



Judy W. Y. Ho

Narrative Writing in Australian and Chinese Schools

A Study of Text in Context



Peter Lang

Narrative Writing In Australian And Chinese Schools

Janet Wilson, Chandani Lokuge



Narrative Writing In Australian And Chinese Schools:

Narrative Writing in Australian and Chinese Schools Judy W. Y. Ho, 2002 The book adopts a crosslinguistic and crosscultural approach to narrative analysis Concepts of narrative are explored through a contrastive study of its expressions in English and Chinese and through a comparison of the contexts of production Narratives written by Grade 5 6 students were collected from primary schools in Sydney and in Hong Kong Their structural ideational and stylistic characteristics were contrasted within a synthesized framework of Western and Chinese narrative traditions the Labovian model Halliday's systemic functional grammar critical discourse analysis and genre theory The socio cultural context was analyzed by examining curriculum documents and by investigating teachers' beliefs and teaching practices through surveys interviews and observations The book shows that the meaning of narrative has to be interpreted within a suprastructure which embodies the expectations norms and values of a specific culture It is a powerful statement of how schools as social and cultural institutions mediate the production of narrative texts and transmit larger cultural values through specific practices The study makes a substantial contribution to the field for its combination of empirical detail and theoretical breadth and for its demonstration of how textual and linguistic structures arise from and make sense within divergent social and institutional contexts The Languages of East and Southeast Asia Cliff Goddard, 2005-07-14 This book introduces readers to the

remarkable linguistic diversity of East and Southeast Asia It combines serious but accessible treatments of diverse areas not usually found in a single volume for example word origins cultural key words tones and sounds language families and typology key syntactic structures writing systems communicative style Written with great clarity and an eye for interesting examples the book is a textbook for students of linguistics Asian languages and Asian studies **Applied Linguistics**, 2004

Mediating Literary Borders: Asian Australian Writing Janet Wilson, Chandani Lokuge, 2019-09-19 Engaging with Asian Australian writing this book focuses on an influential area of cultural production defined by its ethnic diversity and stylistic innovativeness In addressing the demanding new transnational and transcultural critical frameworks of such syncretic writing the contributors collectively examine how the varied and diverse body of Asian Australian literary work intervenes into contemporary representational politics and culture The book questions for instance the ideology of Australian multiculturalism the core periphery hierarchy the perpetuation of Orientalist attitudes and stereotypes and white Australian claims to belong as seen in its myths of cultural authenticity and authority Ranging in critical analyses from the historic first Chinese Australian novel to contemporary award winning Sri Lankan Bangladeshi and Filipino Australian novels the book provides an inside view of the ways in which Asian Australian literary work is reshaping Australian mainstream literature politics and culture and in the wider context the world literary scene This book was originally published as a special issue of the *Journal of Postcolonial Writing* *Teaching Writing in Chinese Speaking Areas* Mark Shiu-kee Shum, De-lu Zhang, 2005-11-23 One of the most civilized nations in history China has a long standing writing tradition and many Chinese

texts have become world treasures However the way the Chinese teach writing in various countries in contemporary times is little known to the outside world especially in Western countries Undoubtedly the Chinese have had an established traditional method of writing instruction However recent social and political developments have created the perception amongst both practitioners and researchers of a need for change Whilst certain socio political changes both in Mainland China and in the territories acted as agents for reform of the teaching of composition the shape these reforms are taking has been due to many different influences coming both from inside the countries themselves and from foreign sources Mainland China Hong Kong Taiwan and Singapore have each developed their own approach to the teaching of composition

