oriented teaching in the EFL classroom in Hong Kong primary schools?

Given the empirical evidence from the LA-oriented EFL modules, I will give a definite 'yes' to this research question. The young EFL learners' improved English

language proficiency, and their favourable attitudes towards LA-based EFL learning, offer strong support for introduction of LA elements into the existing primary English language curriculum. Among a host of linguistic, pedagogical and practical factors contributing to the young learners' LA enhancement, three particular ones appear to me to have a direct bearing on the feasibility of "planned" LA in the present study: **design and planning** of LA-oriented teaching, **implementation** of LA-oriented teaching, and **evaluation** of LA effects.

For programme design and planning, the integration of **"theme-based LA modules"** into the regular curriculum offered a satisfactory means of introducing LA work. The two EFL modules, thematically coherent with the coursebook modules, were successfully incorporated into the existing English language curriculum as a hidden component. This implicit integration has the advantage of examining the compatibility of LA components with the mainstream English curriculum, avoiding drastic programme changes and minimizing disturbance to the school administration.

Given the fact that learners are the focus of any mode of education, it is only natural that the notion of **"learner-centredness"** should guide content design and instructional planning. For course content, the present study limited its scope to the development of language proficiency (linguistic domain of LA) and attitude (affective domain of LA), the two domains with which both the teacher and pupils were more familiar. The LA programme work was characterized by four features. First, the programme contents were **"theme-based"** and **"task-coordinated"**, to secure the subjects' contextualized and purposeful use of the target language. The

themes were stimulating, closely relevant to their life and addressing their communicative needs. Second, the contents focused on and **fostered "categories of LA" activities**, particularly exploration of language phenomena, reflection on language use, and flexibility and creativity in language use. Third, some curriculum space was reserved for micro-scale **language study**, focusing on awareness-raising in some linguistic areas in Chinese, English and Japanese: word borrowings, word formation, phonological contrasts, etc. Fourth, it involved a progressive introduction and use of limited terminology for talking about language, a first step of developing metacognitive abilities. As regards the teaching approach, an inductive, inquiry-oriented approach was applied, and was found effective in promoting the learners' language exploration, recognition and reflection.

The successful implementation of LA-oriented teaching was made feasible by a **progressive integration of the LA work** into the curriculum, which again seemed suitable for experimenting a new construct as LA. The one-module pilot scheme collected preliminary data to inform further application of LA work. The three-module teaching programme, based on the Pilot experiences, therefore covered more thematic and linguistic contents and used better developed instruments for measuring the LA effects. The gradual implementation made the LA work responsive to the classroom realities by allowing the teacher to make constant adjustments in both curriculum planning and lesson delivery.

Evaluation of learning is an important component and requirement of a (language) teaching-learning process. To establish the **effects of LA-oriented teaching** in the present study, quantitative instruments were developed or adopted to monitor / measure the subjects' LA-oriented language behaviour. It is worth pointing out that the LA-oriented language behaviour was broken up into "discrete", identifiable and measurable components, so that LA-effects could be validly determined and assessed. As regards evaluating the subjects' "affective" growth (in terms of attitudes and motivation), the Course Satisfaction Questionnaire appears to have served its useful purposes to collect quantifiable data. Had additional data been collected from interviews with the subjects, subjects' teachers and parents, an even more informed picture of the subjects' affective growth could be readily established.

To sum up, given the feasibility in designing an LA-oriented programme, in integrating and hiding the LA-oriented programme in(to) the regular FL curriculum, and in developing measurements for evaluating LA-oriented language behaviour and proficiency, and given the highly satisfactory EFL results, the present researcher would feel able to promote and recommend LA-oriented teaching or LA work to the EFL classroom in primary schools in Hong Kong and in other FL contexts.

5.6 Feasibility of Teaching a Second Foreign Language in Primary Schools in Hong Kong

Is it feasible to teach a second FL incorporating LA work in Hong Kong primary schools?

Based on the results of the present study, the answer to the question is a big YES. What may account for the feasibility of teaching a second FL with incorporating LA work in a Hong Kong primary school?

One possible reason is that the Chinese subjects in the present study had already learnt English as a foreign language (EFL). Given the experience in learning a first FL, the subjects should be psycho-linguistically and socio-culturally primed to learn a second FL.

There should be an added advantage for Chinese EFL subjects to learn Japanese as a second FL (JFL), as in the present study. Linguistically, socio-culturally and socio-economically, Chinese learners are more primed for learning JFL. **Linguistically** speaking, there are some linguistic affinities between Chinese and Japanese, since the latter was historically derived from Chinese, and kanji (Chinese characters) is widely used in written Japanese (Akita & Hatano, 1999). **Socio-culturally**, both Chinese and Japanese belong to the "Culture of the East". Obviously Japanese has a short language and cultural distance from Chinese, and this "closeness" suggests ease of learning a foreign language (cf. Section 2.5.3.2). **Socio-economically**, Hong Kong Chinese are constantly exposed to Japanese commodities and cultural entities. There should be a higher level of "learner-readiness" on the part of Hong Kong Chinese EFL learners to learn JFL.

Another reason for the "feasible" implementation of a second FL (JFL) in a Hong Kong primary school is that JFL was offered as an extra dimension of the

school language curriculum, i.e. as **an extra-curricular language activity**. In retrospect, this appears to be the right kind of decision and arrangement. There had been no precedence of teaching a third language (i.e. a second FL such as Japanese and French) as part of a regular language component in the Chinese-medium primary school, except for teaching Putonghua, a Chinese dialect, as a stipulated part of the mainstream curriculum. Doing so would be an extremely risky business. As an extra-curricular activity, the learners would not feel the burden of an examination and a good grade, and an LA-based teaching could be properly explored without undue pressure on the part of the learners and teachers. Another consideration was that there was simply no curriculum time for fitting in / teaching a third language other than Chinese and English. All considered, this extra-curricular arrangement served the experimental purposes well.

An additional factor accounting for the feasibility of teaching a second FL (JFL) in the local context is in the choice of curricular contents. In the present study, the JFL module maintained **a balanced focus on linguistic utility and the learners' interests and needs**. On one hand, the topics (for example, greetings and favourite foods) catered for the learners' communicative needs, exposing them to basic words and expressions closely relevant to their life and interests. On the other hand, language forms with strong affinities to Chinese and English were highlighted, for initiating the learners' awareness of cross-linguistic influence as a rudimentary form of language study. The success of a second FL taster course or teaching programme would, to a great extent, lie in a judicious choice of learning contents which should be both inspiring and appealing to learners.

5.7 Summary of Chapter Five

This chapter centres around a discussion of the major findings which are explained and supplemented by the LA claims and relevant theories on language learning.

The first two sections explain the subjects' improved foreign language proficiency after attending LA-oriented teaching. For vocabulary acquisition, the apparent reasons for their expanded vocabulary and deepened conceptual understanding of the themes seem closely tied to the nature of LA-oriented teaching. "Theme-based" and "task-oriented" instruction and authentic learning experience fostered the learners' exposure to recycled input and meaningful use of the target language. As for English writing, underlying the subjects' general grasp of content and language use of the writings was probably "talking about language", which raised their awareness of the genre-specific language use. As regards Japanese learning, the subjects' attainment of Japanese proficiency could be attributed to the positive language transfer at phonological and orthographic levels.

Sections Three and Four explicate the subjects' positive attitudes towards foreign language learning, which seemed largely grounded on learners' perceived "enjoyment" and "affection". Their positive feelings might have also enhanced their foreign language proficiency. It is therefore conceivable that affective concerns lay an equally important claim as linguistic and pedagogical factors on the subjects' linguistic and affective growth in the LA-based instructional context.

The last two sections account for the feasibility of implementing LA work in Hong Kong primary schools. In local EFL teaching, the potential of incorporating LA elements hinges on a learner-centred approach to course design and teaching, progressive incorporation of LA work into the mainstream language curriculum, and development of instruments for effectively measuring LA effects. Representing a new perspective in local language education, teaching a second FL with incorporation of LA work is not just possible but hopeful. Learners' readiness (linguistic, psychological and socio-cultural), choice of the second FL and the mode of integration into the school curriculum are found to be paramount considerations.

CHAPTER SIX

CONCLUSION

Introduction

This chapter begins by acknowledging the limitations of the study, and then moves on to check if the research objectives laid down in Chapter Two have been attained and the research questions answered. This is followed by a discussion on the implications of this study. Finally recommendations will be made for future school-based LA practices in Hong Kong.

6.1 Limitations of the Study

The present study was constrained by its **scope** and **scale**, particularly when judged against the potential extensiveness of LA practices in Hong Kong.

One limitation has to do with the scope of **learner-centred instruction**. As discussed in Section 2.1.6.3, learner-centred instruction can cover learners' interest, needs and abilities as well as learner-strategies and learner-autonomy. The present study appears to have focused only on the lower levels of learner-centredness, (i.e. catering for learners' interests and communicative needs) through a teacher-oriented design of the LA lessons. Had more time and resources been available, we could have addressed the other higher levels of learner-centredness, such as fostering learners' reflection on their learning process and involving them in making

adjustments to what to learn and how to learn.

A related limitation to learner-centredness is the **choice of themes** for the LA work in the present study. It would have been ideal if learners had been able to work on their preferred themes such as comics, cartoons, computer/electronic games, etc. Their approved choices would have encouraged a higher level of learner responsibility and autonomy in their learning. Unfortunately, owing to the researcher's desire to achieve institutional "comparability", the teaching themes were restricted to those following the internationally collaborative decision – with minor adjustments made to fit them in the local English syllabus and school programme.

Another limitation has to do with the scope of **task design**. Some of the LA tasks, originally designed for students of English as a mother tongue (EMT) or English as a second language (ESL), appeared to be beyond some subjects' language competence or their ability to manage. For example, writing recipes or games instructions in English involves Chinese ESL learners in putting complicated ideas on paper in a foreign language. Some subjects, in fact, showed sluggish progress or disinterest in writing recipes or games instructions, and there were a few cases of "incomplete writing" – not attempting one or a combination of the writing components (drafting, revising, editing, etc.) Had the study not been constrained by cross-institutional "comparability" or "thematic consistency", the subjects could have been given less demanding tasks and task goals that would match their language proficiency.

A further area of limitation has to do with the scope of **measures adopted in evaluating LA effects**. The subjects' EFL proficiency was mirrored by their performance in only two **language areas**: vocabulary acquisition and writing ability development. To evaluate their EFL proficiency in a more comprehensive way, it would have been reasonable to have more language areas and skills covered or integrated in the evaluative means. For example, the amount and fluency of the subjects' oral production and their reading comprehension ability could be right candidates included in an extensive proficiency assessment.

To adopt a valid **experimental design in evaluating EFL proficiency** resulting from LA-oriented teaching, it would have been desirable to have a control group without LA-oriented teaching to show up the "control-experimental" difference, if any. However, this "control-experimental" strategy was dropped because of the time constraint and the different teaching progress of different classes (cf. Section 3.3.2).

As regards the evaluation of the subjects' Japanese as a foreign language (JFL) proficiency, the **scope of the JFL proficiency assessments** was very much constrained by the course duration, the maturational level of the subjects, and the absence of a conducive socio-linguistic background / environment for the learning and development of JFL. As a result of these factors and some other factors (including content selection, assessment criteria, and pre-test drills / practices), the content of the assessments was very much confined to the salient features of Japanese (which tended to produce positive transfer) and the most basic vocabulary and expressions. If a longer programme duration and a richer programme content had been secured, a more comprehensive set of JFL proficiency "achievement tests"

could have been devised to validate claims on second FL (L3) learning in the context of LA-oriented teaching,

As regards the **scale** of the study, the number of subjects in the main study was quite small, owing to various reasons. The results should, therefore, be interpreted with great care. Also, the school teachers' participation in the design and implementation of the LA modules was virtually absent because they lacked time and were skeptical about the fruitfulness of such a formal inquiry into language learning. The study did not benefit from teachers' collaboration. However, as a first systematic LA-oriented teaching study ever conducted in Hong Kong, the present research has important referential value for similar studies in the future.

6.2 Implications

The positive, encouraging quantitative and qualitative results of the present study strongly suggest that incorporating "planned LA" in a regular FL programme is not simply a possibility; it **is** a **reality**! This section focuses on the implications of the various quantitative and qualitative results of the present study for two areas: 1) FL enhancement in the LA classroom and 2) incorporation of LA elements in the FL curriculum.

6.2.1 Implications for the FL Classroom

The LA framework and teaching approach, which was successfully

experimented in a local primary school, may have significant implications for FL teaching in several areas.

The results of the subjects' vocabulary acquisition (cf. Section 4.1.1) indicate that the theme-based and task-oriented LA-oriented teaching greatly expanded the subjects' thematically relevant vocabulary and their conceptual development. These results suggest the importance of **"cyclical exposure"** to thematically relevant vocabulary and **meaningful use** of the vocabulary in enhancing word knowledge among young EFL learners.

Cyclical / Multiple exposure to target vocabulary and its meaningful use not just help learners acquire vocabulary but also broaden their knowledge dimension by giving them more meaningful information and deepening their understanding of theme/word-related concepts (Mohr, 1999; Graves, Juel and Graves, 2001). This implies that the two strategies should be systematically carried out in the FL classroom. To enhance both the amount and level of exposure (Hedge, 2000; cf. Section 2.5.1), teachers can move from an overreliance on coursebook materials to a provision of a variety of in-class and off-class resources to increase word encounters. Also, authentic or simulated contexts should be made available so that vocabulary learning is not divorced from its real use. Yet two aspects concerning exposure deserve FL teachers' attention: first, exposure to input does not mean an unleashed influx of language; the input itself should be comprehensible; second, exposure should be merged with deep processing of words to complete acquisition process (Cook, 1991).

The finding that the learners only attained surface knowledge of the theme-related vocabulary (cf. Section 2.1.2.2) brings to light the ways of **deepening word knowledge** in the FL classroom. Repeated exposure deepens and widens learners' word knowledge about sound, meaning and use of words, and even collocations, idiomatic use, etc. It would be FL teachers' first priority to determine the desirable volume of target vocabulary to be explicitly taught and the level of word knowledge learners are expected to attain (Beck et al, 1987; Graves, Juel and Graves, 2001), particularly true for young learners. More sophisticated word knowledge and world knowledge could be achieved with wide reading, instruction on word-learning strategies, and activities producing word consciousness (Graves, Juel and Graves, 2001).

Considering that the learners' improved writing ability was attributable to the teacher-led discussions on language use of recipes and games instructions (cf. Section 2.1.2.1), I would here suggest the use of **"talking about language" (TAL)** in raising learners' sensitivity to language use (Borg, 1994). Open discussions of language use offer an important forum for developing a sensitivity to it (Labercane, Griffith and Tulasiewicz, 1996), and for developing metacognitive abilities through contextualized, purposeful teaching of terminology (DES, 1989b:21; cited in Donmall, 1991a:110).

Daring it may seem, "talking about language" (TAL) can be tried out at different educational levels. Even at the upper primary level, it is possible to guide pupils to discover language features pertinent to a text type (a letter of invitation, an accident report, for example), to recognize ways of expressing context-specific ideas,

and to make their output more comprehensible through their exchange of feedback. For older learners, TAL can clarify misconceptions on language use without explicit teaching of the rules. TAL may progress from the teacher-fronted mode with provision of guiding questions, to learner-initiated talk on their own discoveries and inquiries into real language phenomena with teacher's explanation as round-up. Such formal talks can be adopted to tackle the de-contextualized grammar-focused EFL teaching at the secondary level. To address the misconception that meaning is borne out by grammar, talking about the language use in 'genre'-based text types and other contexts with shared terminology is viable. A focus on grammar can be integrated into lessons on writing descriptions, narratives, arguments or other genres, while the teaching of particular grammar components can be contextualized within suitable genres (Lock and Tsui, 22). While Lock and Tsui's idea is realized in their electronic database for Hong Kong teachers, it can be a resourceful basis for talking about language.

The results of the **JFL proficiency assessments** reveal the young Chinese EFL learner's capacity for learning a second FL. What is significant is that with LA work incorporated into their JFL learning, their linguistic gain was not merely an outcome of rote learning and drillings but the fruit of their *exploration into language use* and *recognition of language use and conscious reflection on it* (cf. Section 4.3.4). This specific benefit from second FL teaching incorporating LA work advances the idea that LA-oriented language behaviour (LALB), particularly exploration and recognition / reflection, should and could be fostered in FL teaching.

Considering the readiness of local EFL teaching, opportunities for developing LALB are certainly available. I would here suggest some ways in which the inquiry-oriented LA approach could be exploited in the EFL classroom. The room for exploration of and reflection on language use is diverse, at phonological, morphological, semantic and syntactic levels. For example, it would not be too demanding for primary pupils to detect and formulate hypotheses on sounds-letter mapping, affixation or formation of plurals. Likewise, secondary pupils could go further to "theorize" about word order, word forms and their syntactic behaviour, to note differences in lexis and sounds of British and American English, or even to observe the effects of different advertising language. There is a multitude of interest-inspiring linguistic areas and phenomena ready for exploration, reflection, recognition and creative/flexible use. The benefits are multiple. The immediate effect is learners' increased knowledge about language, which in turn heightens their sensitivity to language use of their own and others and in the socio-cultural environment. The implicit effect is that it fosters the development of language learning strategy. Indisputably, being inquisitive and reflective and informed about how to approach problems and gain access to resources is a tool for life-long learning, a direction cogently upheld by Hong Kong Education Department.

Some conditions should be further considered. First, the LA-oriented language behaviour could be facilitated by pupils' timely use of Chinese to help fully express themselves, and by teachers to explain adequately. Second, language phenomena should be naturally drawn from current texts and real life situations, and desirably originating from learners' own observations. Third, systematic guidelines must be provided to learners too young and not cognitively prepared for verbalizing their

observations.

The two sets of **attitudinal data** (cf. Sections 4.2.1 and 4.2.2; Tables 4.8, 4.10 and 4.11) reveal the subjects' highly positive attitudes towards EFL and JFL learning, which might have in turn underpinned their enhanced FL proficiency. The keenly observed reasons centred around **enjoyment** (interesting and challenging tasks, learner-centred activities), **authentic learning experience** and **personal attachment to learning** (affection for teacher, sense of ownership, an anxiety-free learning atmosphere). This finding warrants the exclusive importance of affective factors in enhancing motivation (particularly the "integrative motivation" (Gardner and Lambert, 1972)) and hence participation and fostering positive attitudes towards language learning, as firmly supported by a cornucopia of literature (for example, Cook, 1991; Baker, 1992; Nunan, 1999; Hedge, 2000).

This finding brings to light several areas concerning task design and teaching approach of LA-oriented FL teaching. First it highlights the significance of adopting **a variety of interesting tasks and activities** in LA-oriented teaching. Recalling the relative success of some "Bread" lessons - for example, the researcher tried out everything which the class might enjoy: bread quiz, bread profiles, powerpoint show of worldwide bread, names of bread in different languages (see Appendix C1). Naturally interesting things capture any young learner's attention and motivation grows in tandem with real fun. To sustain motivation, learners should get engaged in various tasks and activities which call forth different skills and knowledge. This enables individuals with different strengths and interests to attain a sense of achievement. LA work should therefore be sprinkled with fun and diversity. Apart

from tailor-made tasks, word games, nursery rhymes, songs, puns, etc. are useful devices to heighten sensitivity to language in disguise of enjoyment.

The learners' love for the sense of authenticity (cf. Sections 5.3.2 and 5.4.4) suggests extending learning "beyond and out of the classroom", a prevalent motto in education in Hong Kong. The idea points to the importance of providing learners' with relevant, authentic learning experience, having the dual advantages of promoting conceptual development and motivating learners (Sturtevant, 1999). A good referential point for local FL teachers could be found in the syllabuses of English language for primary and secondary schools in Hong Kong (Curriculum Development Council; 1997, 1999). Blanketed under the three subject dimensions – Knowledge, Interpersonal and Experience, teaching themes, language use and functions, skills and task types are constructed around students' experience, from the immediate life of beginning learners (Key Stage One, of lower primary pupils) extending to the broad socio-cultural environment actively engaged in by intermediate-advanced learners (Key Stage Four, of upper secondary students). In practice, FL teachers should concretize lessons with judicious choice of tasks and activities which activate and enrich learners' experience.

The learners' personal attachment to LA work (cf. Sections 4.2.2.3 and 5.3.4; Table 4.11) implies that LA work, like all kinds of language learning, should be carried out in an anxiety-free, supportive atmosphere, as advocated in the humanistic approach to language learning and progressivism in education (Cummins, 2000). FL teachers could attempt to establish rapport between learners, cultivate a conducive environment in which learners feel secure to inquire about language, formulate and

test their hypotheses and share their observations, and make learners feel that they are respected as individuals with different interests, needs and abilities. A supportive environment could be further conceived as an implicit means to foster learner autonomy as learners' participation and contribution to lessons increases in a non-threatening environment.

6.2.2 Implications for the FL Curriculum Design

The overall findings of the study, informed by LA practices in other countries (cf. Section 2.2.3), confirm that the LA framework and teaching approach could be extended as curricular components. I would here suggest four levels at which LA elements could be incorporated in the FL curriculum: 1) LA as an EFL curriculum "enrichment" component; 2) LA as a language study component; 3) LA as a second FL / L3 component; and 4) LA as a cross-curricular component.

LA as an "enrichment" EFL curricular component

It seems to me that the design and construction of the LA-oriented Teaching Programme can inform the way of incorporating LA work as a hidden component in the mainstream EFL curriculum. Considering the theme-coordinated English curriculum in many Hong Kong schools, it would be desirable to integrate the LA framework into selected themes as "enrichment modules". "Enrichment" means LA work can bring extra benefits (e.g. better understanding of the themes concerned, increased knowledge about language, etc.) to participating students that the regular EFL teaching cannot. Some related considerations would be which themes to be

chosen, how to attain consistency in assessing learners' performance induced by LA work or by the regular non-LA teaching, and how to modify the teaching schedule for inclusion of time-demanding LA work.

Arguably, such an implicit component would not rule out the feasibility and advantages of introducing LA as an explicit extra-curricular component. With less time constraint and greater flexibility in course content and teaching mode, LA work can allow a greater variety of tasks which require extra time and resources. Longitudinal cross-curricular projects (e.g. investigating into a theme employing different types of subject-content knowledge and community resources), collaboration among students of different educational levels, etc. would be some alternatives.

LA as a language study component

LA could be introduced into the FL curriculum as a discrete language study component, concentrating on the more linguistics-oriented knowledge about language and development of metcognitive skills. In practice, bilingual learners' knowledge and experience can be deliberately highlighted to foster acquisition of knowledge about language. Slots of the FL curriculum can be preserved for discussions on multilingual users, learners' observations of foreign language use, history and interrelations of their mother tongue and other foreign languages, etc. Underlying the explicit language study is cultural awareness: learners could gradually get to appreciate and respect users of other FLs, understand all languages are of an equal status, with shared properties and specific features. Such a language

study component would inspire us to examine if the focus of the FL curriculum could navigate from the over-emphasized training of language skills to an understanding of the foreign culture and cultivation of multicultural and intercultural tolerance (Tulasiewicz, 1993).

