



English Literacy Instruction for Chinese Speakers

Edited by
Barry Lee Reynolds · Mark Feng Teng

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PREFACE

It has been two years since Mark and I started discussing the prospect of co-editing a book together on English literacy instruction for Chinese speakers. When I initially told Mark that I did not have time for another project, he was somehow able to convince me with his mantra “We never have enough time. We must do everything bit by bit.” Sure enough, bit by bit, two years have passed and here in front of me is a completed book. For this encouragement, Mark deserves my heartfelt thanks.

Mark and I knew from the start that this book should not only be for researchers but also teachers. That is to say, we wanted this book to draw heavily on research but also focus on the classroom applications of the research reported. This helped us to frame our decision making in a manner that encouraged contributors to write in an easily accessible, jargon-free, and citation-light style. We also welcomed contextualization of studies through the discussion of educational settings and targeted learners. We encouraged reporting of reflective practice and pedagogical implications. We hoped that submission of chapters that presented research in this manner would widen the audience of the book and get the information provided on its pages into the hands of those that are in critical need for its contents—pre-service and in-service teachers, teacher trainers, educational administrators, and policy makers.

Mark has teaching experiences in mainland China and Hong Kong while I have teaching experiences in Taiwan and Macau. The moment that this clicked with us—that we each represented two Chinese-speaking regions—we knew that our coming together on this project could also

be a way of bringing together a group of geographically distinct yet culturally related educators and researchers. We also figured out at that point the project was going to be a huge undertaking. We soon agreed to produce a balanced book in terms of geographic locations (mainland China, Hong Kong, Macau, and Taiwan) and educational contexts (pre-primary/primary, secondary, and tertiary education). Soon after, we added the section on policy. As the workload grew in size, we continuously reminded ourselves that this project was needed by the Chinese speaking education community and it became a labor of love.

First language Chinese speakers constitute the largest population of English learners in the world—this population of learners will only continue to grow. This volume reports the current state of knowledge on the development of teaching English literacy to Chinese speakers. We hope that not only readers in the four regions but also readers in other contexts will find the research and discussions within the volume relevant and enlightening. Each chapter highlights a specific context, provides background information on the learners, and offers a look to the future of literacy instruction for Chinese speakers.

Taipa, Macau
December 2018

Barry Lee Reynolds

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We are also thankful to Sylvia Liu for her assistance with the formatting of the book and willingness to handle our very tight turnaround time.

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ABBREVIATIONS

4Cs	Framework-content, cognition, communication and culture
B.Ed	Bachelor of Education
CLIL	Content and Language Integrated Learning
CMI	Chinese as medium of instruction
Curriculum Framework	The Curriculum Framework for Formal Education of Local Education System
DSEJ	The Education and Youth Affairs Bureau
EAP	English for Academic Purposes
EDB	Education Bureau
EFL	English as a foreign language
ELF	English as a lingua franca
EMI	English as medium of instruction
ENL	English as a native language
ESL	English as a Second Language
ESP	English for Specific Purposes
GNP	Gross National Product
GNP	Taichung World Flora Exposition-Green, Nature, and People
IELTS	International English Testing System
L1	First language
L2	Second Language
LFE	Lingua Franca English

LPP	Language planning and policy
Macau SAR	Macau Special Administrative Region
MOE	Ministry of Education
MOI	Medium of Instruction
NEEA	National Education Examination Authority
NMET	National Matriculation English Test
NNS	Non-Native Speaking
NPC	National People's Congress
NS	Native Speaking
PA	Phonological awareness
PGCE	Postgraduate Certificate in Education
PHaVE List	PHrasal VERb Pedagogical List
PHRASE List	PHRASal Expressions List
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PLP-R	Primary Literacy Program—Reading (Key Stage 1)
PLP-R/W	Primary Literacy Program—Reading/Writing (Key Stage 1)
PMI	Portuguese as medium of instruction
PRC	People's Republic of China
Requirements	The Requirements for Basic Academic Competences in Local School System
S-BLP	School-based literacy program
SJU	St. Joseph University
TESOL	Teaching English to Speakers of Other Languages
The Education Law	The Fundamental Law of Non-tertiary Education
The Plan	The Ten-Year Plan for the Development of Non-Tertiary Education (2011–2020)
The Sino-Portuguese Joint Declaration	The signing of the Joint Declaration between the Government of PRC and the Government of the Republic of Portugal on the Question of Macau
TOEIC	Test of English for International Communication

TOFEL
TWFE
UM
WE

Test of English as a Foreign Language
Taichung World Flora Exposition
University of Macau
World Englishes