Language Teachers' Narratives of Practice Lesley Harbon, Robyn Moloney, 2014-08-26 Language Teachers Narratives of Practice is a collection of seventeen essays that examine personal and professional stories of and by language teachers in diverse Australian contexts The voices of twenty one Australian language teachers in all describe teachers own linguistic and cultural personal and professional narratives and how each narrative has informed the construction of their classroom language teaching practice to suit their teaching contexts We see how teachers make individual responses to emerging pedagogies developed through the lens of their personal experience and understanding of language and culture In our invitations to these teachers to contribute chapters to the book we have encouraged them to make visible the diversity within the Australian language teaching context This is a new resource for use in a professional development context for pre service teachers in service teachers tertiary teacher educators and researchers This resource will serve as a practical text for teachers to draw on to extend their own professional knowledge and classroom practice in relevant useful and diverse areas The narratives can be examined as case studies of teacher identity and life worlds development of pedagogies intercultural learning and the differentiation and adaptation needed in particular environments within a diverse environment such as Australia

Chinese Language Education and Second Language Chinese Acquisition Jing Jin, Sihui (Echo) Ke, 2025-01-14 This edited volume presents the latest scholarly endeavors to synergize Chinese linguistics with Chinese language education and L2 Chinese acquisition a direction of inquiry that has emerged as a rapidly developing area and attracted both teaching practitioners and linguists interests in recent years The studies presented in the volume approach a diversity of issues ranging over linguistics informed Chinese language education in the contexts of Hong Kong mainland China and overseas countries language pedagogies along various linguistic approaches L2 Chinese development of different linguistic properties bilingualism and multilingualism among adult and school learners as well as linguistically grounded Chinese language learning and teaching via digital means The volume offers to deepen the reader s understanding of the existing theories on Chinese language education and L2 Chinese acquisition and the linguistic theories regarding the nature component modules and development of the human language faculty It also offers new pedagogical inspiration based on cutting edge empirical research for Chinese language teaching in different educational settings Of interest to scholars in the

fields of Chinese language teaching and learning second language acquisition or applied linguistics this volume contributes to the emerging field of educational applications of linguistics and presents an overarching framework that bridges a long lasting division between language teaching practice and linguistic research

Researching Chinese Language Education Mark Shiu-kee Shum, Peter Mican, 2018-09-13 The culmination of more than a decade of research this compelling volume offers a fresh approach for applying functional linguistics to assess student performance to inform the teaching and learning of Chinese and to design curriculum and teaching materials Documenting authentic systemic functional linguistics SFL studies in researching and teaching Chinese as a first or second language this research is set in the multilingual settings of Hong Kong and Australia The experiences of SFL and genre teaching in English have been well demonstrated as valid viable and practical in different contexts however this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese Using SFL as the research framework the authors cover three major areas in Chinese language education effective pedagogies curriculum and material design and text analysis Covering major local curriculum reforms and the rapid growth of International Baccalaureate programmes worldwide this book will be of interest to linguists language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world

Australia and Asia Maryanne Dever, 2013-12-19 Focuses on a series of interactions and exchanges whether philosophical political aesthetic or commercial between Australia and the cultures of the Asia Pacific region

Autobiographical Writing and Identity in EFL Education Shizhou Yang, 2013-09-11 The book explores the pedagogical potential of autobiographical writing in English as a foreign language approaching the topic from an educational longitudinal dialogical and social perspective Through a number of case studies the author delineates four phases that EFL writers may experience in their identity construction processes illustrating the complexity of EFL writers social identities This book will provide a valuable resource for language teachers and researchers interested in the pedagogical applications of autobiographical writing

Writing Australian Unsettlement Michael Farrell, 2015-09-16 A bold work of synthetic scholarship Writing Australian Unsettlement argues that the history of Australian literature contains the rough beginnings of a new literacy Michael Farrell reads songs letters and visual poems by Indigenous farmers and stockmen the unpunctuated journals of early settler women drover tree messages and carved clubs and a meta commentary on settlement from Moore River the place escaped from in The Rabbit Proof Fence in order to rethink old forms The book borrows the figure of the assemblage to suggest the active and revisable nature of Australian writing arguing against the settling effects of its prior editors anthologists and historians Avoiding the advancement of a new canon Farrell offers instead an unsettled space in which to rethink Australian writing