LA as a second FL / L3 component

The Chinese EFL subjects' capacity for learning Japanese confirms the feasibility of extending LA work to the teaching of a second FL (L3). Recalling the LA claim that bilingual pupils' intuitive MT and FL knowledge and experience should be utilized to access a second FL (L3) (Donmall, 1991a), I would point out three pedagogical considerations here. First, the choice of the second FL (L3) has a direct bearing on the ease of acquisition. It is found that a foreign language close to the L1 or perceived to be close to L1 tends to generate more positive transfer, thus easier to learn (Cenoz, 2000b; Hammarberg, 2000). Accordingly, languages linguistically (typologically, phonologically, syntactically, etc.) and culturally "closer" to Chinese, such as Japanese, would be the appropraite candidates for learning by Hong Kong students. If the context were the continental Europe, French, German, or Italian would be more desirable. Second, the JFL module demonstrates that course content should maintain a balance between learners' interests and pedagogical needs. Teaching-themes should be relevant to pupils and should equip them with basic communication skills; at the same time they should render themselves easy transmission of linguistic elements. Third, authenticity of learning is a requisite. Cross-cultural awareness can be developed through a real taste of a foreign language and a genuine contact of its users.

LA as a cross-language curricular component (EFL and CMT)

To introduce LA as a cross-curricular component in the Chinese as a mother tongue (CMT) curriculum and EFL curriculum is a valiant but possible attempt. It would be feasible, as the LA work in the EMT context reveals the belief that 'EMT is the proper "home" for LA' (Donmall (1991a:107), and its "linguistics-orientation" could be as fun-filling as regular EFL learning activities.

In the cross-curricular (CMT and EFL) context, LA work should generate richer insights than its sole integration to the FL curriculum. Just at a first glance, linguistic areas to be explored with LA work in the CMT and EFL curricula are wide-ranging. For upper primary or lower secondary students, they can compare the monosyllabic Chinese characters and mono-/poly-phonemic English words to see how word sounds are structured; they can observe the common features in the sounds of Cantonese, Putonghua, English and languages worldwide; they can look into mechanisms of word formation, translation equivalents, English loanwords in Hong Kong Chinese. These would be approachable areas of cross-linguistic study. For upper secondary students, they can go further to compare language use in cypertexts, ICQ language, authentic materials and the simplified language in coursebooks; how people and institutions in the society exercise power through language, etc.

To illustrate, a workable curricular theme in the school, based on the author's experience, could be "literary genre: rhymes and poems". After learning selected

poems and rhymes in both Chinese and English, pupils could be asked to identify similarities and differences in the literary works. They would spot such features as metaphor, alliteration, indented or incomplete lines. With their observations as the starting point, they could gain further knowledge about the genre, and how poets of different languages express their meaning in somewhat similar ways. They would be encouraged to choose their favourite poems (among a selection of teachers in the case of English), read and recite them, share the reasons for their preferences, and create their owns. In this case, language proficiency and knowledge about language grow simultaneously. Of course there are some prerequisites: pupils are motivated; use of their MT for explanation is allowed in the often monolingual EFL classroom; and collaboration among teachers a must.

As applicable to any systematic formal instruction, teachers' level of acceptance of LA, their linguistic and pedagogical preparation, learners' linguistic and cognitive development, together with practical considerations such as lesson time allocation and resources for task implementation would have to be taken into account for all these modes of curriculum integration.

6.3 Recommendations for Future Research

As the first systematic formal inquiry into LA-oriented teaching in the EFL context in Hong Kong, the study has made three contributions. First it opened a way to incorporate LA work in the existing English language curriculum. Second, like other LA studies, it devised some methods to determine LA effects, particularly the

unresolved relation between performance and enhanced LA. Third, it explored the feasibility and benefit of teaching local primary pupils a second foreign language (L3) with incorporation of LA framework and methodology.

A major focus of the present study was to examine ways of incorporating LA work into the real EFL classroom. The Programme covered only three themes and one primary-four class as subjects. To generate more informed pedagogical implications, future LA-oriented teaching could be more comprehensive, with a longer duration, a greater number and variety of subjects and a broader coverage of the curriculum. To elaborate, the method could consist of cohorts of learners with different levels of motivation and language abilities, and employ the "control-experimental" design by having control groups. A longer time frame would be desirable to show up learners' gradual improvement in proficiency, particularly the literacy skills of reading and writing, and to enable their feedback channeled for on-course adjustments to teaching. Local themes and themes of pupils' preferences could be adopted to further arouse their level of interest.

The study, in consideration of the learners' age and their beginning English proficiency, investigated their EFL proficiency in only two linguistic areas. Future research may wish to put the unresolved relation between enhanced LA and improved proficiency to a strict evaluation by extending the investigation into other linguistic areas and language skills, and development of metacognitive abilities. An impressive volume of studies on language testing and pedagogical orientation should adequately inform the construction of evaluative LA work.

The teaching of a second FL (L3) incorporating LA work offers ample room for exploitation. The present JFL module was a taster course aimed at giving the learners a basic knowledge and proficiency of Japanese. Future study could protract second FL teaching programmes, with a richer content to help learners acquire more linguistic knowledge and to foster basic language skills. This could provide more empirical data on the effects of LA work on learners of a second FL. Another direction for future inquiry is to diversify the experimental methods: for example, teaching cohorts of learners different second FLs to see how the choice of the FL affects learning in the context of LA-oriented teaching.

At the level of curriculum design, it may be fruitful to incorporate language study components in the EFL curriculum, with the primary principle of utilizing learners' intuitive MT knowledge for acquiring new MT and FL experiences and knowledge, one of the essential tenets of LA. Forthcoming LA teaching programmes can give a more explicit focus on knowledge about language – topics on language change, language variation, register, appropriateness, history and etymology, comparison of dialects and foreign languages, etc. It would be a breakthrough in promoting the intrinsic value of language, which has been overridden by its utilitarian purposes.

Clearly, LA-oriented teaching is not a simply a European affair but a worldwide business. The infant development of LA work in Hong Kong, and virtually in Chinese communities, provides a vast platform for launching a diversity of LA practices in the future.

6.4 Summary of Chapter Six

As a first implementation of LA-oriented teaching in the EFL context in Hong Kong, the present study has provided concrete evidence for the wide-ranging benefits of LA work. They are manifested in the learners' linguistic and affective growth, and in the feasibility of incorporating LA work in the EFL classroom and in teaching a second foreign language in local schools. The study has also contributed to the LA discipline by devising and experimenting methods for evaluating LA effects. Despite its limited scale and scope, the study offers implications for teaching foreign languages and for designing the foreign language curriculum. On the basis of some results and insights as well as the limitations of the study, recommendations for future research have been proposed.

The challenge of undertaking this LA work right from its conceptualization and planning to its implementation and evaluation of its effect is overwhelming but rewarding. The challenge emerges right from. As a teacher-cum-researcher, I strongly recommend dissemination of this inspiring concept and its realization in the educational context, despite its pubescent development. It is my belief that a sound concept should be applicable in a wide range of circumstances, not just limited to the idealistic or experimentally controlled environment. To verify the beneficial LA effects and to promulgate LA ideas among teachers, course planners and educators, more experimentation of LA work in diverse educational and socio-cultural contexts, with different scopes, generalizable results and exportable elements, is a necessity. As James and Garrett (1991) observe, 'appeal to fact rather than to faith' is the most powerful and convincing.

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Appendix A1: Course Outline of LA Pilot Scheme

Outline of Language Awareness Pilot Scheme

Theme: Baking bread and making sandwiches

Duration: 6 hours (classroom teaching and activities)

1 hour (visiting a bakery)

Target group: P.4 Chinese EFL pupils, age 9-10

Class size: 30 pupils

Course contents and schedule:

Lesson & Date	Duration[1]	Tasks	Descriptions of tasks
28/6/2000 (Wed)	1 hr	Looking at bread	1. Collecting the names of local varieties of bread 2. Describing briefly the appearance and properties of bread
3/7/2000 (Mon)	1 hr 10:00a.m. – 11:00a.m.	Observing the process of baking bread – A visit to a local bakery[2]	1. Identifying ingredients of bread 2. Finding out the steps of baking and storing bread products 3. Listing words / expressions related to baking (e.g. ingredients, utensils, actions, etc.) in preparation for writing recipes
4/7/2000 (Tue)	1 hr	Learning about varieties of bread Setting up "My Bread Shop"	1. Reading about the origin of bread and sandwiches (materials in Chinese and English) and worldwide varieties of bread 2. Writing more detailed descriptions of bread and sandwiches (as pamphlets promoting selected bread products of pupils' bread shops)
6/7/2000 (Thu)	1 hr	Writing recipes for sandwiches	1. Writing the steps of baking bread 2. Designing sandwiches for demonstration in class 3. Drafting and revising recipes for sandwiches to be created / made by pupils
7/7/2000 (Fri)	1 hr		
8/7/2000 (Sat)	1 hr 15 min 10:00a.m. - 11:15a.m.	"Sandwich making competition"	Demonstrating sandwich making in class (oral presentation of recipes)
12/7/2000 (Tue)	45 min 11:00a.m.- 11:45a.m.		
Optional tasks to be carried out if time allows		1. Doing a survey on 'Our favourite bread and sandwiches' 2. Designing pamphlets/booklets on 'Healthy tips for bread lovers'	

Notes

1. Unless otherwise specified, the lessons are conducted after school, from 11:30a.m. to 12:30p.m.
2. The pupils are going to visit Festival Bakery at Park'N Shop, Festival Walk, Kowloon Tong.

Appendix A2: List of Activity Sheets for LA Pilot Scheme

LA Pilot Scheme
Baking bread and making sandwiches

Activity Sheet (AS)	Tasks	Activities
1	Looking at bread	(1) Observing properties of bread: ishape, size, taste, smell, colour and texture (2) Writing brief descriptions of pupils' bread brought to the class
2-3	Visiting a bakery	(1) Raising questions on baking bread and the bakery (before visit) (2) Recording observations in the bakery (3) Identifying ingredients of bread (4) Writing briefly about the steps of baking bread
4-6	Setting up "My bread shop"	(1) Categorizing different kinds of bread found in bread shops and other retailing outlets (2) In groups listing kinds of bread and sandwiches to be on sale (i.e. introduced in the food stall of the class) (3) Writing descriptions of the groups' favourite kinds of bread, using metaphors or other language devices to enhance meaning (4) Creating new varieties of bread / sandwiches if possible (5) Making pamphlets for the groups' bread shops
7-12	Writing instructions for baking bread	(1) Sequencing the steps of baking bread (2) Writing about the steps of baking bread (3) Comparing two texts on 'how to make bread', talking about the ease to read them and hence the language use of recipes
13	Writing recipes for sandwiches (based on pupils' increased understanding of bread production and creative ideas) Entering "Sandwich Making Competition"	(1) Choosing the right bread for the groups' created sandwiches (2) Seeing teacher's demonstration of sandwich making (3) In groups (on the "shop" basis) drafting the recipes for sandwiches (4) Revising the recipes (5) Demonstrating sandwich making with the instructions in the recipes as support (6) Choosing the best sandwich created and sharing the final products

Appendix A3: Samples of Pupils' Work for the LA Pilot Scheme

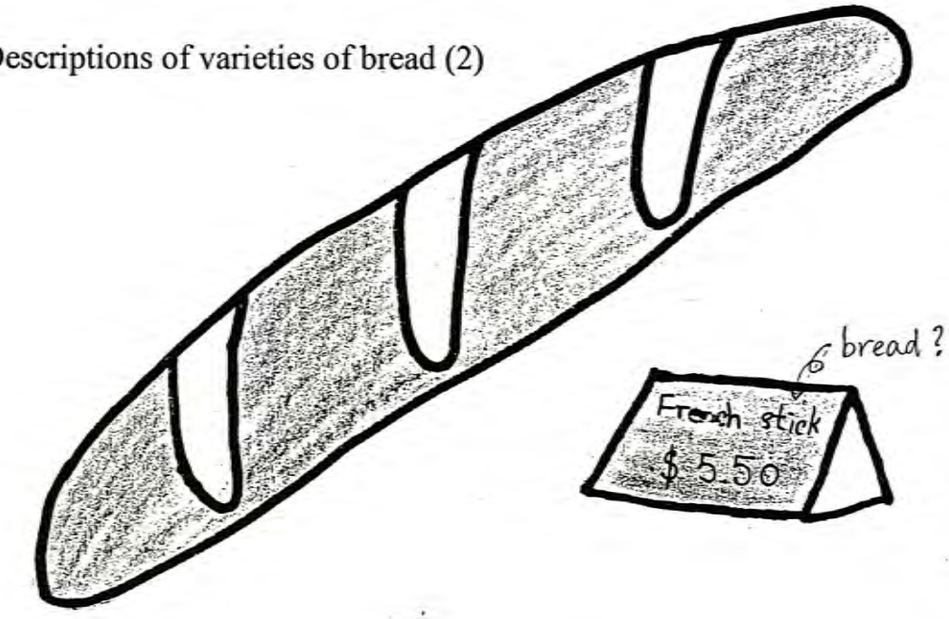
Descriptions of varieties of bread (1)

A WHITE BREAD

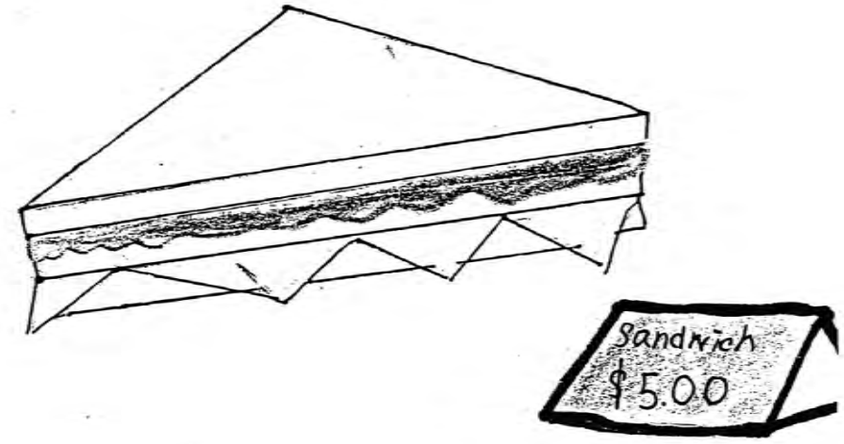
It is soft and white. It looks like a square. It tastes sweet and some white bread is salty. We can eat it with butter and vegetables.



Descriptions of varieties of bread (2)



It is long and hard.
It looks like a stick.
We can fight it with the stick but it doesn't hurt.
We can make open sandwich with it, too.



It is a triangle and is soft.
It smells good, too.
It looks like a cushtion but is small we can't sit on it.

Appendix B1: Course Outline of Module One

Course Outline of Module One
Baking Bread and Making Sandwiches

Global objectives

Pupils will be able to produce recipes for their own created sandwiches and demonstrate making the sandwiches. (To be made explicit in the first lesson.)

Learning Outcomes

Pupils will be able to:

1. say the names of a variety of bread observed and describe their characteristics;
2. write instructions on how to bake bread;
3. draw up some criteria of how a recipe should be written;
4. write recipes on how to make home-made sandwiches;
5. demonstrate making sandwiches using simple instructions;
6. appreciate the importance of bread as a staple / nutrient food to people in different countries and of different cultures;
7. if possible, tell / verbalize any differences, similarities or relations between using English (L2) and using Chinese (MT) for presenting instructions, for example.

Learners' Previous Linguistic Knowledge and Experiences

1. The experience of reading recipes (mostly in Chinese) and cooking at home
2. Use of the simple present tense and imperatives to make rules (e.g. rules in the park or the library, such as *Don't pick flowers.* and *Keep quiet in the library.*)
3. Exposure to or knowledge of vocabulary related to food (general food terms, e.g. *bread, cake, eggs, fish, meat, chicken, banana, strawberry*, etc.)

Tasks and Activities

1. Talking about favourite kinds of bread
2. Interviewing peers on their preference for bread
3. Recognizing the importance of bread and observing/knowing the varieties of bread eaten around the world

Tasks and Activities (Continued)

4. Understanding the process of baking bread through personal experience of baking bread in a cookery lesson
5. Writing recipes for bread and pupils' homemade / created sandwiches
6. Demonstrating sandwich making in class and oral presentation of the recipes

Language Focuses

Vocabulary

1. Names of bread:
   bun, roll, white bread, brown bread, toast
2. Varieties of bread around the world:
   country bread, flat bread, croissant, baguette, French bread, bagel, pretzel, chapati, sandwich, hamburger, hot dog
3. Qualities / Features of bread:
   a tasty treat, tan, crust, soft, chewy, crunchy, smell good, look delicious
4. Actions in making bread:
   *put, mix, knead (the dough), *leave to rise, cut, roll, bake*
5. Utensils / Methods of cooking:
   bowls, spoon, baking tray, blender, oven, pan, bamboo baskets, oven baking, frying, steaming
6. Ingredients of bread: *flour, butter, milk, eggs, yeast, sugar, water*

Language Use

1. Imperatives for giving instructions
2. Connectives to show sequence of events: *first, next, then, finally*

Major Learning Resources

1. Activity sheets (AS)
2. Classroom decoration: 'Our favourite bread', 'Verbs for cooking'
3. Sentence strips and wordcards
4. Some "authentic" recipes, in Chinese and/or English
5. Reading materials on stories and origins of bread, in Chinese and/or English
6. Electronic big books on 'Bread around the world' in form of power-point presentation

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Appendix B 2: Course Outline of Module Two

Course Outline of Module Two
Foreign Language Taster[1]

Global objectives

Pupils will be able to learn elementary Japanese words and expressions with enjoyment, and to have a real taste of Japanese culture. (To be made explicit in the first lesson.)

Learning Outcomes

Pupils will be able to:

1. communicate in simple formulaic Japanese expressions;
2. grasp the sound, form and the meaning of basic Japanese vocabulary, related to the three teaching topics: counting, the Chinese and Japanese New Year, and food and drinks.
3. discern and identify some basic similarities and differences between Chinese (and/or English) and Japanese at the phonological, orthographical, semantic and (if possible) syntactic level (e.g. SVO vs SOV); and
4. develop an understanding of and/or an appreciation for Japanese people, their culture and language, through the cross-cultural experience.

Learners' Previous Knowledge and Experiences

1. All learners are exposed to spoken and written Japanese in daily life, e.g. dialogues in Japanese comics and cartoons, instructions for TV/computer games and electrical appliances, descriptions on food wrappings and stationery, etc.
2. A few learners may have traveled in Japan and hence have a real contact with Japanese language.

Tasks and Activities

1. Greeting and introducing oneself with simple formulaic expressions
2. Performing simple communications with words and expressions related to counting, food and drinks, and the New Year
3. Looking at the origin of Japanese characters using the learner's existing knowledge of English and Chinese

4. Deriving the meaning of Japanese words using the learner's existing bilingual knowledge
5. Noting, recognizing and reflecting on some salient similarities and differences between Chinese (and/or English) and Japanese at the phonological, orthographical, semantic and (if possible) syntactic level
6. Looking at and better understanding the Japanese culture

Language Items and Functions[2]

(The following list is not exhaustive, including the words which learners encounter more frequently in lessons.)

A. Vocabulary and Expressions

1. Introducing oneself / Making friends

   Hello.

   How are you? I'm fine.

   What's your name? My name's ...

   How old are you? I'm nine / ten years old.

   Where are your from? I'm from Hong Kong.

2. Greeting people

   Good morning.

   Good afternoon.

   Good night.

   Goodbye.

   Thank you.

3. Counting the number of things

   Cardinal numbers from 1 to 20

   (extending to 100 if learners are interested in learning more)

4. Talking about the New Year and giving New Year wishes

   Vocabulary:

   New Year, New Year's greeting card, red packet, kimono, zoori (sandals), wine

   Expressions:

   Happy New Year.

   Excuse me for the troubles. I hope you will continue to be my friend.

   (shown in the New year greeting card)

5. Talking about favourite food and drinks

   Vocabulary:

   ***Food*: *rice*, *sushi*, *noodles*, *udon*, *spaghetti*, *bread*, *hamburger*, *sandwich*, *hot dog*, *doughnut*, *snacks*, *cookies*, *cake*, *salad*, *chocolate*, *pudding*, *candy*, *meat*, *steak*, *chicken*, *fish*, *sashimi*, *cheese*, *ice cream*, *vegetables*, *fruit*,**

   Drinks*: *water*, *milk*, *soya milk*, *coffee*, *tea*, *juice*, *beer*, *coke*, *7-up*, *Sprite*, *Fanta

   Expressions

   What food do you like? I like / don't like...

   What drinks do you like? I like / don't like...

6. Ordering food and taking orders in the restaurant

   Welcome.

   What food / drinks do you like? I like / don't like...

   Is it right?

B. Linguistic features

1. Composition of Japanese language: Hiragana, Katakana and Kanji
2. Orthographical features: Derivation of Hiragana characters from Chinese characters
3. Phonological features / Word borrowing: Japanese loanwords borrowed from English language and Chinese language
4. Morphological features / Word formation: Formation of some Japanese words by word / morpheme combination
5. Syntactic features / Word order: SOV in Japanese vs SVO in Chinese and English

Major Learning Resources

1. Activity sheets (AS) for recording progress
2. Classroom decoration: 'Japan Centre'
3. Sentence strips and wordcards
4. Authentic materials collected by pupils, e.g.: packaging of Japanese products
5. 'My Japanese Mini-dictionary': a mini-dictionary consisting of pages with all the target Japanese words and expressions presented in Module Two. The learner is given the relevant pages after each lesson so that they can clue the pages into a booklet to facilitate revision and reference

6. A wall chart of hiragana
7. Big books on counting and greeting (pictures and Japanese texts accompanied by Chinese and/or English for presentation and class reading)
8. Personalized nametags with pupils' names in Chinese, English and Japanese

References

Higashinakagawa, K. & Machida, J. (1992). *Hello Japanese for Boys and Girls*. Tokyo: International Internship Programs.

Howlett, F. & Pechon, A. (1998). French in disguise. In A. Mollica. (Ed.). *Teaching and Learning Languages*: *Selected Readings from Mosaic*. Welland, Ont.: Editions Soleil Publication

Ollerenshaw, J. L. (1994). Learning Hindi as a taster language: a study of pupils' change in attitudes. *Language Learning Journal*, 10, 58-62.

Shannon, M. (1998). Domo arigato: A study of Japan, its people, and culture. In D. B. Eldridge. (Ed). *Teacher Talk: Multicultural Lesson Plans for the Elementary Classroom*. Boston: Allyn and Bacon.

Shin nihongo no kiso I English Translation (1990). Tokyo: Association for Overseas Technical Scholarship.

Notes

1 Chinese as mother tongue (MT), English as first foreign language and Japanese as second foreign language (2^{nd} FL)

2 The target Japanese words and expressions are not shown below due to technical problems in printing.

Appendix B3: Course Outline of Module Three

Course Outline of Module Three
Playground Games

Global Objectives

Pupils will be able to:

1. write instructions for their created playground games,
2. demonstrate their created games to their peers;
3. have their instructions uploaded to relevant websites for sharing with a wider audience.

(The objectives are to be made explicit in the first lesson.)

Learning Outcomes

Pupils will be able to:

1. describe their favourite playground games;
2. talk about their experience of playing playground games introduced by the teacher;
3. read with understanding the instructions for specific games;
4. write instructions for common playground games;
5. discuss about and identify / draw up some criteria for writing games instructions (on content, language and layout);
6. invent new games and try them out with their peers as audience;
7. give instructions to each other on how to play their created games.

