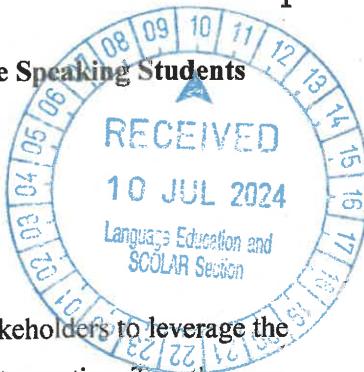


Dissemination Note: Enhancing Chinese Literacy in Non-Chinese Speaking Students Through the "Chinese Literacy Delight" Intervention



Call to Action

We encourage educators, curriculum developers, and educational stakeholders to leverage the insights and resources provided by the "Chinese Literacy Delight" intervention. Together, we can make significant strides in advancing Chinese literacy among NCS students, ensuring they have the skills and confidence to thrive in multilingual and multicultural contexts.

Introduction

In an increasingly globalized world, the ability to navigate through diverse languages becomes a cornerstone of educational equity and integration. The "Facilitating Non-Chinese Speaking (NCS) Students' Chinese Literacy Development: An Evidence-Based Approach" project, anchored in Hong Kong's multicultural education landscape, offers groundbreaking insights into cultivating Chinese literacy among Grade 1 NCS students. This dissemination note distills actionable insights and deliverables from the "Chinese Literacy Delight" intervention, targeting frontline educators and stakeholders in multilingual education settings.

Project Overview

The "Chinese Literacy Delight" intervention, carried out over two years, engaged 115 Grade 1 NCS students from four primary schools in a comprehensive literacy program. Focused on orthographic, phonological, and morphological awareness, the intervention employed evidence-based instructional materials, tailored to the unique linguistic challenges faced by NCS students. The study's quasi-experimental design facilitated a nuanced evaluation of students' literacy progression across three significant time points.

Key Findings

- Significant Literacy Skill Improvements: Students exhibited marked improvements in Chinese character reading, phonological awareness, and listening comprehension,



underlining the intervention's effectiveness.

- Orthographic Awareness as a Critical Competency: As students advanced, the importance of orthographic awareness - the understanding of the visual and spatial features of Chinese characters - became increasingly dominant, suggesting a critical area for pedagogical focus.
- Morphological Awareness Stagnation: Unlike other areas, morphological awareness (understanding of word formation) showed minimal progress, indicating a potential gap in the curriculum that requires attention.

Actionable Insights for Frontline Practitioners

- Emphasize Orthographic Training: Educators should integrate visual-spatial exercises and character recognition activities into their teaching strategies, progressively moving towards complex character structures as students advance.
- Enhance Phonological Awareness: Incorporating tonal distinctions, rhyme, and syllable manipulation exercises can bolster students' phonological sensitivity, crucial for mastering Chinese's tonal and syllabic complexities.
- Address Morphological Awareness: Develop instructional materials and activities that explicitly focus on word formation and the use of radicals. This can be achieved through targeted exercises that encourage students to analyze and construct words, fostering a deeper understanding of Chinese morphology.
- Strengthen Oral Language Skills: Listening and speaking exercises should form the bedrock of early literacy instruction, facilitating a smoother transition to reading and writing. Storytelling, interactive discussions, and listening comprehension activities can significantly enhance oral language proficiency.

Deliverables and Tools

The project has led to the development of several key deliverables and tools designed to support educators and practitioners in implementing the findings:

- "Chinese Literacy Delight" Curriculum Package: A comprehensive set of instructional

materials, including lesson plans, character cards, and digital resources, tailored to scaffold NCS students' literacy development systematically.

- Orthographic Awareness Toolkit: A collection of visual aids, character puzzles, and interactive software that focuses on enhancing students' recognition and understanding of Chinese characters and their structural components.
- Phonological and Morphological Exercises: A series of worksheets and online games designed to improve students' phonological and morphological awareness through engaging and contextually rich activities.
- Professional Development Workshops: Training sessions for educators on implementing the "Chinese Literacy Delight" curriculum, with a focus on orthographic and phonological training, morphological instruction, and the integration of oral language skills into literacy education.

Conclusion

The "Chinese Literacy Delight" intervention illuminates a path forward for enhancing Chinese literacy among NCS students, highlighting the critical role of orthographic awareness and the need for a balanced approach that includes phonological, morphological, and oral language skills. By adopting the strategies and tools developed through this project, educators can significantly impact their NCS students' literacy development, fostering a more inclusive and effective language learning environment.