Learners' Previous Linguistic Knowledge and Experiences

1. The experience of playing playground games and other games like TV / computer games, card games, chess, word games, guessing games, etc.
2. Use of the simple present tense and imperatives to make rules (e.g. *Don't pick flowers in the park. Keep quiet in the library.*) and to give simple instructions on cooking (e.g. *Cut the bread thinly.*)
3. Exposure to or knowledge of vocabulary and expressions related to communication in playing games (e.g. *Are you ready? Let's go! Come here. Run. Stop. Foul. I win. Out. Game over.*)
4. Use of connectives (e.g. *first, next, then, finally*) to sequence events.

Tasks and Activities

1 Talking about and describing favourite playground games
2 Writing instructions for favourite playground games
3 Sharing / Reflecting on experiences of playing playground games
4 Reading with understanding games instructions
5 Evaluating playground games introduced by the teacher and encountered at Internet
6 Talking about the content, language use and layout of games instructions
7 Inventing playground games and writing instructions for the games
8 Demonstrating how to play the invented games

Language Focuses

Vocabulary

1. Actions and movements
   Stand, sit, run, jump, walk, shout, laugh, skip, hop, crouch, hide, seek, touch, tap, hit, chase, pass, throw, toss, catch, swing, drop, tiptoe, kneel
2. People in games
   team, group, player, leader, runner, catcher
3. Things and objects related to playing games
   ground, line, rope, beanbag, handkerchief, strip / piece of cloth

Expressions for organizing games

- *Stop walking. / Start running. / Pause.*
- *Come into pairs. / Come into groups of four / five.*
- *Line up. / Spread out. / Make a circle.*
- *Stand in front of / behind the line / in the middle of the circle.*
- *Stand in a line / two lines.*
- *Stretch your arms. / Join hands.*
- *Touch / Tag a player.*
- *Catch a player / Boys catch girls.*
- *Hold the rope / handkerchiefs.*
- *Tuck the handkerchiefs into the belt / waist of the trousers.*

Language Use

1. Imperatives for giving instructions
2. Adjectives for expressing feelings and bodily conditions and giving comments: *I feel excited. / I am thirsty. / It is interesting.*
3. Connectives to show sequence of events: *first, next, then, finally*

Major Learning Resources

1. Activity sheets (AS)
2. Classroom decoration: 'Our favourite playground games', 'Action corner'
3. A mini-dictionary on bodily movements, actions, feelings, etc.
4. Sentence strips and wordcards
5. Simplified games instructions extracted from books
6. Cyber texts: written descriptions of/ instructions for playground games played by children worldwide
7. Video-viewing of demonstrations of playing games (if possible)

References

Books

Dallas, D., & Pelham, L. (1999). *New Welcome to English (TOC Edition) Book 4B.* Hong Kong: Longman.

Encyclopedia of Games. (1998). London: Aurum Press.

Hopson, D. P., Hopson, D. S. & Clavin, T. (1996). *Juba This and Juba That: 100 African-American Games for Children.* New York: Simon & Schuster.

Kirchner, G. (1991). *Children's Games from Around the World*. Dubuque, IA: Wm. C. Brown.

Loscher, A. (1998). *Everybody Play!: Group Games and Activities for Young People*. Toronto: Sport Books Publisher.

Websites and web pages

http://homepage.tinet.ie/~seaghan/play/aims.htm

Teacher's Pets: A database of Playground Games for Teachers

http://homepage.tinet.ie/~seaghan/play/gameform.htm

An ideal website for contributions / submission of games

http://www.llanddulas.conwy.sch.uk/Games/Directory

A collection of playground games from around the world

http://www.zip.com.au/~elanora/playtime.htm.

Playtime at Elanora Heights. Introduce what children around the world play at school.

http://www.pioneer.cwc.net/playgroundpals.htm

An ideal website for contributions / submission of games

http://www.beacy.wa.edu.au/iorr/games/gamecover.htm

Beaconsfield Primary School: games children play in the Indian Ocean Rim Region

http://www.geocities.com/Athens/Styx/6504/favourite.html

Children's Folk Games Project – My favourite games

Appendix C1: Scheme of Work of Module One

Module One: Baking Bread and Making Sandwiches
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: First Term 2000-2001 Page: 1

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to …	Language Items / Vocabulary[2] Pupils will use / be exposed to …	Activity Sheets / Remarks
1 30 min	- To find out information on a familiar topic (KD)* - To exchange information with others on a familiar topic (ID)*	1. Listing different kinds of bread 2. Talking about favourite kinds of bread 3. Interviewing peers on their preferences for bread	1. List and briefly describe different kinds of bread 2. Express personal preferences for bread	**Vocabulary** Kinds of bread e.g. *bun, roll, sandwich, white bread, toast* **Language** *What kinds of bread / Whose bread do you like (best)?* *I like…(best). It tastes good.* *I don't like… It is too sweet.*	AS 1
2 & 4 1 hour	- To find out information on a less familiar topic (KD)* - To foster a respect for / an understanding of different ways of life in less familiar environments	1. Comparing the qualities of varieties of bread eaten around the world 2. Recognizing the importance of bread	Inquire and talk about varieties of bread pupils have seen or eaten	**Vocabulary** Varieties of bread e.g. *country bread, baguette, bagel, pretzel, chapati* Qualities of bread *a tasty treat, soft, chewy, crunchy, smell good, look delicious* Language I have seen / eaten… It is big / dry / tasty / yummy.	AS 10
3[3] 1.5 hours	- To develop the motor skill of doing a less familiar activity	Understanding the process of baking through the first-person experience of making Mexican buns	Ask about the steps of making bread		AS 2 Lesson held at China Light & Power Cookery Centre

Module One: Baking Bread and Making Sandwiches
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: First Term 2000-2001 Page: 2

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
4 30 min	- To converse about feelings and experiences (ID)* - To express one's experience through simple oral accounts of events (ED)*	Sharing personal experiences of baking bread	Express feelings and give reasons for (not) liking baking bread	**Language** *I like baking Mexican buns because...(it is interesting / I can share the buns with my family / ...)*	AS 3 AS 4
5 1 hour	- To find out, organize and present information on a given topic (KD)* - To use given information through listing and describing (KD)*	Writing instructions for making bread (1) 1. Identifying the ingredients of bread and utensils for baking 2. Listing the steps of baking 3. Writing the first draft of the recipe for Mexican buns	1. Describe the process of making Mexican buns using relevant vocabulary and imperatives 2. Sequence the instructions using connectives	**Vocabulary** Ingredients *yeast, flour, water, butter* Actions *put, mix, knead, cut, roll, bake* Utensils *bowl, spoon, baking tray, oven* **Language** Connectives/ Linking words first, next, then, lastly	AS 5 AS 6 AS 8

Module One: Baking Bread and Making Sandwiches
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: First Term 2000-2001 Page: 3

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
6 1 hour	- To see the need for clarifying one's own written expression and then make changes with support from the teacher (and classmates) (KD)* - To understand some aspects of how English works (how the text-type *recipe* is organized); and apply this understanding to one's use of the language (KD)*	Writing instructions for making bread (2) 1. Reading some classmates' writing and talking about the language use, content and layout of the recipe 2. Writing the second draft of the recipe for Mexican buns		Imperatives for giving instructions	
7 1 hour 8 1 hour	- To use given information through sequencing and describing (KD)* - To apply one's understanding of the text type to his/her use of the language (KD)* - To participate with others in making choices and decisions for planning events (ID)*	Writing recipes for homemade / pupil-created sandwiches	1. Express own / collaborative ideas of making sandwiches 2. Describe the steps of making sandwiches using relevant vocabulary and imperatives 3. Sequence the instructions using connectives 4. Express the manner of cooking using adverbs	Ingredients of sandwiches *beef, ham, egg, chicken, tomato, cheese* Adverbs of manner carefully, slowly, quickly Other relevant expressions *a (thin) slice of bread, cut thickly / thinly* Also the language use for lessons 5 & 6	AS 4I7a AS 9

Module One: Baking Bread and Making Sandwiches
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: First Term 2000-2001 Page: 4

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
9 1 hour	- To participate with others in making choices and decisions for carrying out events (ID)*	Demonstrating sandwich making in class and presenting orally the recipes		The vocabulary and language use learnt in the previous lessons	Lesson cancelled due to preparation for Christmas celebration

Notes:

1 The asterisked "learning targets" are extracted or slightly modified from the Learning Targets for Key Stage 2 (P.4-6) provided in *Learning to Learn: Key Learning Areas: English Language Education (Consultation Document)*. The officially specified targets correspond to the three interrelated strands/dimensions which organize the subject content and define the purposes of learning English: Interpersonal (ID), Knowledge (KD) and Experience (ED). These purposes describe the 'contexts in which language skills and knowledge of the language are applied meaningfully' (CDC, 1997; CDC, 2000).

2 Vocabulary and language items which are found in the coursebook are underlined.

3 The lesson hours (1.5 hours) is not included in the total duration of Module One 'Baking bread and making sandwiches' because Lesson 3 is a practical class.

4 Language skills (listening, speaking, reading and writing) are not specified in the scheme of work as the tasks generally involve an integrative use of the skills.

5 All the lessons are conducted mainly in English. Use of Cantonese is required for explanation of certain ideas, giving some instructions and pupils' reflection and talk on language use.

Appendix C2: Scheme of Work of Module Two

Module Two: Foreign Language Taster
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 1

Lesson & Duration	Learning Targets	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language / Vocabulary Pupils will use / be exposed to ...	Activity Sheet / Remarks
1 20 min	To converse about experiences and interests in tasting a foreign language and having contacts with a native speaker	Pre-course orientation: Looking briefly at Japan and Japanese language 1. Learners reflecting on what they know and want to know about Japan 2. Completing the pre-course questionnaire			
2 1 hour	- To develop elementary communication skills (to comprehend and respond to spoken questions appropriately) - To recognize some obvious features of Japanese language in simple utterances and short written sentences - To establish awareness of therelations between	Encountering communication in an unfamiliar language 1. Identifying the spoken and written form of Hiragana characters 2. Introducing oneself with useful expressions and words (1) 3. Reflecting on cross-linguistic influence: Discerning the orthographic similarity of Hiragana and Chinese characters	1. Greet the teacher and classmates with formulaic expressions 2. Introduce one's name and age with formulaic expressions	1. Spoken and written forms of Japanese characters: Hiragana 2. Spoken and written forms of pupils' Japanese names: Katakana 3. Formulaic expressions for greeting and introducing oneself: *How are you? I'm fine.* *What is your name? My name is...* *How old are you? I'm... years old.* *Where are you from? I'm from...*	AS4 & AS5

Module Two: Foreign Language Taster
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 2

Lesson & Duration	Learning Targets	LA Tasks / Activities	Language Functions Pupils will be able / learn to …	Language / Vocabulary Pupils will use / be exposed to …	Activity Sheet / Remarks
3 1 hour	therelations between languages	Encountering communication in an unfamiliar language 1. Greeting others with daily expressions 2. Counting the number of objects 3. Reflecting on language: Deducing the morphological "rule" of forming the Japanese cardinal number words (11 to 20; multiples of 10), and comparing the "rule" underlying the formation of number words in Chinese and English	1. Greet the teacher and classmates with formulaic expressions 2. Count the number of objects with cardinal numbers	1. Daily expressions for greeting and showing politeness: *Good morning.* *Good afternoon.* *Good evening.* *Good night.* *Thank you.* 2. Cardinal numbers (1 to 20); multiples of 10 may be introduced depending on pupils' interest	AS9
4 1.5 hours	- **To** develop elementary communication skills - To converse about ideas, experiences and interests on a familiar topic	The New Year 1. Giving friends / relatives New Year wishes by saying 'Happy New Year' in Japanese and making New Year greeting cards for them 2. Sharing experiences of celebrating the New Year in Hong Kong and in Japan	1. Identify the objects related to celebration of Japanese New Year 2. Show goodwill and extend friendship during the New Year with formulaic expressions	1. Objects related to the Japanese New Year *- New year* *- New Year greeting card* *- red packet* *- sandals* *- kimono* *- spiced wine* 2. Formulaic expressions for giving New Year wishes: *Happy New Year.*	AS10 & AS11

Module Two: Foreign Language Taster
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 3

Lesson & Duration	Learning Targets	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language / Vocabulary Pupils will use / be exposed to ...	Activity Sheet / Remarks
5 1 hour 10 min	- To provide, use and exchange simple information on a familiar topic - To develop communicative skills - To interact with classmates and teachers in classroom activities - To recognize obvious features of Japanese language in simple utterances and written sentences - To establish awareness of the relations between languages	My favourite food (1) 1. Sharing preferences for food and drinks 2. Reflecting on cross-linguistic influence: deducing the meaning of the Japanese loanwords related to food and drinks by discerning the phonological similarities between the loanwords and their English / Chinese roots 3. Recognizing the different ways a language employs to express meaning: a combination of Hiragana, Katakana and Kanji to express meaning in Japanese	1. Identify the names of food and drinks 2. Ask about classmates' preferences for food and express own preferences	1. Vocabulary in the following categories: - Rice and noodles - Bread - Snacks - Meat - Dairy products - Vegetables and fruit - Drinks 2. Expressions for asking about and expressing preferences for food and drinks *What food do you like?* *I like... / I don't like...* 3. Japanese loanwords related to food and drinks, borrowed from English, e.g. *orange, banana, apple, cheese, hamburger, hotdog, beer, milk, chocolate, juice*	AS12 & AS13

Module Two: Foreign Language Taster
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 4

Lesson & Duration	Learning Targets	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language / Vocabulary Pupils will use / be exposed to ...	Activity Sheet / Remarks
6 1 hour	- To develop communicative skills - To provide, use and exchange simple information on a familiar topic - To interact with classmates and teachers in classroom activities (e.g. participating in role-playing) - To recognize obvious features of Japanese language in simple utterances and written sentences - To establish awareness of the relations between languages	My favourite food (2) 1. Sharing preference for food and drinks 2. Recognizing the flexibility in word formation: Discerning how compound words in Japanese, Chinese and English are formed 3. Reflecting on cross-linguistic influence: deducing the meaning of Japanese loanwords not related to foods and drinks by discerning the phonological similarities between the loanwords and their English / Chinese roots	1. Identify more names of food and drinks 2. Ask about classmates' likes and dislikes for food and express own likes and dislikes	Japanese loanwords borrowed from Chinese, e.g. *tea, grapes* 4. Japanese loanwords not related to food and drinks, borrowed from English: *radio, supermarket, television* Japanese loanwords borrowed from Chinese, e.g. *telephone, sun* 5. Japanese compound words (verb + noun): *drinks (nomimono),* *food (tabemono),* *fruit (kudamono)* 6. Expressions for ordering food and drinks: *Welcome. What kinds of food / drink do you like?* *I like...* *Yes. Thank you.*	AS 14
7 1 hour		My favourite food (3) Constructing dialogues on ordering food / drinks between customers and waiter/waitress in a restaurant Further reflection on language: - Gender characterization - Word order: SOV in Japanese vs SVO in Chinese and English -	Order food / drinks and take orders as waiters/waitress and customer in a restaurant		AS15 "Recapitulation and further reflection" on language was not complete due to lack of lesson time

Appendix C3: Scheme of Work of Module Three

Module Three: Playground Games
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 1

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
1 30 min	To converse about preferences (ID)	Talking about activities after school and favourite playground games	Express personal preferences for activities after school and playground games		
2 1 hour	- To converse about preferences and experiences (ID) - To express one's experience through simple oral accounts of events (ED)*	1. Sharing personal preferences for playground games and experiences of playing them 2. Deciding on the most popular playground games through a class poll	1. Ask and talk about activities after school 2. Express and account for personal preferences for playground games	**Vocabulary** Leisure activities: *have a piano / swimming / dancing lesson* *play basketballl / table tennis / computer games* *go to the library /my grandma's house* Names of games: (Pupils may not know the English names of games at this stage.) **Language** *What do you do after school?* *I go swimming / play basketball.* *Which game do you like (best)?* *I like...(best).*	AS1

Module Three: Playground Games
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 2

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to …	Language Items / Vocabulary[2] Pupils will use / be exposed to …	Activity Sheets / Remarks
3 & 4 **1.5 hour**	- To make use of bilingual knowledge for using language flexibly (KD) - To organize and present information on a familiar topic (KD)* - To become more aware of the process of using language.	1. Writing descriptions of pupils' favourite playground games 2. Reflecting on difficulties in language use encountered when writing the descriptions	1. Invent original names for pupils' own favourite playground games (the English names may be non-existent or unknown to pupils) 2. Write descriptions of the favourite games with the use of appropriate language (given as a model in AS) and relevant content words	**Vocabulary** Names of games: *the Old Eagle, Hide-and-seek, One, two, three, traffic light, Hopscotch* Actions in games: *run, stand, walk, jump, catch, stop, touch, tag, line up* **Language** *Which game do you like (best)?* *I like…(best). It is interesting.* *It is funny / exciting.* *I can jump / shout / …* *I can see my friends running quickly / walking around …*	AS2, AS3 & AS4 The LA lessons scheduled in May had to be postponed to July since the school launched the cross-curricular programme, followed by preparation for the final exam
5[3] 1 hour	- To have an authentic experience of doing a familiar activity in a new setting	Playing playground games: - The mother hen and the old eagle - Jumping the beanbag - The snake - Catch your tail - Drop the handy - Third man out	1. Play Bingo by discriminating the spoken and written forms of verbs describing actions in games and understanding their meaning 2. Understand the teacher's instructions and perform as instructed while playing games with the teacher and classmates	Actions in games: (see above) People in games: *team, group, player, leader, runner, catcher* Things related to playing games: *ground, line, rope, beanbag, strip of cloth, handkerchief* Instructions for organizing games: *Come into groups of four.* *Stand in the middle of the circle.* *Join hands. / Stretch your arms.* *Spread out. / Stand still.*	AS5 & AS6 A non-native English-speaking teaching assistant as helper

Module Three: Playground Games
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 3

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to …	Language Items / Vocabulary[2] Pupils will use / be exposed to …	Activity Sheets / Remarks
6 1.5 hour	- To converse about feelings and experiences (ID)* - To establish supportive relationships in the classroom (ID)* - To organize and present information on a familiar topic / experienced event (KD)*	1. Reporting and sharing feelings and experiences after playing games 2. Recording details of the teacher-introduced playground games after playing them	1. Interview classmates for their preferences for games and their feelings after playing games with the appropriate questions 2. Express own feelings and preferences for games with appropriate expressions 3. Write briefly the key points of a game using the relevant words and expressions	Questions and expressions for interviews: *How do you feel now?* *I'm tired / happy.* *Do you like playing the games?* *Yes, very much. / No, not at all.* *Which game do you like best?* *How do you find the game?* *It's exciting / easy to play.* *What do you like about playing the game?* *I like chasing / playing with friends / winning the game.* Vocabulary and expressions on: Actions in games People and things in games Instructions for organizing games Connectives to show sequence of events: *first, next, then, lastly* Imperatives to introduce instructions	AS7 & AS8

Module Three: Playground Games
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 4

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
7 1.5 hour	To find out, organize and present information on a given topic (KD)* To participate with others in making choices / decisions for carrying out events (KD)*	Writing instructions for playground games (1): Working collaboratively with classmates and agreeing on the main ideas of their groups' invented games	1. Describe the steps of playing games using relevant vocabulary, expressions and imperatives 2. Sequence the instructions using connectives 3. Express own / collaborative ideas on game design	The vocabulary and language use learnt in the previous lessons	
8 1 hour	- To see the need for clarifying one's own written expression and then make changes with support from the teacher (and classmates) (KD)* - To understand some aspects of how English works (how the text-type *instructions* is organized); and apply this understanding to one's use of the language (KD)*	Writing instructions for playground games (2) 1. Reading peers' games instructions, talking about the content, language use and layout of instructions 2. Identifying the elements of the text-type "games instructions": players, place, equipment, rules, how to win 3. Comparing simplified games instructions with authentic ones, hence recognizing the difference in language use	1. Read with some understanding games instructions from sources other than the peers. 2. Revise groups' own instructions given more awareness of the elements of the text-type "instructions"	The vocabulary and language use learnt in the previous lessons Focus on: Verbs describing actions Layout of instructions	AS Instructions 1-4

Module Three: Playground Games
Scheme of Work for LA-oriented Teaching

Key Stage: 2 Year Level: Primary Four Term and Year: Second Term 2000-2001 Page: 5

Lesson & Duration	Learning Targets[1]	LA Tasks / Activities	Language Functions Pupils will be able / learn to ...	Language Items / Vocabulary[2] Pupils will use / be exposed to ...	Activity Sheets / Remarks
9 1 hour	- To organize and present information on a familiar topic. - To apply one's understanding of the text type to his/her use of the language (KD)* - To participate with others in making choices and decisions for planning events (ID)*	Looking further into games instructions / Writing games instructions (3) 1. Reading authentic games instructions written by children from other countries, and evaluating some of them 2. Revising instructions for groups' created games 3. Writing the second games description	1. Read with some understanding games instructions from authentic sources (cyber-texts here) 2. Revise groups' own games instructions, given further exposure to instructions 3. Write the second description of pupils' favourite games, providing a richer content and freer language use	The relevant language and the knowledge about writing "instructions" acquired in the previous lessons Examples of free use of relevant language by other users of English	AS9 AS Instructions 7
10[3] 1 hour for each group		Informal teacher-pupil talk: Each group discusses with the teacher the ideas and language use of their invented games, then revises the draft of the instructions for their invented games	Revise groups' games instructions, given more awareness of the content and language of the instructions	The relevant language and the knowledge about writing "instructions" acquired in the previous lessons	AS Instructions 11

Notes:

1 The asterisked "learning targets" are extracted or slightly modified from the Learning Targets for Key Stage 2 (P.4-6) provided in *Learning to Learn: Key Learning Areas: English Language Education (Consultation Document) (CDC, 2000)*

2 Vocabulary and language items which are found in the coursebook are underlined.

3 The lesson hour (1 hour + 1 hour) is not included in the total duration of Module Three because of the relatively limited use of the language in the game playing session, and the informal nature of the teacher-pupil talk.

4 Language skills are not specified in the scheme of work as the tasks generally involve an integrative use of the skills.

Appendix D1: A Lesson Plan of Module One

Lesson 2 & 4*

Recognizing the importance of bread

Looking at the varieties of bread eaten around the world

*The lesson is inevitably broken up by Lesson 3 (cookery class) which is pre-scheduled and the date cannot be altered

Date:	11 Dec 2000 Monday	Class:	P.4B
	13 Dec 2000 Wednesday	No of pupils:	31
Duration:	1 hour (30 min + 30 min)		

Objectives:
1. To increase pupils' exposure to the theme-related vocabulary/ language through reading as a source of input.
2. To encourage pupils' interaction through experience sharing and talking about the bread varieties.
3. To promote pupils' exploration into the theme by presenting a great range of information, thus enriching their experience and increasing their conceptual understanding of the theme
4. To foster pupils' awareness and understanding of the customs and eating habits of other cultural groups.

Learning outcomes:
1. Pupils will be able to describe the features of different varieties of bread they come across with the vocabulary to which they have been exposed.
2. They will become more interested in the theme and find it more "relevant" to them.
3. Pupils will be able to reflect on the way of living of other cultural groups, showing a better understanding of other peoples (a higher cultural awareness) (optional; if time allows).

Tasks:
1. Sharing personal experiences of eating bread
2. Labelling different varieties of bread and listing their features
3. Comparing the exotic varieties with the local ones

Language Focuses:
Words and expressions related to:
1. names of bread varieties: *country bread, flat bread, croissant, roll, baguette, bagel, French bread, pretzel, chapati, sandwich, hamburger, hot dog*
2. features of bread: *a tasty treat, tan, crust, soft, chewy, crunchy, smell good, look delicious*
3. production of bread: *baking, frying, steaming, oven, pan, bamboo baskets*

Materials:
1. An electronic book on "bread around the world": a collection of photos on varieties of bread eaten around the world, accompanied by a short text.
2. A poster/ picture of the food pyramid
3. AS 10 (Looking at the bread around the world: matching the names of bread with pictures of them)

Contents of the electronic book "Bread Around the World"

Photo	Place	Text	Springboards and questions for interaction	Source of photos
1	Unknown	Bread - a tasty treat!	*What do people like to eat?* *Do you like bread?* Brainstorm descriptive words for how bread looks, tastes, smells and feels.	Mac p.1
2	Maine / Morocco	Bread from an oven,	*What is the man doing?* (Baking) *Where is the bread baked?* (In an oven.) *Do you have an oven? Is yours like the one in the photo?*	Mac p.2 Pow p.13a
3	India / Bangladesh	or cooked in a pan,	*Where is the bread cooked?* (In a pan.)	Mac p.3a Pow p.13b
4	China	or steamed in bamboo baskets.	*Where is the bread cooked?* (In baskets.) *Have you tried these buns?*	Pow p.21
5	France	Bread that is brown, white or tan.	*What colour is the bread?* *What do we call the outside of the bread?* (Crust.) *Can you tell the colour of the bread by looking at the outside of it?*	Del cover
6 - 8	France	Bread that is round, or long and thin. 6:country bread 7: rolls 8: baguettes	*What is the shape of the bread?* *What food do you eat with these kinds of bread?* (Ham, cheese, eggs, tuna fish, beef, slices of...)	Del leaflet
9	France	Bread with food. sandwiches	*Have you tried these sandwiches?*	Del leaflet
10	Israel	Bread with a hole. bagels	*What is the bread like?* (A ring.)	Pow cover
11	France	Bread like a horn. croissants	*What is the bread like?* (A moon / crescent; a horn)	el eaflet
12	New York	Bread that twists. pretzels	*What is the bread like?* Explain pretzel (*pretiola* in Latin) means 'a little reward'. Have pp imitate pretzel by crossing their arms over their chests.	Mac p.10
13 & 14	Unknown	Bread that is soft, chewy or crunchy.	*What is the girl eating?* (A hamburger.) *What is the boy doing?* (A pizza.) *Which is soft? Which is chewy and crunchy? Which part of the pizza is the crunchiest?*	Mac p.13

15	Mexico	They all smell good. They all look delicious.	*What kind of bread do you like? What is your favourite kind of bread?*	Mac p.14
16	NA	Bread is a tasty treat. Bread is so good to eat.	*Do you think bread is good to eat?*	text only

Sources of photos and texts:
Mac: Rothman, C. 1994. *Macmillan Interactive Photo Big Books Program: Bread Around the World.* USA: Newbridge Communications.
Pow: Powell, J. 1996. *Bread.* East Sussex: Wayland.
Del: Delifrance. Pamphlets and newsletters.

Lesson procedures:

Motivation

Why is bread good for us?

1. Show a poster/picture of the food pyramid. Pupils read it and tell what they have noticed.
   Possible responses are:
   - Bread, rice, noodles and potatoes are at the bottom.
   - Fatty food is not good for us.
   - Fruit and vegetables are good for us.

2. Pupils recognize the nutritious value of bread, which is the staple food of many cultural groups. Ask them what kinds of nutrients bread contains (rich carbohydrates which give us energy).

Presentation / Exposure to theme-related vocabulary

3. Ask the key questions, around which the coming lessons are constructed:
   - Who eat bread?
   - What is bread like? What are the varieties?
   - Why is bread good for us? How do we make bread?

   Brainstorm pupils' free answers.

What is bread like? What are the varieties?

4. Tell pupils they are going to tour round the world of bread. Read the electronic book 'Bread around the world', in form of a powerpoint presentation of photos and texts. Pupils see different kinds of bread eaten around the world.
   (See 'Materials' for the detailed description of the presentation, particularly the questions for interaction and the range of vocabulary to which pupils are exposed.)

5. While viewing, ask questions to encourage pupils (1) to observe the features of bread (size, shape, colour, texture, etc.); (2) to notice the various methods of making bread and (3) to relate the varieties of bread with their own experiences of eating bread.

6. After viewing, have pupils list the varieties of bread they have come across and identify their features by asking, for example,:
   What is the bread like – its look, taste, smell and texture?
   What kinds of breads have you seen / come across?
   Recycle the vocabulary.

7. Have pupils compare the bread they often eat (the local varieties) with the exotic ones shown in the photos. Their comparisons can be: *Our bread has fillings / looks better / is soft..*

Who eat bread? *(If time allows; to arouse pupils' cultural awareness)*

8. Glance over the photos. Guide pupils to reflect on the other peoples' ways of living and compare them with the pupils' own. Pupils may come up with such conclusions as: *The people are poor. / I think their bread doesn't taste good. / We have more food than they do. / Their houses are old and dirty. / Our homes are comfortable.*
Occasional use of Chinese is acceptable.

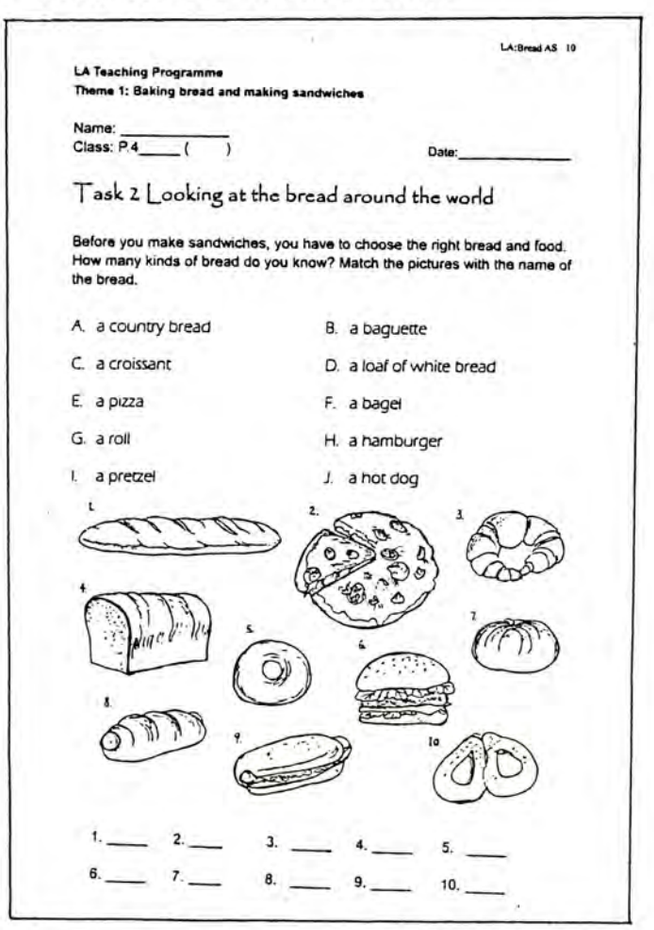
Extension / Linkage

How do we make bread?

9. Prepare pupils for the coming cookery lesson, asking them how bread is made (recycling of previously learnt vocabulary)
What is bread made of?
(Two main *ingredients – flour* and *water.)*
Where does flour come from?
(From seeds of wheat, corn, rice, oats and other grains. The seeds (kernels) are ground up into a fine powder to make flour. The flour is mixed with water and other ingredients to make *dough.*)
Occasional use of Chinese is acceptable.

10. Encourage pupils to explore the theme, by reading books (Chinese and English) for stories (eg *The Gingerbread Man*) and facts about bread.
Topics for exploration: how to bake bread, varieties of bread around the world, history of bread, etc.

AS10 Looking at the variety of bread around the world



LA:Bread AS 10

LA Teaching Programme
Theme 1: Baking bread and making sandwiches

Name: _____
Class: P.4____( ) Date:_____

Task 2 Looking at the bread around the world

Before you make sandwiches, you have to choose the right bread and food. How many kinds of bread do you know? Match the pictures with the name of the bread.

A. a country bread
B. a baguette
C. a croissant
D. a loaf of white bread
E. a pizza
F. a bagel
G. a roll
H. a hamburger
I. a pretzel
J. a hot dog

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

1.____ 2.____ 3.____ 4.____ 5.____
6.____ 7.____ 8.____ 9.____ 10.____

Appendix D2: A Lesson Plan of Module Two

Lesson 3

Greeting and Counting

Date:	1 Mar 2001 Thursday	Class:	P.4B
Time:	3:00p.m.- 4:00p.m	No of pupils:	28
Duration:	1 hour		

Objectives:

1. To teach Japanese expressions for greeting others and showing politeness (the sound, form and meaning introduced).
2. To introduce the Japanese cardinal numbers for counting things.
3. To foster pupils' awareness of the similarities and differences in the sound and the form of the numbers in Chinese (Cantonese and Putonghua), English and Japanese.

Learning outcomes:

1. Pupils will be able to greet others politely with formulaic Japanese expressions.
2. They will be able to count with Japanese cardinal numbers.
3. They will be able to be more aware of the ways in which words of different languages are formed (similarities and differences in morphological "rules")

Language Focuses:

1. The Japanese cardinal numbers (from one to twenty, or more if the class want to learn more and can handle the numbers well).

	English 英語	Chinese 中文	Japanese 日語	
1	one	一	i chi	いち
2	two	二	ni	に
3	three	三	san	さん
4	four	四	shi	し
5	five	五	go	ご
6	six	六	roku	ろく
7	seven	七	shichi	しち
8	eight	八	hachi	はち
9	nine	九	kyu	きゅう
10	ten	十	ju	じゅう

2. Simple formulaic expressions for greeting and showing politeness:

Good morning.	おはよう ございます。 O ha yo go za i ma su.
Good afternoon.	こんにちは。 Kon ni chi wa.
Good night.	おやすみなさい。 O ya su mi na sa i.
Goodbye.	さようなら。 Sa yo na ra.
Thank you.	(どうも) ありがとう ございます。 (Do mo) A ri ga to go za i ma su.

Materials:

1. Japanese mini-dictionary (one page on "greetings"; three pages on "counting")
2. A big book 'Pikachu's Day'
3. A big book 'Let's Count with Pokemons'
4. AS 9 (a game with numbers: connecting numbered dots to form a picture of an umbrella)

Lesson procedures:

Motivation & Revision

1. Ask individual pp their name and age. (Oral practice of the expressions for introducing oneself).

2. Have pp read aloud the Hiragana characters on the wallchart, then invite pp to associate some of the characters with their Chinese roots

Reflection

3. Ask pp the function of the English letters (the phonetic symbols) next to the Hiragana characters (The letters help pronouncing the Japanese characters).

Presentation and Practice I: Greetings

4. T. presents the story on Pikachu's Day, asking pp the names of the characters, Pikachu 比卡超 and 小火龍, and if they are good friends. Introduce their Japanese names.
   Little Fiery Dragon
5. The story is in form of a series of pictures, with each Japanese text/sentence preceding the corresponding Chinese and English translations. PP are first exposed to the Japanese text/sentence for guessing meaning before reading the Chinese and English text/sentence for confirming their guesses, and for better understanding the text/sentence.

   The full text with the target expressions in bold (T's prompts bracketed):

   Cover Here comes Pikachu. **Hello!** こんにちは。

   Pict 2 Pikachu just woke up. (What do you say to him?)

   Pict 3 おはよう ございます . **Good morning.**

   Pict 4 Here comes Little Fiery Dragon. (It's one o'clock. What do you say to him?)

Pict 5 こんにちは. **Good afternoon.**

Pict 6 (Here are Pikachu and Little Fiery Dragon. They are friends. What do they say?)

おけんきですか? **How are you?**

げんきです **I'm fine.**

Pict 7 Little Fiery Dragon is giving you a present. (What do you say to him?)

Pict 8 (どうも) ありがとう ございます. **Thank you.**

Pict 9 Say 'Bye' to the animal. (What do you say to him?)

Pict 10 さようなら. **Goodbye.**

Pict 11 Pikachu is going to sleep.

Pict 12 Pikachu is sleeping. (What do you say to him?)

おやすみなさい. **Good night.**

6. PP practise speaking the expressions. Then they role play the cartoon characters.

Presentation and practice II: Counting

7. T: How many Pokemons (animals) can you see in the big book? (Two.)
In the Pokemon comic? (Two hundred and fifty-one).
Ask pp if they can count from 1 to 10 in different languages. PP count from 1 to 10 in Cantonese, Putonghua and English while T writes the Chinese and English words on the blackboard.

8. T counts in Japanese quickly, as pp do proudly with Chinese and English. Challenge pp to follow her counting. Count again slowly, and invite pp to count with Pokemons. Present the cardinal numbers with the big book 'Let's Count with Pokemons'.

9. Challenge pp if they can count down from 10 to 1 in Japanese, Chinese and English. As pp get familiar with the first ten numbers, present the Japanese numbers from 11 to 20. Numbers 11 to 19 are formed by placing the word "ten":
ju じゅう before the numbers from 1 to 9. Invite pp to guess how these two-digit numbers are formed.

10. Present multiples of 10 (i.e. 20, 30, 40, ...90), formed by placing the word "ten"
ju じゅう after the numbers from 2 to 9. Have pp suggest ways of forming these number words before presentation.

11. Invite pp to find out the number word 100, and to explore the ways of forming the multiples 100 (i.e. 200, 300, 400, ...900) if they are interested in learning more.

Reflection

12. Guide pp to reflect on how the number words (the multiples of ten and the multiples of hundred) are formed.
T: Are the Japanese number words similar to those in English and Chinese?
(PP's free answers)
T: How are they similar or different?
(PP's free answers)

Observant pp can state the similar morphological rules governing the formation of some number words in different languages, e.g. "ten" as a factor for increasing the size of the numbers.

In Chinese, the morphological rules are straight-forward. The multiples of ten, hundred, thousand and ten thousand are formed by putting the words 十, 百, 千 and 萬 after the number words from 1 to 9 respectively.

In English, the number words from 11 to 19 and the multiples of ten are formed by suffixation. The morpheme "-teen" is put to the end of the number words from 4 to 9 to form 14 to 19 (11, 12 and 13 are exceptions); the morpheme "-ty" is suffixed to the number words from 3 to 9 to form 30 to 90.

Consolidation

13. Making the mini-dictionary: PP add to their own mini-dictionaries four pages with the number words and expressions for greetings.

14. PP complete AS 9 which involves recognition of the written form of the number words.

AS9 Let's learn Japanese: Counting

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Foreign Language Taster

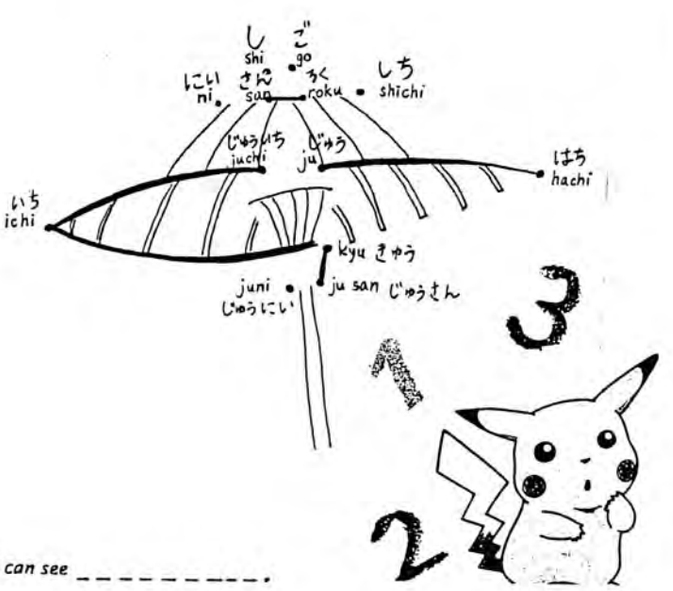
Name: _____

Class: P.4 _____( ) Date: _____

Let's learn Japanese: Counting 齊來數一數

ichi – ni – san いち に さん

Draw lines to join the numbers in order. Colour the picture.
What can you see?



I can see _____.

Appendix D3: A Lesson Plan of Module Three

Lesson 9

Evaluating playground games

Date:	24 July 2001	Class:	P.4B
Time:	1:35p.m. – 2:45p.m.	No of pupils:	18 (2 absent)
Duration:	1 hour (10-min break)		

Objectives:

1. To expose pupils to the authentic language use in authentic / real games instructions, which are comprehensible as they are written by children from other countries (also as a means to recycle the vocabulary learnt previously and to expose them to a wider range of vocabulary and language use related to the theme).
2. To strengthen pupils' understanding of the text-type "games instructions" by getting them evaluate others' playground games; and to enrich their understanding of "playground games" itself by looking at games from "a user's perspective".
3. To give them more practice in using the language related to games instructions by evaluating others' games and revising the instructions for their created games.
4. To foster in pupils a stronger sense of relevance as they find children worldwide (both native and non-native speakers of English) enjoy playground games and sharing their experiences with others.

Learning Outcomes:

1. Pupils will be able to report the gist of playground games and evaluate them more systematically (based on certain criteria).
2. They will be more able to revise the instructions for their own created games, given a further exposure to language use and a better understanding of how games can be constructed.

Language:

Language items generally used in games instructions, including action verbs, linking words, vocabulary related to games, etc.

Materials:

1. AS9 Playground Games Score Sheet
2. AS Instructions 7
3. The manual "Visiting websites on playground games"
4. Authentic games instructions browsed at the websites.
5. Drawing paper for illustrating instructions of the games created by pupils

Lesson procedures:

Motivation

1. Ask pp what they would like to tell other children about their created games.
   (Possible answers: rules / how to play, why it is fun to play the games, etc.)

2. Ask pp why they like such games as "The mother hen and the old eagle", "Drop the hanky" and "Hide-and-seek"? Have them suggest reasons.
   (Possible answers: easy to play, nothing to prepare, can be played anywhere, etc.)

3. Introduce to pp games instructions written by children from other countries, which are found in some websites.

4. PP suggest ways of reaching the websites (as many of them love web surfing). Give them the manual "Visiting websites on playground games" for directing them to the specific websites.

Browsing Playground Games Worldwide

5. Internet surfing. Direct pp to the website with a "Playground Games Score Sheet" (at Step 7) designed by the teachers and children of a British school. Introduce the idea of evaluating games to help pp design more playable games. Give pp AS9 "Playground Games Score Sheet" , which is modified from the original one. The items in AS9 include:
   Listing of:
   - *Name of game*
   - *Indoor / Outdoor*
   - *Number of players*
   - *Equipment*
   - *Rules*
   - *How to win*

   Criteria for evaluation (evaluation at a five-star scale):
   - *Easy to play?*
   - *Interesting to watch?*
   - *Fun playing?*
   - *Space (How much space required?)*
   - *Equipment: Easy to get or prepare?*

6. PP browse the playground games designed by children round the world. Direct their attention to the playing fields, the variety of the games, the beautiful illustrations, the different styles of presentation, etc.

7. Show a world map. Locate the home countries of the children introducing the games when necessary.

8. PP follow the manual, go to the specific websites one by one, and read instructions or short texts written by their counterparts. They can get more ideas of how playground games are designed and organized in different countries. They can also come across interesting lyrics, puns and rhymes used in some games.

9. Ask pp which games they like and what they think about the browsed instructions.
   Possible responses: Some are difficult to read because of the language; some share the same ideas as our own / local games; some games are great fun; some instructions contain language errors; etc.

Evaluating playground games

10. PP, working individually, choose the game which they like best (the local games or games found in the websites) and evaluate them with the Playground games Score Sheet (AS9).

Writing instructions for the invented games

11. PP continue with the design of their created games. Write / revise the draft of the instructions.

12. Help the groups to assign duties among their members. Remind pp of the following: (1) proofreading their instructions (2) considering the "playability" of the games (3) (for groups working on schedule) rehearsing some procedures of playing the games. Give help in language use and content.

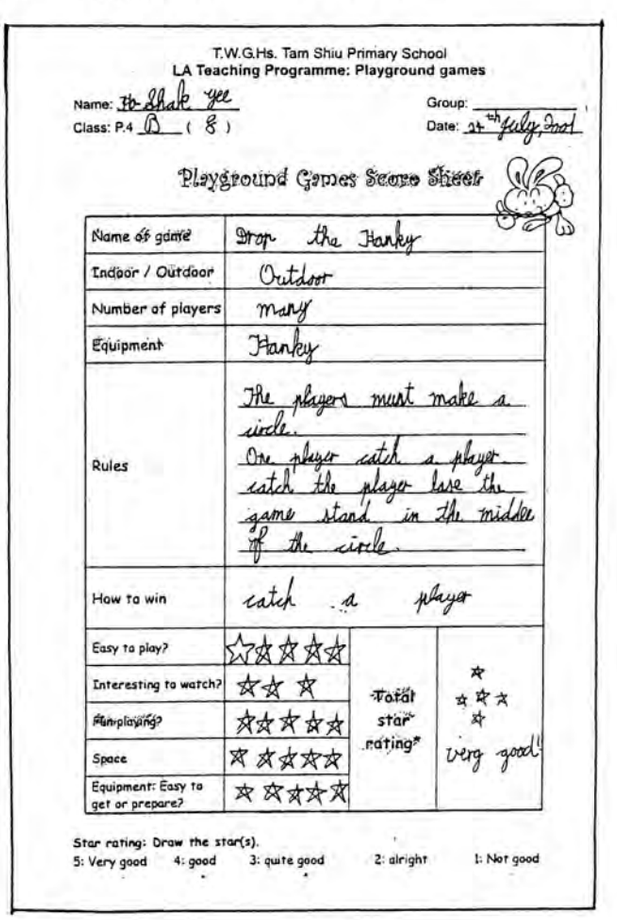
Further language practice

13. Ask pp to describe their favourite game, based on their evaluation of it with the "Playground Game Score Sheet" and richer ideas from browsing the websites. Brainstorm what they would like to include in their descriptions. PP begin to write their descriptions and complete it at home (because of a lack of lesson time).

The manual "Visiting websites on playground games"

1. Log on.
2. Type http://www.pioneer.cwc.net/playgroundpals.htm
3. Scroll down. Go to **Games Collection Online**. You can see many websites below the title.
4. Click at 'TAKE ME THERE'. Go to **Llanddulas Ysgol** http://www.llanddulas.conwy.sch.uk/Games/Directory
5. Enlarge the window for **Playground Games Directory**.
6. Click at one of the games in the list, e.g. **Fishes**. Other choices include **Cat & Mouse** and **Donkey**.
7. You can see the **Playground Games Score Sheet** for the game.
8. Click at the arrow 'one page backward' at the top left corner of the tool bar. Return to the **Playground Games Directory**. Click to view another game.
9. Close the window.
10. Click at 'TAKE ME THERE'. Go to **Elanora Heights** http://www.zip.com.au/~elanora/playtime.htm.
11. Enlarge the window for **Playtime at Elanora Heights**.
12. Scroll down. You can read about the games of the Australian school and the photos.
13. Scroll up. Go to the list of games at the top of the page.
14. Click at one of the games in the list, e.g. **Clapping Game**. Other good choices include **Playing Schools** and **Lizards**.
15. You can see another page. Read the funny lyrics for the game.
16. (If time allows) Click at the arrow 'one page backward'. Click to view another game.
17. Close the window. Log off.

A sample of completed AS9 Playground Games Score Sheet



T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: To Shak Yee
Class: P.4 B (8)
Group: _____
Date: 2nd July, 2nd

Playground Games Score Sheet

Name of game	Drop the Hanky		
Indoor / Outdoor	Outdoor		
Number of players	many		
Equipment	Hanky		
Rules	The player must make a circle. One player catch a player. catch the player lose the game stand in the middle of the circle.		
How to win	catch a player		
Easy to play?	☆☆☆☆☆	Total star rating*	☆ ☆☆☆ ☆ very good!
Interesting to watch?	☆☆ ☆		
Fun playing?	☆☆☆☆☆		
Space	☆ ☆☆☆☆		
Equipment: Easy to get or prepare?	☆ ☆☆☆☆		

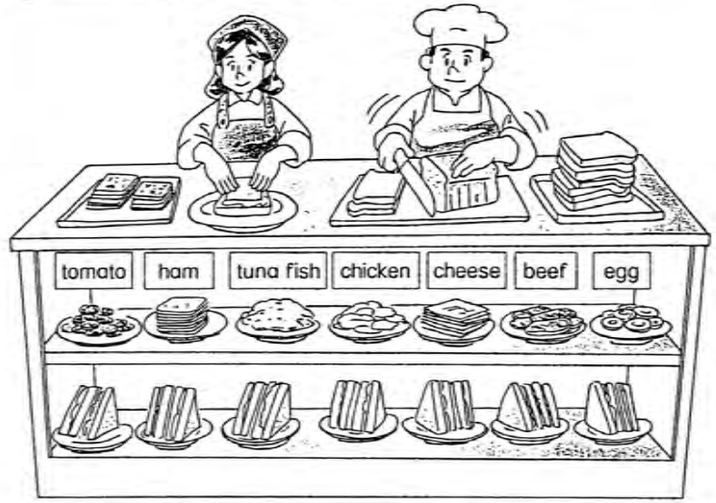
Star rating: Draw the star(s).
5: Very good 4: good 3: quite good 2: alright 1: Not good

Appendix E: Samples of Coursebook Materials

For Module One: Extracted from the Coursebook *New Welcome to English (2nd Edition) Book 4A* Unit 7 Making Food

7 Making food

A Mr and Mrs Chung are making sandwiches. What can you see in the picture? What sandwiches are there?



I can see Mrs Chung. She is putting ham on top of some bread.
I can see some slices of chicken. There are some chicken sandwiches.

1 
a ham sandwich

2 
Language note
Note the pronunciation /t/ /θ/ /s/.
a thin slice of tomato

3 
a thick slice of cheese

4 
a cook

5 
cutting some bread

6 
on top of

B John and Jack work in a restaurant. The head cook is telling the boss about their work. What is he saying?

* The answers are given on tape.



1


John is careful.
He works carefully.


Jack is careless.
He works carelessly.

2


John is quiet.
He works quietly.


Language note
Remind pupils to change y to i/s.
Jack is noisy.
He works noisily.

3


quick

Suggested answers
John is quick. He works quickly.
Jack is slow. He works slowly.


slow

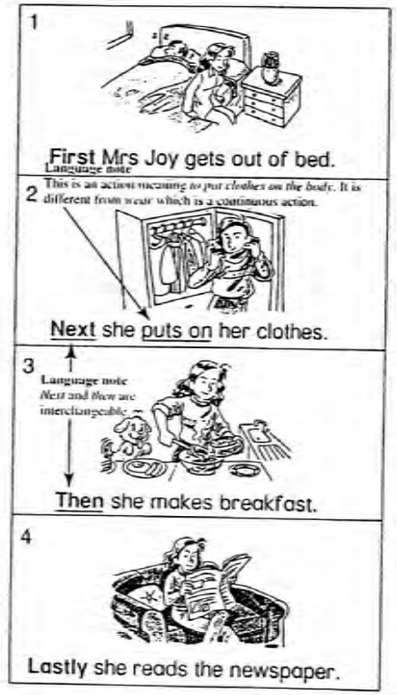
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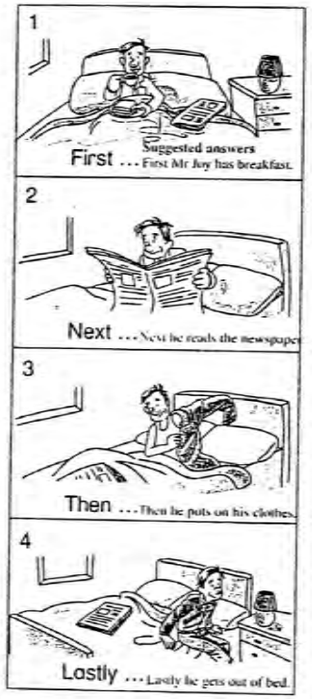

John is unhappy. He works unhappily.
Jack is happy. He works happily.
unhappy


happy

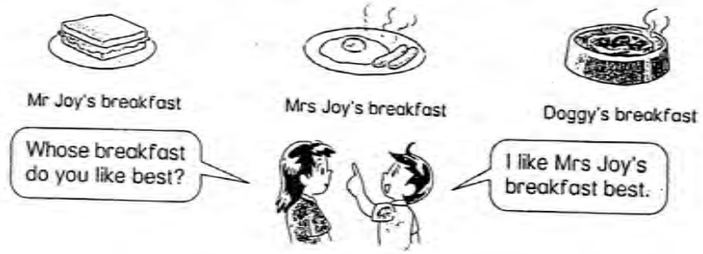
Appendix E: Samples of Coursebook Materials

C **Talk about Mr and Mrs Joy. What do they do in the morning?**





D **Whose breakfast do you like best? Ask your friend.**



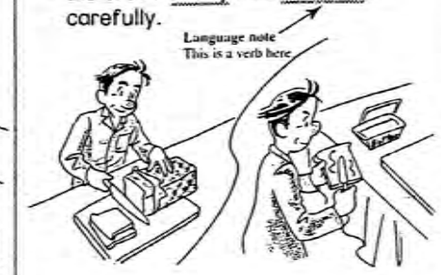
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E **Reading**

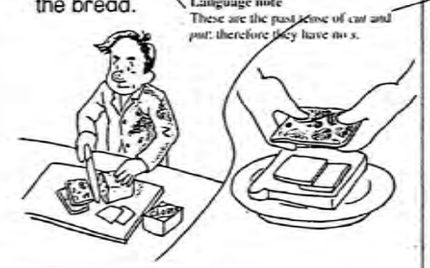
1 Mr Joy woke up in the middle of the night. He felt hungry. He went to the kitchen.



2 First he got some bread. He cut the bread thickly and buttered it carefully.



3 Next he cut some thick slices of ham and cheese. He put them on top of the bread.



4 Then he put another slice of bread on top. He put some sausages and some potato chips on top ...



5 Mr Joy was tired. He did not finish his sandwich. He fell asleep.



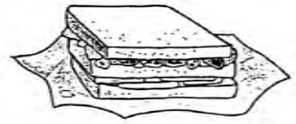
6 Mrs Joy woke up in the morning. She went into the kitchen. She saw the sandwich.



F **Answer the questions. Give short answers.**

1 Mr Joy woke up in the middle of the night. How did he feel? Hungry.
2 What did Mr Joy put in the sandwich? Some ham, cheese, sausages and potato chips.
3 Who ate the sandwich? Mrs Joy.
4 Which is the best title for the story? Tick.

☑ (a) Mr Joy's sandwich ☐ (b) In the middle of the night ☐ (c) Asleep in the kitchen





Skills Time

Language note
This is for recognition only. It is pronounced /'resɪpɪ/ or /'resəpɪ/.

Writing a recipe



First write a list of food. Then write the steps. Fill in the missing words.

* The answers are given on tape.

Quick Pizza

Food:
- a tomato
- a slice of bread
- a slice of ham
- two slices of cheese

Steps: Language note
When writing the steps of a process, we use chronological order which is indicated by either *1, 2, 3,* etc. or *A, B, C,* etc.

1 First take a slice of ___bread___.
2 Next cut a ___tomato___ thinly. Put it on top of the bread.
3 Then put a slice of ___ham___ on top of the tomato.
Put the ___cheese___ on top of the ham.
4 Lastly cook the pizza.

41

G **The head cook is telling John and Jack how to make a cream cake. Act the head cook.**

* The answers are given on tape.



1 cake / careful



First cut the cake carefully.

2 cream / in the middle of the cake



Put the cream in the middle of the cake.

3 mango / thick



Next cut ... the mango thickly.

Suggested answers

4 mango / on top of the cream



Then put ... the mango on top of the cream.

5 chocolate / thin



Then cut ... the chocolate thinly.

6 chocolate / on top of the cake



Lastly put ... the chocolate on top of the cake.

Well done, John.

Oh dear, Jack.



Appendix F1:

List of Activity Sheets for Module One: Baking Bread and Making Sandwiches

Activity Sheet (AS)	Tasks / Activities	Remarks
AS 1	My favourite bread: *Interviewing peers on their preferences for bread; collecting names of bread*	Completed by the whole class as either classwork or homework
AS 2	Baking my own bread: *Identifying ingredients of bread; writing steps of baking bread*	
AS 3	Looking at the bread around the world: *A spelling quiz on names of bread*	
AS 4	Baking my own bread; *Labelling ingredients of bread and utensils*	
AS 5	Writing instructions for baking bread (1): *Drafting the recipe for Mexican buns*	
AS 4I7a	Writing recipes: *Sequencing steps of making sandwiches*	
AS 10	Looking at the bread around the world: *Labelling varieties of bread*	
AS 6	Writing instructions for baking bread (2): *Revising the first draft of the recipe after talk on language use*	
AS 8	Writing recipes: A recipe for Mexican buns *(Language focus: Verbs)*	For class discussion
AS 9	Writing recipes: A recipe for quick pizza *(Language focus: Content words, connectives, verbs)*	
------	Writing recipes for homemade sandwiches	Completed on a group basis. Six out of seven groups submitted their work.

Appendix F2:

List of Activity Sheets for Module Two: Foreign Language Taster

Activity Sheet (AS)	Tasks / Activities	Remarks
AS 4 & AS 5	Let's learn Japanese: Writing Hiragana (1) and (2) *Writing Hiragana characters*	Homework
AS 6	Where does Hiragana come from? *Identifying Chinese origins of Hiragana characters*	
AS 7	Let's learn Japanese: Writing Hiragana *Writing Hiragana characters with little guidance given*	Not completed because of lack of time
AS 8	Let's learn Japanese: Introducing oneself *Writing simple Japanese expressions*	
AS 9	Let's learn Japanese: Counting *Recognizing number words*	Homework
--------	The New Year: *Designing the Japanese New Year greeting card*	Classwork and homework
AS 10	The New Year: Japanese vs Chinese *Getting to know "kimono"*	Homework
AS 11	The New Year: Japanese vs Chinese *Getting to know "oshogatsu"*	In-class communicative activity
--------	My favourite food: *Drawing and writing about favourite food and drinks*	Classwork
AS 12 & AS 13	My favourite food: Bingo 1 & 2 *Recognizing loanwords in food names*	
AS 14	My favourite food: I like … *Interviewing peers on preferences for food*	In-class communicative activity
AS 15	My favourite food: I like … *Role-playing as waiters and customers in a restaurant*	

Appendix F3: List of Activity Sheets for Module Three: Playground Games

Activity Sheet (AS)	Tasks / Activities	Remarks
AS 1	My favourite playground game: *Recording and choosing favourite games*	Completed by the whole class
AS 2	My favourite playground game: *Language focus: action verbs*	
AS 3	My favourite playground game: *Writing about favourite playground game*	
AS 4	Writing instructions for favourite games	Not completed due to lack of time
AS 5	Learning actions for playing games: *Bingo games: Let's Bingo 1& 2*	Word games: Completed by the class of 20
AS 6	Learning actions for playing games: *Bingo games: Let's Bingo 3 and More Bingo!*	Not completed due to lack of time
AS 7	Let's play playground games: *Interviewing peers on their preferences for games*	Classwork / for class discussion; Completed by the class of 20
AS 8	Let's play playground games; *Recording details of games after playing them*	
AS Instructions 1	What are instructions like? *Reviewing peers' writings and talking about language use*	
AS Instructions 2	What are instructions like? *(Language focus: Action verbs and layout of instructions)*	For class discussion
AS Instructions 3 & 4	What are instructions like? *Comparing simplified games instructions with authentic ones*	
AS 9	Playground Games Score Sheet *Evaluating playground games in other places*	Completed by the class of 18 (2 pupils absent)
AS Instructions 7 (First & second drafts)	Let's create our own playground games! *Writing instructions for created games*	Completed on a group basis. Four out of five groups submitted work.
AS 11	Talking about playing playground games *Writing descriptions about favourite games*	Eleven writings submitted

Appendix G1: Sample of AS for Module One: My Favourite Bread

LA Teaching Programme
Theme 1: Baking bread and making sandwiches

Name: _____
Clsss: P.4_____ ( ) Date:_____

Task 1 My favourite bread

A. What is your favourite kind of bread? How about your friends?
Ask and write.

Mary: What kind of bread do you like?

Dicky: I like _____ best. How about you?

Mary: I like _____ best.

Let's speak!



Names	Favourite kinds of bread
Miss Lam	*Coconut bun and barbecued pork bun*

B. What kinds of bread can you find in the shops? Write their names.

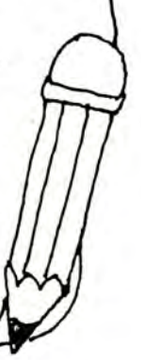
1. White bread 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____



Appendix G2 (A): Sample of AS for Module Two: The New Year

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Foreign Language Taster

Name: _____

Class: P.4 _____ ( ) Date: _____

The New Year: Japanese vs Chinese 日本和中國新年



kimono きもの

A. *The Japanese girl is in her kimono. Does she look good? Do you know the name of her clothing? Write the Japanese words in the space.*

kimono きもの
zori ぞり



_____ _____

_____ _____

B. *What do you look like in your new clothes for the Chinese New Year? Draw and label what you wear.*

Appendix G2 (B): Sample of AS for Module Two: The New Year

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Foreign Language Taster

Name: _____

Class: P.4 _____ ( ) Date: _____

The New Year: Japanese vs Chinese 日本和中國新年



oshogatsu おしょがつ



Check it out!

What do you do at the Chinese New Year?
How do Japanese celebrate the New Year?

		Do you and your family...	Do you think Japanese...	Do Japanese...
Before the New Year 在新年前夕				
1.	clean the flat / house 大掃除？			
2.	cook a lot of festive food? 煮很多賀年食品？			
3.	go to the flower market? 逛花市？			
4.	eat noodles on New Year's Eve? 吃麵？			
5.	ring a big bell on New Year's Eve? 在除夕夜敲鐘？			
6.	send or receive New Year's cards? 送出或收到賀年咭？			
7.	decorate the flat with something good? 用象徵吉祥的東西佈置家居？			
During the New Year 在新年期間				
8.	visit temples or shrines? 到廟宇？			
9.	wear new clothes? 穿新衣？			
10.	get red packets? 收紅封包？			
11.	see lion dances and dragon dances? 看舞獅和舞龍表演？			
12.	light fire-crackers and see fireworks? 燒炮仗和觀賞煙花？			

Appendix G2 (C): Sample of AS for Module Two: Favourite Food

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Foreign Language Taster

名前: _____

____年____組 ( )　　日付: _____

My favourite food 我喜愛的食物



(わたし / ぼく)_____ か好きです.

I like ... 我喜愛.....

A. *Read the menu of 4B Restaurant. Choose the food and drinks you like.*
讀 *4B Restaurant* 的菜單，選擇你喜歡的食物和飲品。

B. *What do you say in a restaurant?*
Work in groups of four. One of you will be the waiter / waitress, and the others the customers. Speak.
你在餐廳說甚麼？四人一組，一人扮演侍應，另外三人扮演顧客，試著說。

W: Waiter / Waitress 侍應　　C: Customer 顧客



W: イニユーマ渡セ.
Ira ssyaimase.
歡迎光臨。
Welocme.



C: Mm..., mm...
(不知道選甚麼)

W: どんな 食 物 がすきですか?
Donna tabemono gasuki desuka?
你喜歡甚麼食物?
What kinds of food do you like?

C: _____ 好きです.
_____ gasuki desu.
我喜歡.....
like ____(name of food)____.

W: _____.ですね?
_____, desune?
_____, 對嗎?
____(name of food), is it right?

C: ない.ども.
Nai. Domo.
是。謝謝。
Yes. Thank you.

Appendix G3 (A):

Sample of AS for Module Three: My favorite playground game

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Playground games

Name: _____ Group: _____

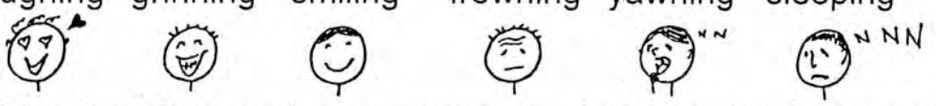
Class: P.4 _____ ( ) Date: _____

My favourite playground game



I. Names of 4B's favourite games
Here are the favourite games of P.4B.

1. Can you create their English names? Write.
2. How well do you like them? Draw faces to show your preference:
laughing grinning smiling frowning yawning sleeping



3. Write the playground games you have played, or you have seen other children play, in the empty boxes. Again draw faces to show how well you like them.

	Names of games (in Chinese)	Names of games (in English)	How well you like the games
1.	狐狸先生幾多點?		
2.	Bed, Bed, Bed, Call 白車		
3.	零入		
4.	耍盲雞		
5.	1, 2, 3, 紅綠燈		
6.	跳飛機		
7.	恐龍大戰哥斯拉		
8.			
9			
10.			

Appendix G3 (B1):

Sample of AS for Module Three: Let's play playground Games

T.W.G.Hs. Tam Shiu Primary School

LA Teaching Programme: Playground games

Name: _____ Group: _____

Class: P.4 _____ ( ) Date: _____



Let's play playground games!

What do you and your friends think of the games?

Write what you think. Then interview your friends and jot down what they think.

	ASK:	I	Friend:	Friend:	Friend:
1	How do you feel now? *tired / hungry / thirsty / sweaty / sticky* *happy / excited / bored*				
2	Do you like playing the games? *Yes, very much. / Yes. / Quite. / No.*				
3	Which game do you like best?				
4	Why do you like the game? *exciting / funny / boring / easy to play*				
5	What do you like about the game(s)? *I like running / chasing friends / winning the game / playing with friends ...*				
6	Do you want to play the games again? *Yes. / No.*				

Appendix G3 (B2):

Sample of Completed AS: Let's play playground games

T.W.G.Hs. Tam Shiu Primary School

LA Teaching Programme: Playground games

Name: Ling Shuk Kwan Group: _____

Class: P.4 B (15) Date: 7th July, 2001



Let's play playground games!

What do you and your friends think of the games?

Write what you think. Then interview your friends and jot down what they think.

	ASK:	I	Friend: Apple	Friend: Alice	Friend: Wanny
1	**How do you feel now?** *tired / hungry / thirsty / sweaty / sticky happy / excited / bored*	happy	happy	happy	happy
2	**Do you like playing the games?** *Yes, very much. / Yes. / Quite. / No.*	yes, very much.	yes, very much	yes, very much	yes, very much
3	**Which game do you like best?**	Jumping the Beanbag	The snake	Drop the Hanky	The snake
4	**Why do you like the game?** *exciting / funny / boring / easy to play*	exciting	exciting	funny	funny
5	**What do you like about the game(s)?** *I like running / chasing friends / winning the game / playing with friends ...*	I like play with my friend.	playing with friends and chasing friends	She likes running	playing with friend
6	**Do you want to play the games again?** *Yes. / No.*	Yes.	yes.	yes.	yes

Appendix G3 (C1):

Sample of AS for Module Three: What are instructions like?

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: _____

Class: P.4 _____ ( ) Date: _____

What are instructions like?



A. Read your friends' instructions for playing games.

1. What do you think about the instructions? Write one of the answers:
   Yes. ✓ Quite. ✓✗ No. ✗ Not sure. ?

		Friend 1:	Friend 2:	Friend 3:	Friend 4:
1	Can you understand the instruction for the game? 你能明白這遊戲的指示嗎？				
2	Does the instruction include most of the information? 這指示的內容是否充足?				
3	Is the language generally correct? 用語大致上正確嗎？				

2. Whose instruction is the best? _____
3. Why is it the best? _____

B. Write down what you think before discussion:

1. What are clear instructions for playing games like?
   清楚的遊戲指示是怎樣的？

   _____

2. What items can you find in instructions for playing games?
   在遊戲指示中有哪些項目？

   _____

3. Where can we find instructions in our daily life?
   在日常生活中，我們可在哪些地方找到指示？

   _____

Appendix G3 (C2):
Sample of Completed AS: What are instructions like?

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: Wu Man Him
Class: P.4 B (25) Date: 20th July, 2001



What are instructions like?

A. Read your friends' instructions for playing games.

1. What do you think about the instructions? Write one of the answers:
   Yes. ✓ Quite. ✓ No. x Not sure. ?

		Friend 1: Sally	Friend 2: Ken	Friend 3: Apple	Friend 4: Tom
1	Can you understand the instruction for the game? 你能明白這遊戲的指示嗎？	✓	?	x	✓
2	Does the instruction include most of the information? 這指示的內容是否充足?	✓	✓	✓	✓
3	Is the language generally correct? 用語大致上正確嗎？	✓	✓	✓	✓

2. Whose instruction is the best? Sally's instruction is the best.
3. Why is it the best? Because the instruction is very good.

B. Write down what you think before discussion:

1. What are clear instructions for playing games like?

   清楚的遊戲指示是怎樣的？

   清楚的遊戲指示應該要知道它的玩法、人數、人要站到那位置和做甚麼才能配合得到這個遊戲。

2. What items can you find in instructions for playing games?

   在遊戲指示中有哪些項目？

   有遊戲的名稱、人數、玩法、做甚麼.....

3. Where can we find instructions in our daily life?

   在日常生活中，我們可在哪些地方找到指示？

   即食麵的包裝袋、煮食的食譜.....

Appendix H1 (A1): Pre-test on Vocabulary Acquisition for Module One

LA Teaching Programme

Baking bread and making sandwiches

Pre-test on Vocabulary

School: T.W.G.Hs. Tam Shiu Primary School

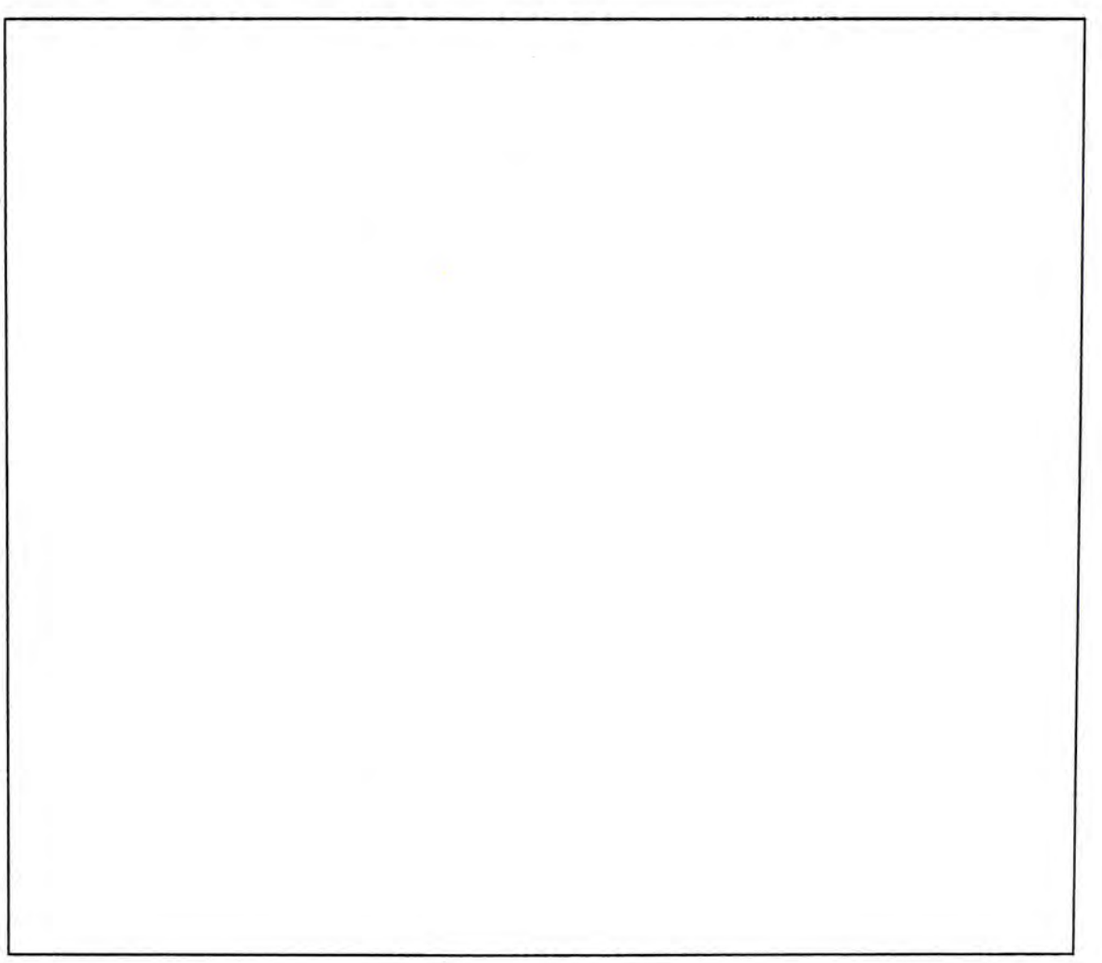
Name: _____

Class: P.4_____ ( ) Date: _____

What do you know about baking bread and making sandwiches? Can you think of any English words about baking bread and making sandwiches? Write the words in the box below.

你對焗麵飽和做三文治知道甚麼?你能否想到任何與焗麵飽和做三文治有關的英文字詞？試把這些字詞寫在下面的空位。

Time allowed: 15 minutes 時限：十五分鐘



Appendix H1 (A2): Post-test on Vocabulary Acquisition for Module One

LA Teaching Programme

Baking bread and making sandwiches

Post-test on Vocabulary

School: T.W.G.Hs. Tam Shiu Primary School

Name: _____

Class: P.4_____ ( ) Date: _____

What do you know about baking bread and making sandwiches? Can you think of any English words about baking bread and making sandwiches? Write the words in the box below.

你對焗麵飽和做三文治知道甚麼?你能否想到任何與焗麵飽和做三文治有關的英文字詞？試把這些字詞寫在下面的空位。

Time allowed: 15 minutes 時限：十五分鐘

Appendix H2 (A1): Pre-test on Vocabulary Acquisition for Module Three

LA Teaching Programme

Playground games

Pre-test on Vocabulary

School: T.W.G.Hs. Tam Shiu Primary School

Name: _____ Date: _____

Class: P. 4 _____ ( )

What do you know about playground games?

Can you think of any words or phrases about them – the names of the games, what you do, the things you need, etc. Write the words and phrases ***in English***.

Time allowed: 15 minutes

Appendix H2 (A2): Post-test on Vocabulary Acquisition for Module Three

LA Teaching Programme

Playground games

Post-test on Vocabulary

School: T.W.G.Hs. Tam Shiu Primary School

Name: _____ Date: _____

Class: P. 4 _____ ( )

What do you know about playground games?

Can you think of any words or phrases about them – the names of the games, what you do, the things you need, etc. Write the words and phrases **in English**.

You can write either on the lines or in the space below.

Time allowed: 15 minutes

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____
13. _____	14. _____
15. _____	16. _____
17. _____	18. _____
19. _____	20. _____

Appendix I1 (A1):

Writing AS for Module One: Writing instructions for baking bread (1)

LA Teaching Programme

Theme 1: Baking bread and making sandwiches

Name: _____

Class: P.4_____ ( ) Date:_____

Task 4 Writing instructions for making bread (1)

Do you remember how to make Mexican buns?
Draw the buns. Write the recipe to let more people know how to make the buns.

Mexican buns

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____



mix *cut* *knead* *roll* *put* *bake*

Appendix I1 (A2):
Writing AS for Module One: Writing instructions for baking bread (2)

LA Teaching Programme
Theme 1: Baking bread and making sandwiches

Name: _____
Class: P.4_____ ( ) Date:_____

Task 4 Writing instructions for making bread (2)

What is your recipe for Mexican buns like? Are you happy with your first draft?
Draw the buns. Write the recipe again. Make people understand it better.

Mexican buns

_____

_____

_____

_____

_____

_____

_____

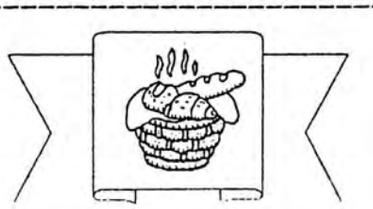
_____

_____

_____

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_____



Appendix I1 (B1):
Sample of Completed AS: Writing instructions for baking bread (1)

LA Teaching Programme
Theme 1: Baking bread and making sandwiches

Name: Pang Chi Ha
Class: P.4 B (20)

Date: 14th December, 2000

Task 4 Writing instructions for making bread (1)

Do you remember how to make Mexican buns?
Draw the buns. Write the recipe to let more people know how to make the buns.

Mexican buns

1. First mix the dough
2. Next cut the dough.
3. Next knead the dough.
4. Then roll the dough.
5. Then put the dream on top of dough.
6. Lastly bake the dough in an oven.

material:

eggs, sugar, milk, water, yeast (dough)? cream, butter, (intensive)?



mix cut knead roll put bake

Appendix I1 (B2):

Sample of Completed AS: Writing instructions for baking bread (2)

LA Teaching Programme

Theme 1: Baking bread and making sandwiches

Name: Peng Chi Wa

Class: P.4 (20) Date: 20th December 20xx

Task 4 Writing instructions for making bread (2)

What is your recipe for Mexican buns like? Are you happy with your first draft?

Draw the buns. Write the recipe again. Make people understand it better.



Mexican buns steps:

First mix the (dough)[x] sugar, wather, yeast.

After that cut the dough.

Next roll the dough.

Then butter the cream on top of the dough.

Lastly bake three minutes (handy)[ready?] OK.

Utensils: Ingredients:

knife, spoon, mixer, flours, milk, sugar, tray, bowls (dough)[flour?], cream, yeast, wather, butter, (cornsdlepowder)[?], eggs

Appendix I2 (A1):

Writing AS for Module Three: My favourite playground game

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Playground games

Name: _____

Class: P.4 _____ ( ) Date: _____

My favourite playground game

A. Miss Lam is talking about her favourite playground game. Do you know what it is?

I like _____ best.
It is exciting.
I am often 'the chicken'. Sometimes I am 'the mother' or 'the eagle'.
I can run and shout loudly.
I can see my friends running and shouting too.

B. **Write** about what you do when you are playing your favourite playground game. Use these sentences to help you. You can give more IDEAS! You can also **draw** what you and your friends do when playing the game.

I like _____ best.
It is _____.
I can_____.
I can see / hear my friends _____.

My favourite game is _____

_____

_____

_____

_____



How do you like the game?



Appendix I2 (A2):
Writing AS for Module Three: Talking about playing playground games

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: _____ Group: _____

Class: P.4 _____ ( ) Date: _____

Talking about playing playground games!



Children from other countries write about their favourite games.
Read what they say.



Texts downloaded from Children's Folk Games Project* My Favourite Game
http://www.geocities.com/Athens/Styx/6504favourite.html



My favourite game is hide-and-seek. Many children can play it. One child must shut his eyes and count to ten or fifty. Children go to hide. The child who counted goes to search for them. When he finds one of them, they change places and another child counts.
Olga Kholodova, 5th grade, School 130, Novosibirsk, Russia



My favourite game is Freddie. Many people can play this game. In theis game someone must frighten other people and it is very nice. When I'm playing this game, I'm scared. It is like the film "Nightmares on Elm Street".

Моя любимая игра - это Фредди. Мне нравится эта игра. В этой игре могут играть много людей. Кто-то должен пугать других детей, и это очень здорово. Когда я играю в эту игру, мне страшно. Она как фильм "Кошмар на улице Вязов".

Nina Maria Averkina, 5th grade, School 130, Novosibirsk, Russia

What is your favourite game like? How do you feel when playing the game? Write about it.

Appendix I2 (B1):

Sample of Completed AS: My favourite playground game

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme
Playground games

Name: Yip Sin Wa

Class: P.4 B (27) Date: 9th May 2001

My favourite playground game

A. Miss Lam is talking about her favourite playground game. Do you know what it is?

I like the old eagle best.
It is exciting.
I am often 'the chicken'. Sometimes I am 'the mother' or 'the eagle'.
I can run and shout loudly.
I can see my friends running and shouting too.

B. **Write** about what you do when you are playing your favourite playground game. Use these sentences to help you. You can give more IDEAS! You can also **draw** what you and your friends do when playing the game.

I like red, green best.
It is happy, hight.
I can run, walk, caught.
I can see / hear my friends run and walk.

My favourite game is red, green hight.
It is happy.
I can run, walk, catch.
I can see my friend run and walk.



How do you like the game?



Appendix I2 (B2):

Sample of Completed AS: Talking about playing playground games

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: Sally Yip Group: _____

Class: P.4 B (27) Date: 26th July, 2001



Talking about playing playground games!

Children from other countries write about their favourite games.
Read what they say.



Texts downloaded from Children's Folk Games Project* My Favourite Game
http://www.geocities.com/Athens/Styx/6504favourite.html



My favourite game is hide-and-seek. Many children can play it. One child must shut his eyes and count to ten or fifty. Children go to hide. The child who counted goes to search for them. When he finds one of them, they change places and another child counts.
Olga Kholodova, 5th grade, School 130, Novosibirsk, Russia



My favourite game is Freddie. Many people can play this game. In theis game someone must frighten other people and it is very nice. When I'm playing this game, I'm scared. It is like the film "Nightmares on Elm Street".

Моя любимая игра - это Фредди. Мне нравится эта игра. В этой игре могут играть много людей. Кто-то должен пугать других детей, и это очень здорово. Когда я играю в эту игру, мне страшно. Она как фильм "Кошмар на улице Вязов".

Nina Maria Averkina, 5th grade, School 130, Novosibirsk, Russia

What is your favourite game like? How do you feel when playing the game? Write about it.

My favourite game is jumping the Beanbag. Many children can play it. The children first make a circle. One player stand in the middle of the circle and swings the Beanbag. When many children jump over the Beanbag, ~~Ch~~ When ... ? ~~can~~ win, I'm excited...

Appendix I2 (C1):

Writing AS for Module Three: Let's create our playground games

T.W.G.Hs. Tam Shiu Primary School
LA Teaching Programme: Playground games

Name: _____ Group: _____

Class: P.4 _____ ( ) Date: _____

Let's create our own playground games!

Write the instructions for your favourite playground game.

_____

Players: _____

Indoor/Outdoor: _____

Equipment: _____



How to play:

_____

_____

_____

_____

_____

_____

_____

How to win:

_____

_____

_____

Appendix I2 (C2): Sample of Pupils' Instructions for Created Games

Drafted instructions for the playground game created by Group 3

Big windy brow

Players: many
Indoor / Outdoor: Both
Equipment: chairs
How to play:

Many players must sit down, but the chairs must make the circle. One player must in the middle of the circle. Then (e.g.) talk have a tie people must go out. Have a tie people must go out and find a chair and sit down quickly.

How to win:

The players find a chair and sit down, but the players must first sit down and at the lastly is first sit down. The player is win.

Revised instructions* for the playground game created by Group 3

Big wind blows

Players: many
Indoor / Outdoor: Both
Equipment: chairs
How to play:

1. All players must sit down, The chairs must make a circle.
2. One player must stand in the middle of the circle.
3. Then the player in the middle shouts 'Big wind blows. Blow the people with ties.'
4. The people with ties must go out and find chairs and sit down quickly.
5. The players find chairs and sit down. The players in the middle finds a chair and sits down.
6. A player can't find a chair. He / She loses.

*The revised instructions may still contain language errors.

Appendix I2 (C2) (Continued)

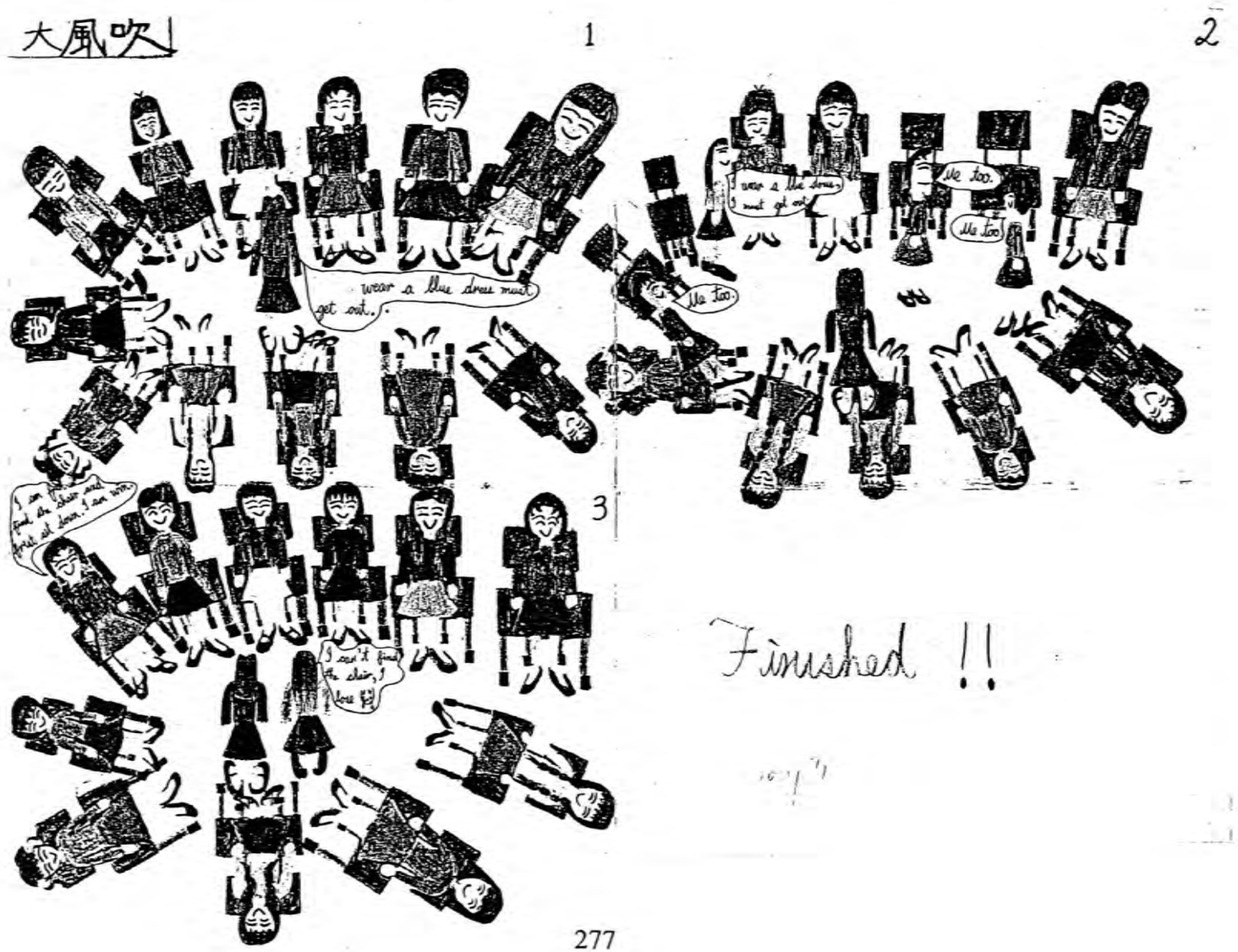
Details of Group 3's discussion on their drafted instructions

Date: July 27, 2001
Pupils: Alice Ho, Apple Wu, Mary Kee (Group 3)
Game created: Big wind blows
Remark: No audio-recording (machine missing)

1. The pupils preferred stating rules as points to stating them in paragraphs.
2. They found a key element missing when proof-reading their instructions. They had omitted the condition that the number of chairs must be lower than that of players so that players have to compete for chairs. They added step five and six accordingly.
3. The pupils found it odd to say "*Have a tie people must go out*", yet they did not know how to express the meaning. The teacher reminded them of a textbook unit on describing people's appearance ("The woman in a red dress is Aunt Betty"). They came to the phrase "*People with ties / in dresses...*" and replaced the wrong construction with the correct expression.
4. They preferred using "*shout*" to "*say*".
5. They agreed on adding the phrase "*Big wind blows, blow the people with / in...*" to every command of the leading player as they found the phrase catchy and close to the Chinese version of the game.

Appendix I2 (C2) (Continued)

Illustrations of the game "Big Wind Blows" by Group 3



Appendix J1 (A): JFL Oral Assessment

LA Teaching Programme
Foreign Language Taster
Oral Assessment

Name: _____ Score: _____ / 20

Class: P.4 _____ ( ) Date: _____

All answers must be in Japanese.
必須以日語作答。

A. Read out the numbers from one to ten. 10 marks

讀出數字一至十。共 10 分

B. Give correct responses or answers to **five** of the greetings or questions below. 10 marks @2 marks

給下列五個問題或說話適當的答案或回應。共 10 分，每題佔 2 分

1.	こんにちは。	Hello.	1. _____
2.	おけんきですか?	How are you?	2. _____
3.	お名前えはなあか?	What is your name?	3. _____
4.	どこから来ましたく?	Where are you from?	4. _____
5.	向歲ですか?	How old are you?	5. _____
6.	おはよう ございます。	Good morning.	6. _____
	こんにちは。	Good afternoon.	
7.	あけましておめでとうござい	Happy New Year.	7. _____
8.	どんな食物がすきですか?	What kind(s) of food do you like?	8. _____
9.	(Giving the pupil a present, having him / her say 'Thank you.'		9. _____
10.	さようなら。	Goodbye.	10. _____

End of the paper

Appendix J1 (B): JFL Oral Assessment: Marking Scheme

A. Marking scheme

Marks	Performance	
Section A		
	Fluency	**Accuracy**
0	No attempts in answering	
1-3	Not fluent, with a lot of / frequent hesitations	Not accurate, with a lot of mispronunciations
4-7	Quite fluent, with occasional hesitations	Quite accurate, with occasional mispronunciations
8-10	Fluent, with few / no hesitations	Accurate, with few no mispronunciations
Section B		
0	No attempts in answering / incorrect or insensible answers	
1	Partly correct / sensible answers; quite accurate and fluent	
2	Correct / sensible answers; accurate and fluent	

B. Answers to Section B

1. Hello.
   Konni chiwa.
   こんにちは.
2. I'm fine.
   Genki desu.
   げんきです.
3. My name's ...
   Bokuwa / Watashiwa __(name)__.
   ぼくは / わたしは_____.
4. I'm from Hong Kong.
   Bokuwa / Watashiwa honkon kala kimashita.
   ぼくは / わたしはほんこんからきました.
5. I'm nine years old.
   Bokuwa / Watashiwa kyusai desu.
   ぼくは / わたしはきゅうさいです.

   I'm ten years old.
   Bokuwa / Watashiwa jusai desu.
   ぼくは / わたしはじゅうさいです.
6. Good morning.
   Ohayo gozaimasu.
   おはよう ございます.

   Good afternoon.
   Konni chiwa.
   こんにちは.
7. Happy New Year.
   Akemashite omedetoo gozaimasu.
   あけまして おめでとう ございます.
8. I like ...
   _____ gasuki desu.
   _____ が好きです.
9. Thank you.
   Arigato. / Domo arigato gozaimasu.
   ありがとう. / どうも ありがとう ございます.
10. Goodbye.
    Sayonara.
    さようなら.

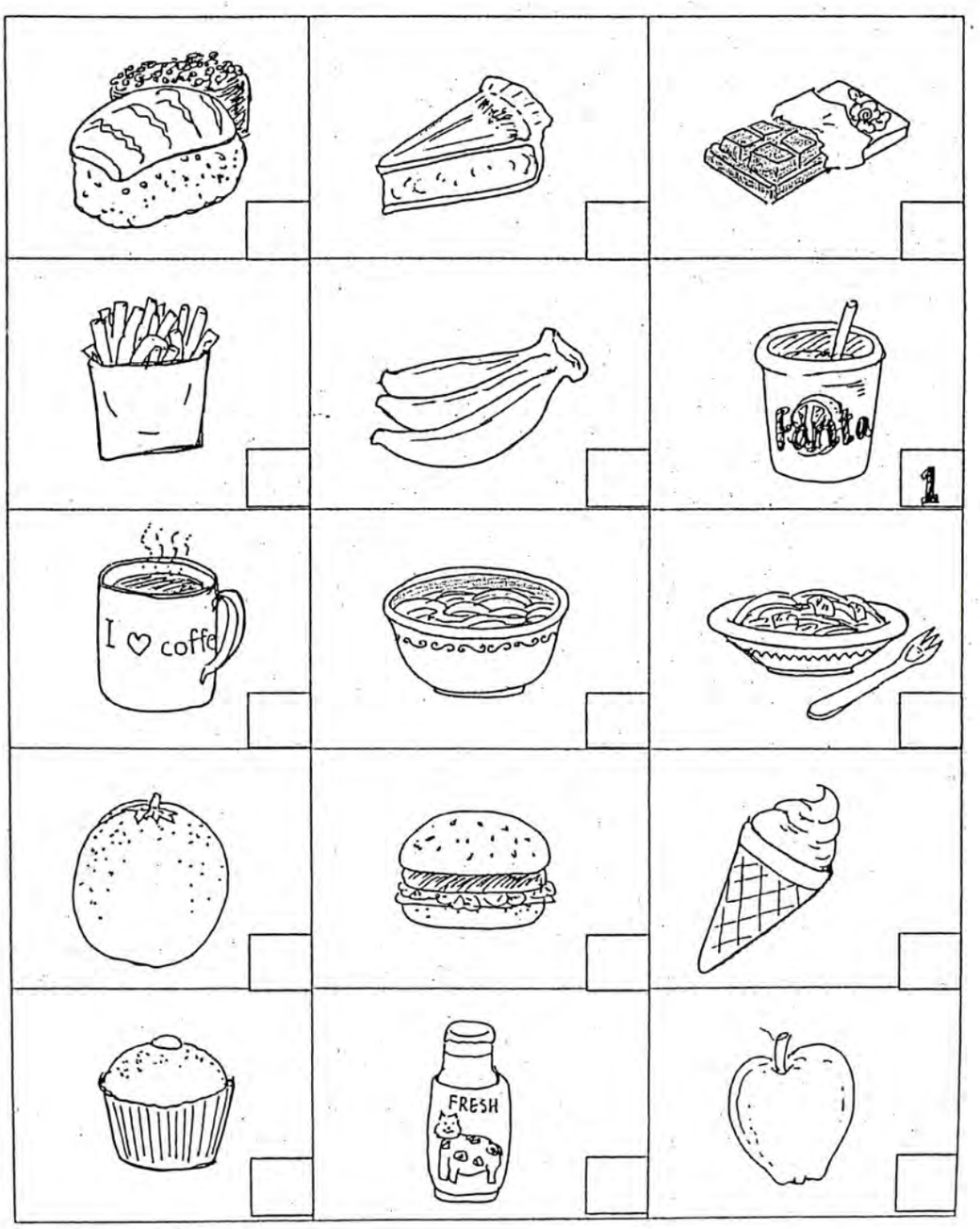
Appendix J2 (A): JFL Listening Assessment

LA Teaching Programme
Foreign Language Taster
Listening Assessment

Name: _____ Score: _____ / 10

Class: P.4 _____ ( ) Date: _____

What kinds of food does the teacher like?
Listen to the teacher. Write the numbers 1-11 in the correct box. The first one is an example. 10 marks @1 mark
老師愛吃甚麼?
聆聽她的話，在方格內填上數字 1 至 11。第一題是例子。共 10 分，每題佔 1 分



End of the paper

Appendix J2 (B): JFL Listening Assessment: Script

A. Script (in English)

I like...

Fanta (Example)

1. bananas.
2. hamburgers.
3. chocolate.
4. cake.
5. ice cream.
6. apples.
7. coffee.
8. udon.
9. spaghetti.
10. sushi.

Script (in Japanese)

_____ が好きです.

ファタ (Example)

1. バナナ.
2. ハンバーガー.
3. チョコレート.
4. ケーキ.
5. アイス クリーム.
6. りんご.
7. コーヒー.
8. うどん.
9. スパゲテイ.
10. すし.

B. Administration

1. The assessment is administrated in group, i.e. all subjects attend the assessment at the same time.
2. Oral instruction is given in Cantonese by the teacher-researcher before the assessment.
3. The script is read aloud by the native Japanese teacher twice.
4. Before listening, pupils are allowed one minute to read the assessment paper. After listening, they are allowed two minutes to check their answers.

Appendix J3: JFL Reading and Writing Assessment

LA Teaching Programme
Foreign Language Taster
Reading and Writing Assessment

Name: _____ Score: _____ / 30

Class: P.4 _____ ( ) Date: _____

A. Origins of Hiragana 10 marks @1 mark
平假名的語源。共 10 分，每題佔 1 分

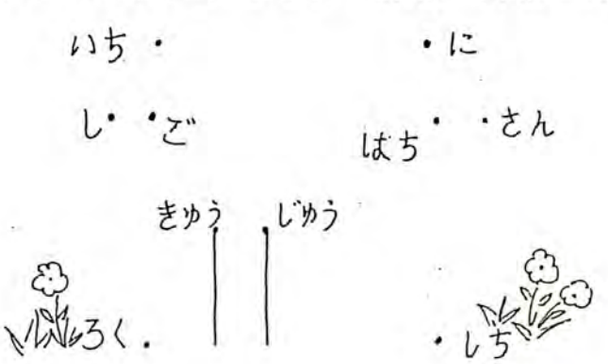
(1) Match the Hiragana characters with the Chinese characters from which they have been derived. Write the letters.
把下列平假名與它們的語源配起來，填寫英文字母。

1. め	( )	a. 以	e. 安
2. に	( )	b. 仁	f. 奈
3. い	( )	c. 寸	g. 波
4. は	( )	d. 太	h. 女
5. す	( )		

(2) Match the Chinese characters with the Hiragana characters which have been simplified from them. Write the letters.
把下列漢字與從它們演變而來的平假名配起來，填寫英文字母。

1. 毛	( )	a. け	e. も
2. 計	( )	b. や	f. ぬ
3. 美	( )	c. か	g. の
4. 加	( )	d. む	h. み
5. 奴	( )		

B. Join the numbered dots to form a picture. 10 marks @1 mark
連線：把圓點按數字次序連起來，構成一圖案。共 10 分，每題佔 1 分

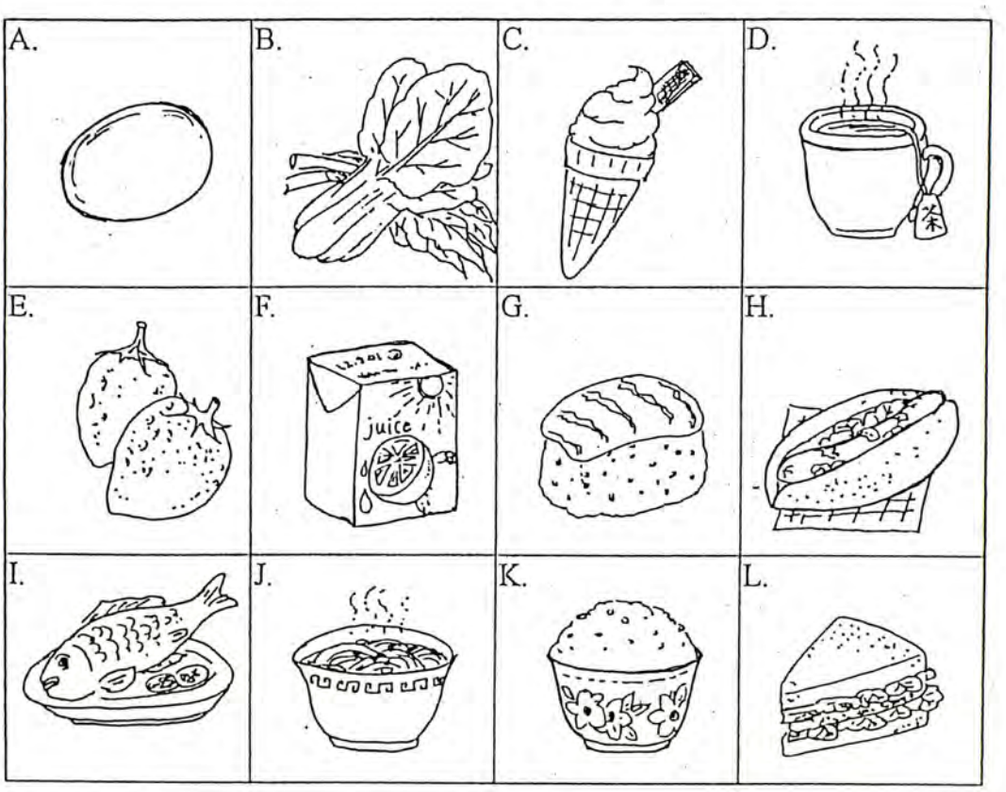


Appendix J3: JFL Reading and Writing Assessment (Continued)

C. Match the words and pictures. Write the letters. 10 marks @1 mark
配對:把圖畫與字詞配起來，填寫英文字母。共 10 分，每題佔 1 分

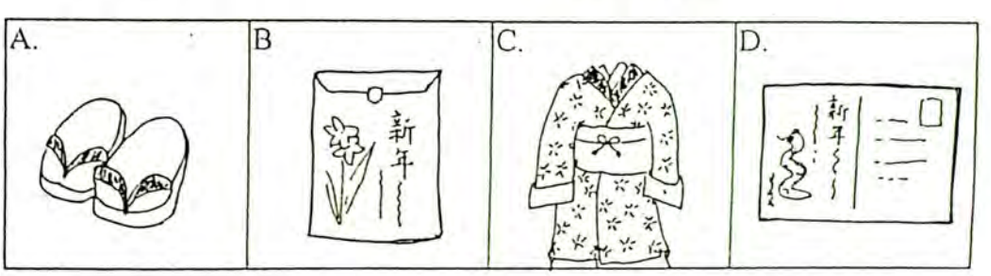
(1) Food 食物

1. サンドイッチ ( )
   san do it chi
2. やさい ( )
   ya sai
3. たまご ( )
   ta ma go
4. すし ( )
   su shi
5. ホットドッグ ( )
   ho to tu do tu go
6. メン ( )
   men
7. チャ ( )
   cha
8. さかな ( )
   sa ka na



(2) The New Year 新年

1. きもの ( )
   ki mo no
2. おとしだま ( )
   o to shi da ma



Appendix K1: Course Satisfaction Questionnaire for the EFL Modules

LA Teaching Programme

Baking bread and making sandwiches / Playground games

Course Satisfaction Questionnaire

Name: _____ Teacher:_____

Class: P. 4 _____ ( ) Date: _____

Satisfaction Scale

Circle the number in each question to show how you feel about the course.

在各題中圈出適當的數字，以代表你對這課程的看法。

1. Do you like the English lessons*?
   你喜歡這些英文堂*嗎?

1	2	3	4	5
very much 十分喜歡	quite a bit 相當喜歡	all right 一般	not much 不太喜歡	not at all 不喜歡

2. How much do you think you have learned from the lessons?
   你覺得你從這些英文堂學到多少?

1	2	3	4	5
a lot 很多	quite a lot 幾多	a fair amount 一般	not much 不太多	nothing 沒有甚麼

3. Do you always do your best in the English lessons?
   你時常在這些英文堂做到最好嗎?

1	2	3	4	5
always 總是	often 時常	sometimes 有時	seldom 很少	never 從不

4. Do you like the way the lessons are taught?
   你喜歡老師的教學方法嗎?

1	2	3	4	5
very much 十分喜歡	quite a bit 相當喜歡	all right 一般	not much 不太喜歡	not at all 不喜歡

5. Do you find the English lessons interesting?
你覺得這些英文堂有趣嗎?

1	2	3	4	5
very much	quite a bit	all right	not much	not at all
十分有趣	相當有趣	一般	相當沉悶	很沉悶

6. Do you find yourself active in the English lessons?
你覺得自己在這些英文堂中投入主動嗎?

1	2	3	4	5
always	often	sometimes	seldom	never
總是	時常	有時	很少	從不

7. Do you like learning English (and Chinese) more after having the lessons?
完成這些英文堂後，你現在更喜歡學英文 (和中文) 嗎?

1	2	3	4	5
very much	quite	fairly	not too	not at all
很喜歡	幾喜歡	一般	不太喜歡	沒有甚麼

8. Do you want to have these English lessons again?
你想再上這些英文堂嗎?

1	2	3	4	5
very much	quite	fairly	not too	not at all
很想	幾想	一般	不太想	不想

Notes:
* The lessons' refers to the LA-based English lessons.
**The questionnaire is adapted from A Course Satisfaction Questionnaire (Tuckman, 1999:257).

The End 完

Appendix K2: Learner's Course Review for the EFL Modules

LA Teaching Programme
Baking bread and making sandwiches / Playground games

Learner's Course Review

Name: _____ Teacher: _____

Class: P. 4 _____ ( ) Date: _____

Learning new words and expressions

1. What new words and expressions have you learnt in this course?

   你在這課程學了哪些生詞和語句？

   _____

   _____

2. Which of these new words and expressions do you understand?

   Which of them can you use?

   你明白哪些生詞和語句的意思？你懂得運用哪些生詞和語句？

   _____

   _____

3. Which of these new words and expressions do you feel unsure about?

   哪些生詞和語句的意思和用法是你不肯定的呢?

   _____

   _____

4. What can you say / do now that you couldn't say / do before?

   完成這課程後，你能說 / 做甚麼，是你以前說 / 做不到的？

   _____

   _____

Learning about language

1. What have you learnt about English that you didn't know before this course?

   你在這課程學了哪些和英語有關的知識？

   _____

2. Have you found some relation between Chinese and English?

   想想你所學的。你發現英語和中文有哪些關係(相似或不同的地方)嗎？

   _____

   _____

Activities

1. What learning activities have you done in this course?

   在這課程你參加了哪些學習活動？

   _____

2. Which activity do you like? Why?

   你喜歡哪個活動?爲什麼？

   _____

3. Which activity do you dislike? Why?

   你不喜歡哪個活動？爲什麼？

   _____

The End 完

Appendix L1: JFL Pre-course Questionnaire

LA Teaching Programme
Foreign Language Taster

Name: _____ , Group: _____

Class: P.4 _____ ( ) Date: _____

Pre-course Questionnaire

A. Impression for Japan
對日本的印象

1. What do you think about Japan?
日本使你想起甚麼?

_____

2. What do you like about Japan?
你喜歡日本的哪些人和事物?

_____

3. What do you want to know about Japan?
你想知道哪些有關日本的事物?

_____

B. Attitude towards learning Japanese and language learning
對日語及語言學習的態度

1. Are you looking forward to learning Japanese?*
你渴望學習日語嗎?

_____

1.1 Why do you like learning Japanese?*
為甚麼你喜歡學習日語?*
(Tick the suitable one(s).在適當的方格內加✓。)

- ☐ (1) Japanese is commonly found in TV programmes, films, TV and computer games, cartoons and comics.
日語常見於電視節目、電影、電視及電腦遊戲、卡通和漫畫中。
- ☐ (2) It is interesting to understand and communicate with Japanese.
明白日本人，與他們溝通是有趣的。
- ☐ (3) It is useful to be able to speak and understand other languages.
能說/明白其他語言是有用的。
- ☐ (4) Japanese is funny.
日語是有趣的。
- ☐ (5) Japanese is like Chinese.
日語與中文相似。
- ☐ (6) Others (Please specify.)
其他（ 請說明。）

_____

1.2 Why don't you like learning Japanese?*
為甚麼你不喜歡學習日語?

---

2. Do you think it easy or difficult to learn Japanese? Why?*
你認為學日語是容易還是困難的?為甚麼?

---

* Some questions were adapted from the post-course questionnaire in the study by Ollerenshaw, J. L. 1994. Learning Hindi as a taster language: a study of pupils' change in attitudes.

Appendix L2 : JFL Post-course Questionnaire

LA Teaching Programme
Foreign Language Taster

Name: _____ Group: _____

Class: P.4 _____ ( ) Date: _____

Post-course Questionnaire

1. How did you enjoy learning Japanese in this course?*
   你喜歡在這課程學習日語嗎?

1	2	3	4	5
Very much. 喜歡相當	Quite. 喜歡	Alright. 一般	Not much. 不太喜歡	Not at all. 不喜歡

For the multiple choice questions below, you can circle more than one choice.
在下列選擇題目，每題可圈多於一項。

Answer either Question 1.1 or 1.2.
選擇題目 1.1 或 1.2 作答。

1.1 Why did you enjoy the course?*
為甚麼你喜歡這課程?

(1) Easy 容易
(2) Useful 有用
(3) Interesting 有趣
(4) Japanese is like Chinese. 日語與中文相似。
(5) Others 其他:_____

1.2 Why didn't you enjoy the course?*
為甚麼你不喜歡這課程?

(1) Difficult 困難
(2) Useless 沒有用
(3) Boring 沉悶
(4) Japanese is too similar to Chinese. 日語與中文太相似。
(5) Others 其他:_____

2. How did you find learning Japanese?
   你認為學習日語怎樣?

1	2	3	4	5
Easy. 容易	Quite easy. 相當容易	Alright. 一般	Quite difficult. 相當困難	Difficult. 困難

2.1 What did you find difficult?
甚麼使你覺得困難?

2.2 What did you find easy?
甚麼使你覺得容易?

---

3. What did you like / dislike doing?
你喜歡/不喜歡做甚麼?

3.1 What did you enjoy doing?
你喜歡做甚麼?

---

(1)	speaking	說話
(2)	writing Japanese characters	寫日語字詞
(3)	reading new words	讀日語字詞
(4)	guessing games	猜字遊戲
(5)	matching games	配字遊戲
(6)	comparing Japanese with Chinese and English	比較日語 中文和英文
(7)	getting to know the Japanese teacher	認識日籍老師
(8)	others (Please specify.) :	其他:

3.2 What didn't you like doing?
你不喜歡做甚麼?

---

(1)	speaking	說話
(2)	writing Japanese characters	寫日語字詞
(3)	reading new words	讀日語字詞
(4)	guessing games	猜字遊戲
(5)	matching games	配字遊戲
(6)	comparing Japanese with Chinese and English	比較日語 中文和英文
(7)	getting to know the Japanese teacher	認識日籍老師
(8)	others (Please specify.) :	其他:

4. Do you want to keep learning on Japanese?
你想繼續學日語嗎?

---

* Some questions were adapted from the post-course questionnaire in the study by Ollerenshaw, J. L. 1994. Learning Hindi as a taster language: a study of pupils' change in attitudes.

Appendix M1: The JFL Learner's Journal

LA Teaching Programme
Foreign Language Taster
Learner's journal
(completed at the end of the course).

Name: _____

Class: P.4 _____ ( ) Date: _____

What do you think of the Japanese course?
What has impressed you? What do you like about it? Is there anything that you don't like?
Write about it freely.

你覺得這日文課程怎樣?
哪些事情給你深刻的印象?在日文課中,你喜歡甚麼?有甚麼是你不喜歡的嗎?
請把你的感想寫下。

_____

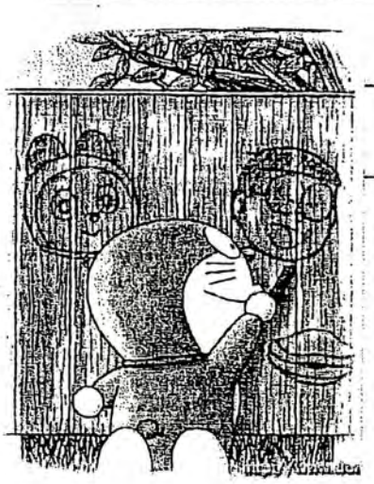
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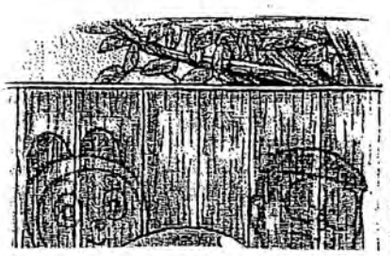
我不喜歡上日課時，我的同學常常吵架。

我喜歡~~~~上日課。

我覺得上原怜老師她很漂亮，和很~~好~~善良。

我第一次看見日本人，我希望她會再來香港教我們日文語言。我的印象就是老師叫我的時候，我害怕。

爸爸還說：會和我一起~~去~~到日本玩耍。



其實我知道我們4B者B是很嘈，請她原諒我們。

我很喜歡讀漢堡包的日本。 By Susanna LING

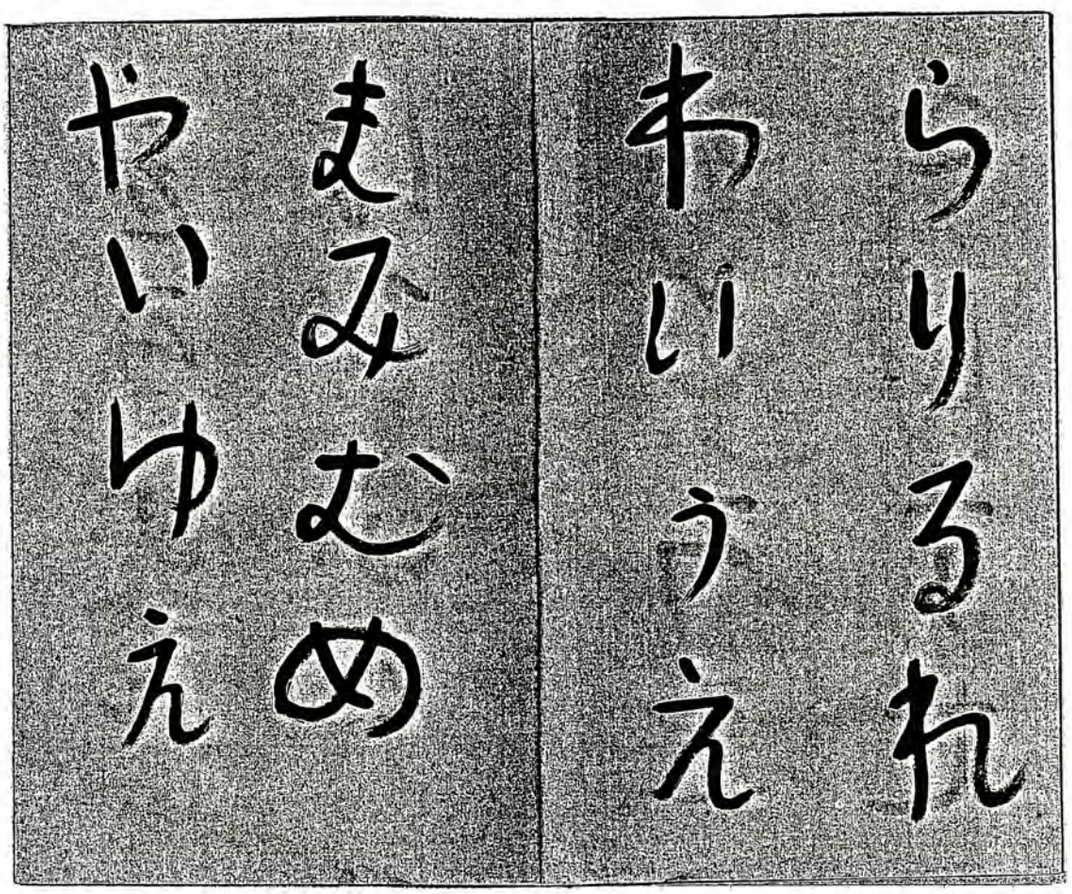
因為我學會了日語，就可以去日本旅行，或學會多一種語言。第一課是我最喜歡，因為我班熱地拍掌歡迎上原怜，非常熱鬧，令到我很高興。

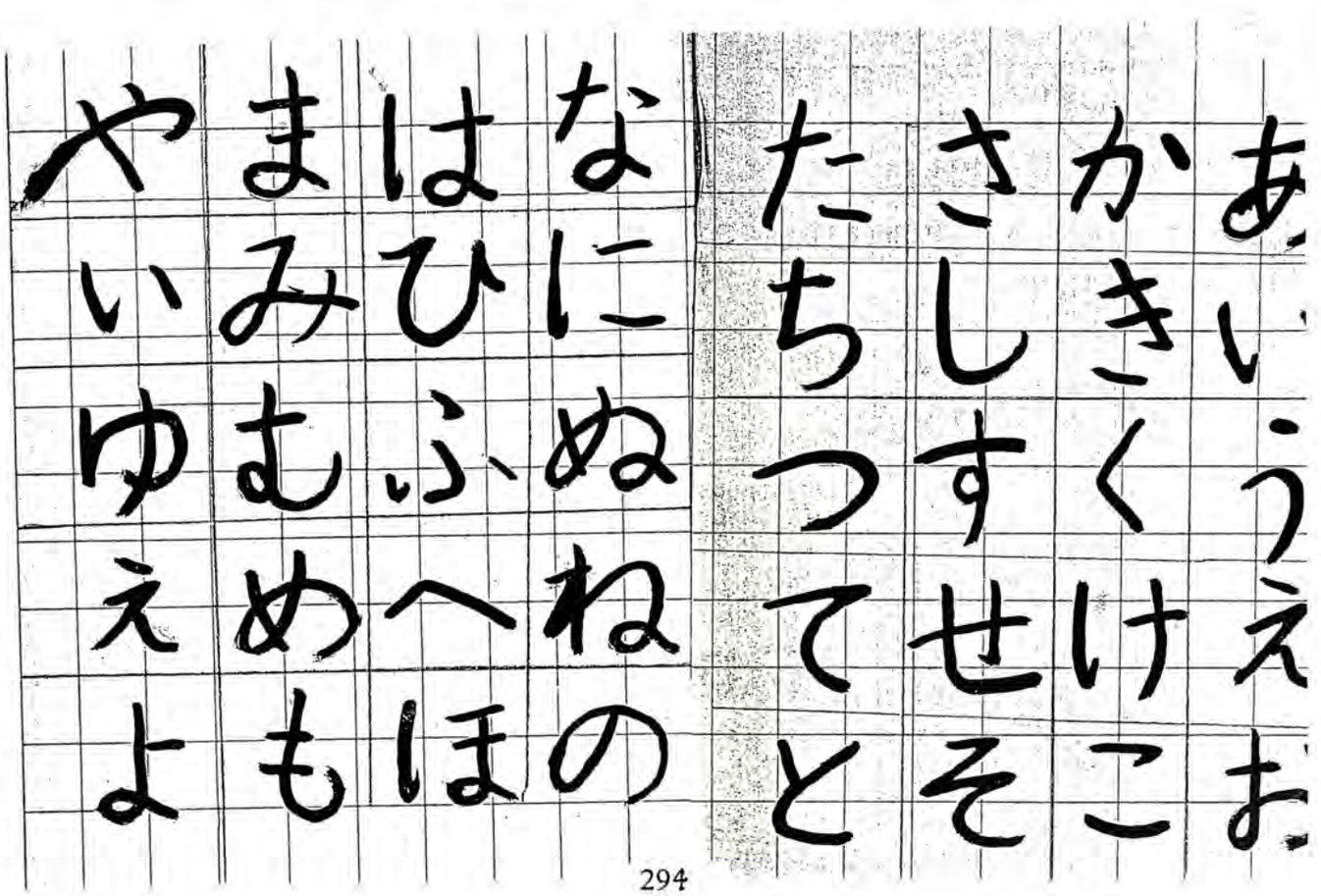


By Tony YU

Appendix N1:
Samples of Pupils' Work for the JFL Module: Calligraphy

Extra work done by some pupils out of their own interests

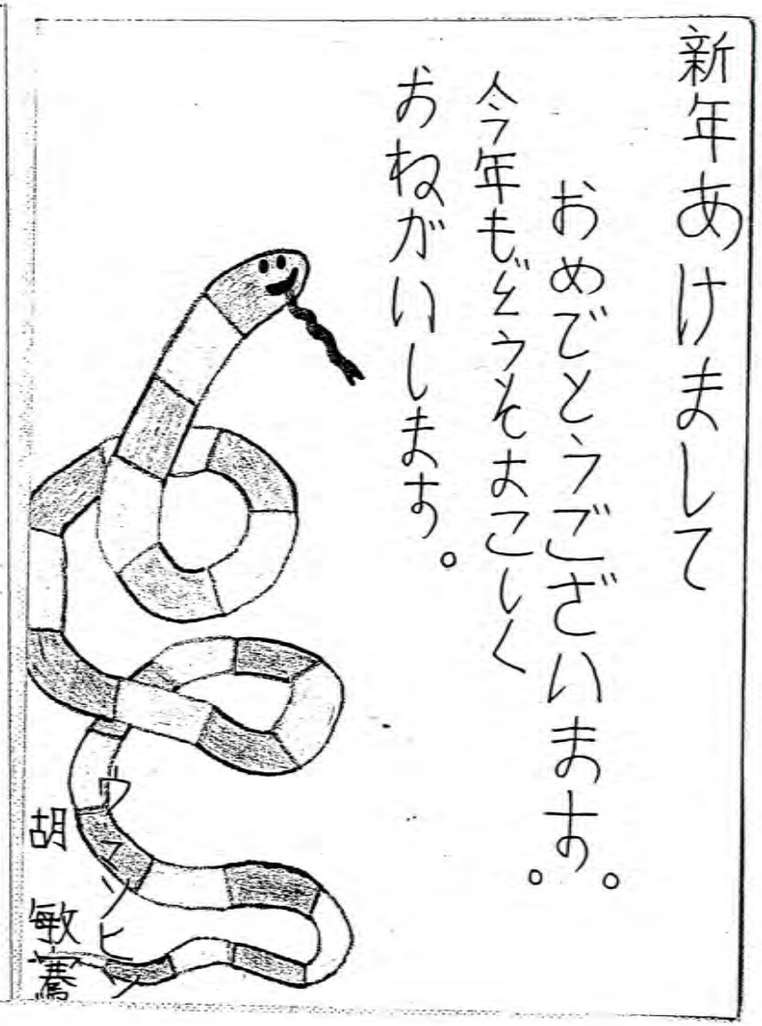




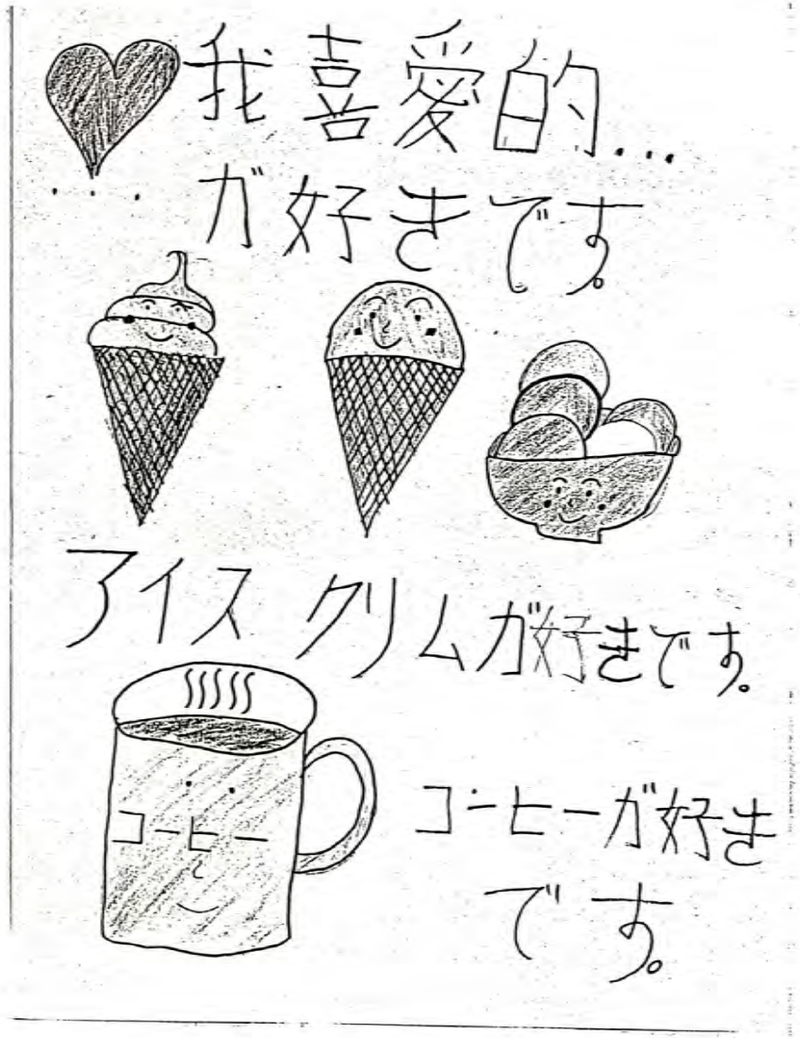
Appendix N2: Samples of Pupils' Work for the JFL Module: New Year Greeting Card







Appendix N3: Samples of Pupils' Work for the JFL Module: My Favourite Food





Appendix O1: Categorization of Words and Expressions of Module One

Module One: Baking Bread and Making Sandwiches

Categorization of the words and expressions produced by the subjects in the Pre-test and Post-test on Vocabulary Acquisition

Relevance / Semantic domains	**RT** Thematically relevant target words / expressions	**RN** Thematically relevant non-target words / expressions
Foods for making bread and sandwiches	**Bread** Butter (n.) / (brown / white) bread / egg / flour / sugar / water / yeast / dough **Sandwiches** beef / cheese / chicken / chocolate / cream / ham / mushroom / sausage / tomato / tuna fish	apple / banana / cake / chips / fish / fruit / jam / meat / milk / mango / orange / pork / potato / strawberry / sweets / vegetables
Methods of cooking	butter(v.) / mix / knead / cut / roll (v.) / bake / peel	take / put / cook / make
Utensils and equipment	mixer / oven / spoon / tray	bowl / cup / fork / dish
Manners of cooking	(cut) thinly / (cut) thickly / careful(-ly) / careless(-ly) / happy; happily / noisy; noisily / quiet(-ly) / quick(-ly) / slow(-ly) / unhappy; unhappily	
Varieties of bread	bagel / baguette / bun / country bread / croissant / *doughnut* / hamburger / hot dog / pizza / pretzel / roll (n.)	
Miscellaneous	a thin / thick slice (of bread) a loaf (of bread) on top of / in the middle of first / next / then / lastly	cook (n.) / *smell good* / *taste nice* / *recipe* / step / ingredient / utensil / amount

Notes
The words 'bread' and 'sandwiches' are excluded from the data because of their presence in the theme 'Baking bread and making sandwiches'.

Appendix O2: Categorization of Words and Expressions of Module Three

Module Three: Playground Games

Categorization of the words and expressions produced by the subjects in the Pre-test and Post-test on Vocabulary Acquisition

Relevance / Semantic domains	**RT** Thematically relevant target words / expressions	**RN** Thematically relevant non-target words / expressions	**IN²** Intermediate forms (Chinese and English combined)
Actions in games	skip / hop / tiptoe / kneel / crouch face / wink / turn (round) hide / seek / find touch / tap / tip / hit / fight chase / pass / throw / toss / catch swing / tie (the beanbag) / drop (the hanky) / clap (hands) pause / start / stop / begin / win / lose / count / choose	run / walk / sit (down) / stand / jump say / speak / talk / shout look / see / think / feel smile / wink / laugh / cry / sing / joke open (eyes) / close (eyes)	
Feelings and body conditions	happy / unhappy / sad boring / funny / easy (to play) / exciting hungry / *thirsty* / tired / sweaty / *sticky* /hot		
Instructions	Line up. / Stretch (arms). / Join hands. Make a circle. / Spread out. Come in / into groups of (four). *Come in / into pairs.* Stand in the middle of the circle. Stand in a / one line / in two lines	Let's go / play. Change places. Catch a player.	

People, places and equipment	player / winner / loser / group / *pair* chair / wall / line / beanbag / rope / hanky hall / park / indoor / outdoor	king (from the game *The king with the slave*) / eagle / mother hen / snake / mouse (mice) computer / see saw / cards / balloon foot (feet) / hand / finger	
Names of playground games	Black and white Catch your tail Drop the hanky *Hopscotch* Hide-and-seek Jumping the beanbag The mother hen and the old eagle *The Snake* Teacher says Third man out	Jumping the plane Close eyes, catch people. *Bed, bed, bed, call the ambulance.* Bed, bed, bed, call white car. Big wind blows Goldfish man Mr Fox, what time it is? 1,2,3 red green light Zero In Stick to the wall Sandwich Digimon	Catch 迷藏 Red (and) green 燈 Ma 鷹 catch (small) chicken Wu like Miss 幾多 o'clock Stand 線 / Ride 線 Teacher 言 Throw 豆袋 Ho boy grandpa / Ho boy pa / Ho 仔 pa 小皮 ball Jump 飛機 零 in / zcro 入
Leisure Activities		(play) TV games / (play) computer games / Gameboy / water gun / Pokemon (game) / football / table tennis / basketball / play Chinese game / English game / ride the bicycle	
Miscellaneous		fast / slow / hurry frighten / reverse	

Notes:
1. The words 'play', 'playground' and 'games' are excluded from the data because of their presence in the theme 'Playground games'.
3. The instances of IN are mainly local games the names of which are invented by the subjects.

Appendix P1: Mean Numbers of Words and Expressions in Pre-test and Post-test of Module One

Module One: Baking Bread and Making Sandwiches
Numbers of Words / Expressions in Pre-test and Post-test (N=31)

	Categories of words and expressions					
	RT		RN		Total(RT+RN)	
Student	PreT	PostT	PreT	PostT	PreT	PostT
S1	2	9	2	5	4	14
S2	0	4	1	1	1	5
S3	2	4	2	1	4	5
S4	2	6	2	2	4	8
S5	2	2	1	0	3	2
S6	6	12	3	1	9	13
S7	4	17	4	3	8	20
S8	2	15	5	7	7	22
S9	1	17	2	4	3	21
S10	2	10	4	3	6	13
S11	2	11	0	0	2	11
S12	5	12	5	8	10	20
S13	5	8	2	2	7	10
S14	3	9	0	3	3	12
S15	4	12	4	5	8	17
S16	4	8	1	2	5	10
S17	4	14	2	5	6	19
S18	5	23	5	7	10	30
S19	2	11	4	5	6	16
S20	8	19	7	7	15	26
S21	4	15	4	4	8	19
S22	4	15	5	4	9	19
S23	8	19	2	6	10	25
S24	4	12	4	1	8	13
S25	6	11	6	4	12	15
S26	5	13	5	6	10	19
S27	6	18	4	6	10	24
S28	2	11	3	3	5	14
S29	2	11	4	5	6	16
S30	2	10	3	7	5	17
S31	1	11	0	6	1	17
Mean	**3.52**	**11.90**	**3.10**	**3.97**	**6.61**	**15.87**

Appendix P2: Mean Numbers of Words and Expressions in Pre-test and Post-test of Module Three

Module Three: Playground games
Numbers of Words / Expressions in Pre-test and Post-test (N=18)

	Categories of words and expressions					
	RT		RN		Total(RT+RN)	
Student	PreT	PostT	PreT	PostT	PreT	PostT
S1	0	3	7	8	7	11
S2	0	15	5	10	5	25
S3	1	14	1	3	2	17
S4	1	30	3	10	4	40
S5	0	9	5	6	5	15
S6	2	7	7	6	9	13
S7	2	17	7	12	9	29
S8	1	13	2	8	3	21
S9	1	24	8	6	9	30
S10	1	21	2	11	3	32
S11	0	11	2	9	2	20
S12	0	10	3	12	3	22
S13	1	13	1	3	2	16
S14	1	17	7	3	8	20
S15	0	15	4	5	4	20
S16	0	13	4	4	4	17
S17	0	10	5	8	5	18
S18	1	9	5	9	6	18
Mean	**1**	**14**	**4**	**7**	**5**	**21**

Appendix Q1: Paired Samples T-tests on Subjects' Performance in Pre-test Post-test of Module One

Pair	Paired Samples	Paired Differences				df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	t		
1	Pre RTRN – Post RTRN	-9.26	4.97	.89	-10.379	30	.000
2	Pre RT – Post RT	-8.39	3.94	.71	-11.857	30	.000
3	Pre RN – Post RN	-.87	2.03	.36	-2.390	30	.023

Appendix Q2: Paired Samples T-tests on Subjects' Performance in Pre-test Post-test of Module Three

Pair	Paired Samples	Paired Differences				df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	t		
1	Pre RTRN – Post RTRN	-16.33	7.75	1.83	-8.946	17	.000
2	Pre RT – Post RT	-13.28	6.20	1.46	-9.085	17	.000
3	Pre RN – Post RN	-3.06	3.72	.88	-3.487	17	.003

Appendix R1 (A1): Raw Scores of Recipes - First Draft

Module One: Baking Bread and Making Sandwiches
Evaluation of writings: AS 5 Writing the instructions for baking bread (1) (N=17)

	Content			Language				Layout			Remarks
Criteria	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	
Student											
S1	3	3	3	3	3	2	3	3	2	2	
S6	3	2	3	2	2	2	3	1	1	1	
S7	2	2	3	2	2	2	3	3	1	2	
S9	3	3	3	3	3	2	3	3	1	2	With broken phrases only
S12	3	3	2	2	3	3	3	3	2	2	Direct translation of a recipe
S13	2	2	2	2	2	1	3	1	2	2	
S15	1	2	3	2	2	2	3	3	1	2	
S16	1	2	3	2	1	1	2	3	1	2	
S17	3	3	3	3	3	2	3	1	1	2	
S18	2	2	3	3	2	3	3	3	1	2	
S20	2	2	3	2	2	1	3	2	1	2	
S21	3	3	2	2	2	1	3	3	1	2	
S23	3	3	3	3	3	3	3	2	1	1	Poor contents
S25	3	3	2	2	3	2	3	3	1	2	
S26	2	2	2	2	2	2	2	1	1	1	
S27	3	3	3	3	3	3	3	3	1	2	With broken phrases only
S31	3	3	3	3	3	3	3	3	1	2	With broken phrases only
Mean Score	**2.4706**	**2.5294**	**2.7059**	**2.4118**	**2.4118**	**2.0588**	**2.8824**	**2.4118**	**1.1765**	**1.8235**	

* Criteria 3.2 and 3.3 are assessed at a two-point scale.

Appendix R1 (A2): Raw Scores of Recipes - Second Draft

Module One: Baking Bread and Making Sandwiches
Evaluation of writings: AS 6 Writing the instructions for baking bread (2) (N=17)

	Content			Language				Layout			Remarks
Criteria	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	
Student											
S1	3	3	2	2	2	1	3	3	1	2	
S6	2	2	3	2	2	2	3	1	1	1	
S7	1	1	2	1	1	1	3	3	1	1	
S9	3	3	3	3	3	1	3	2	1	2	Poor content
S12	2	2	3	2	2	2	2	3	1	1	
S13	1	2	2	1	2	1	3	1	1	1	
S15	1	2	3	2	2	1	3	1	1	2	
S16	1	1	2	2	1	1	2	3	1	1	
S17	3	3	3	2	3	1	3	1	1	2	
S18	1	2	3	1	1	1	3	1	1	1	
S20	1	2	2	2	1	1	3	1	1	1	
S21	2	2	2	2	2	3	3	1	1	2	
S23	3	3	3	3	2	1	3	1	1	3	Poor content
S25	2	3	2	2	3	2	3	3	2	2	
S26	2	2	2	2	2	2	2	1	1	1	
S27	2	2	2	1	2	1	3	2	1	2	
S31	2	3	3	2	2	1	3	1	1	2	
Mean score	**1.8824**	**2.2353**	**2.4706**	**1.8824**	**1.9412**	**1.3529**	**2.8235**	**1.7059**	**1.0588**	**1.5882**	

* Criteria 3.2 and 3.3 are assessed at a two-point scale.

Appendix R2 (A1): Raw Scores of First Games Description

Module Three: Playground games
Evaluation of writings: AS 3 My favourite playground games (N=10)

	Content			Language				Layout*			Remarks
Criteria	A1	A2	A3	B1	B2	B3*	B4	C1	C2	C3	
Student											
S3	3	3	3	3	3		3				
S5	2	2	3	3	3		3				
S6	3	3	3	3	3		3				
S7	2	2	2	2	2		3				
S9	2	3	3	3	3		3				
S11	2	2	2	2	2		3				
S14	2	2	2	2	2		2				
S16	3	3	3	3	3		3				
S17	3	3	3	3	2		3				
S18	2	2	3	3	3		3				
Mean scor	**2.4**	**2.5**	**2.7**	**2.7**	**2.6**		**2.9**				

*Criterion B3 and criteria on Layout are not applicable to evaluating games descriptions

Appendix R2 (A2): Raw Scores of Second Games Description

Module Three: Playground games
Evaluation of writings: AS 11 Writing about playing playground games (N=10)

	Content		Language				Layout*			Remarks
Criteria	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	
Student											
S3	2	2	2	2	2		3				
S5	1	2	3	2	2		3				
S6	2	2	3	2	2		2				
S7	1	2	2	2	3		3				
S9	2	2	3	2	2		3				
S11	2	2	3	2	2		3				
S14	3	2	3	2	2		3				
S16	1	1	3	2	1		3				
S17	2	2	3	2	2		3				
S18	2	2	3	3	3		3				
Mean scor	**1.8**	**1.9**	**2.8**	**2.1**	**2.1**		**2.9**				

*Criterion B3 and criteria on Layout are not applicable to evaluating games descriptions

Appendix R3 (A1): Raw Scores of Games Instructions - First Draft

Module Three: Playground games
Evaluation of writings: AS Instuctions 7 Let's create our own playground games!

	Content			Language				Layout			Remarks
Criteria	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	
Group											
1											NA No submission
2	2	2	3	1	2	3	3	1			Use of "if" to state conditions
3	2	2	2	2	2	1	2	1			Good attempt (1) to use words from the dictionary and daily encounters, e.g. "Sure win." (2) to express complicated
4	3	2	3	2	2	3	3	1			Major gaps in ideas
5	3	3	3	3	2	2	3	1			Deficient ideas
Mean scores	**2.5**	**2.25**	**2.75**	**2**	**2**	**2.25**	**2.75**	**1**			

* Descriptors 3.2 and 3.3 are not applicable to evaluating games instructions.

Appendix R3 (A2): Raw Scores of Games Instructions - Second Draft

Module Three: Playground games
Evaluation of writings: AS Instuctions 7 Let's create our own playground games!

	Content			Language				Layout			Remarks
Criteria	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	
Group											
1											NA No submission
2	2	1	3	1	1	2	3	1			One gap in ideas
3	1	1	2	1	1	1	3	1			Good attempt to clarify ideas
4	1	1	3	1	1	2	3	1			Good attempt to clarify ideas
5	2	2	3	1	1	2	3	1			No mentioning of the end of the game
Mean score	**1.5**	**1.25**	**2.75**	**1**	**1**	**1.75**	**3**	**1**			

* Descriptors 3.2 and 3.3 are not applicable to evaluating games instructions

Appendix S: Subjects' Performance in JFL Proficiency Assessments

Module Three: Foreign Langauge Taster

Subjects' Performance in JFL Proficiency Assessments

N=28 (N=26 in Listening Assessment)

Oral							**Listening**			**Reading and Writing**					
Section B										Section A			Section C		
Q No.	Frequency of the Q being asked		No. of errors (score:0)	No. of half errors (score:1)	No. of correct answers (score:2)	**Percentage of errors**	Q No.	No. of errors	**Percentage of errors**	Q No.	No. of errors	**Percentage of errors**	Q No.	No. of errors	**Percentage of errors**
1	24	86%	4	1	19	**21%**	2	0	**0%**	1.1	4	**14%**	1.1	13	**46%**
2	21	75%	2	9	10	**52%**	3	1	**4%**	1.2	1	**4%**	1.2	19	**68%**
3	4	14%	4	0	0	**100%**	4	0	**0%**	1.3	3	**11%**	1.3	11	**39%**
4	5	18%	4	0	1	**80%**	5	0	**0%**	1.4	11	**39%**	1.4	3	**11%**
5	7	25%	3	0	4	**43%**	6	4	**15%**	1.5	6	**21%**	1.5	5	**18%**
6	8	29%	2	2	4	**50%**	7	6	**23%**	2.1	2	**7%**	1.6	3	**11%**
7	3	11%	2	1	0	**100%**	8	3	**12%**	2.2	8	**29%**	1.7	13	**46%**
8	23	82%	4	6	13	**43%**	9	1	**4%**	2.3	13	**46%**	1.8	19	**68%**
9	27	96%	0	0	27	**0%**	10	13	**50%**	2.4	5	**18%**	2.1	18	**64%**
10	18	64%	0	0	18	**0%**	11	3	**12%**	2.5	8	**29%**	2.2	20	**71%**

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