Chinese Language Use by School-Aged Chinese Australians Yilu Yang, 2022-11-30 This book examines the use of Chinese by school aged Chinese Australians from a dual track culturalisation perspective Drawing upon interviews participant observations and documentary analysis the author discusses why and how

these children learn and use Chinese in multiple social settings and how they construct their understanding of language and identities in doing so The book will appeal to students and scholars in the fields of sociolinguistics migration studies sociology of education language and communication amongst other areas in the social sciences

Training Teachers of Chinese in Australia Chen Shen, 2021-10-28 Chinese language the first language spoken and used by the largest population in the world has witnessed a significant global increase Chinese as a Second Language CSL has thus received unprecedented attention and teaching and learning of CSL have transcended the national boundary This book reports a case study of training teachers of CSL in Australia with a significant implication to the western English speaking countries such as Canada New Zealand the UK and the USA The book is unique in several ways On a theoretical level the book analyses knowledge based and competence based teacher education provides an in depth examination of post method pedagogy and deconstructs traditional aspects of second language teacher education making a case for the new concept of three dimensions On a practical level the Australian based case study employs qualitative methods to gather the feedback from teacher educators teacher trainees and students who are undergoing CSL training and further reports on studies on CSL teaching practicum in local schools and abroad Training Teachers of Chinese in Australia is a book for established scholars researchers educators and research higher degree students who are interested in teacher education second and foreign language education and Chinese as a second language CSL

The Lived Experience of Chinese International Students in the U.S. Yalun Zhou, Michael Wei, 2020-12-21 This book marks a departure from traditional assumptions concerning the deficiencies of Chinese international students in terms of learning and adapting It employs phenomenological narrative inquiry and a small culture approach to investigate the evolved fluid experience of pursuing a graduate degree in the U S at Blue Fountain University a pseudonym for a mid western university Adopting an interdisciplinary perspective this book addresses two fundamental questions What study abroad is and what study abroad counts The sociocultural dimensions that shape the cross border degree seeking endeavors inform stakeholders what works for Chinese international students successful pursuits as EFL learners and ESL users and what could be improved This book shares thoughts on the implications and impact of educational contexts to stakeholders at normal and dynamic contexts interrupted by global pandemic outbreak It contributes to the understanding of the internationalization of the host institute and the EFL education reform efforts policy making teacher education and classroom practice in China and in Asia at large

Asian Migration and Education Cultures in the Anglosphere Megan Watkins, Christina Ho, Rose Butler, 2019-03-27 Asian migration and mobilities are transforming education cultures in the Anglosphere prompting mounting debates about tiger mothers and dragon children and competition and segregation in Anglosphere schools This book challenges the cultural essentialism which prevails in much academic and popular discussion of Asian success and in relation to Asian education mobilities As anxiety and aspiration within these spaces are increasingly ethnicised the children of Asian migrants are both admired and resented for their educational

success This book explores popular perceptions of Asian migrant families through in depth empirically informed accounts on the broader economic social historical and geo political contexts within which education cultures are produced This includes contributions from academics on global markets and national policies around migration and education classed trajectories and articulations local formations of ethnic capital and transnational assemblages that produce education and mobility as means for social advancement At a time when our schooling systems and communities are undergoing rapid transformations as a result of increasing global mobility this book is a unique and important contribution to an issue of pressing significance This book was originally published as a special issue of the Journal of Ethnic and Migration Studies Multiculturalism, Chinese Identity, and Education Jason Cong Lin, 2022-11-02 In Chinese societies Chinese identity is an important yet controversial topic This book examines official understandings of Chinese identity in Mainland China and Hong Kong exploring how the latest governments of Mainland China and Hong Kong conceptualize Chinese identity how government endorsed textbooks frame it in different subjects and how a multicultural approach can enhance understanding of identity in both societies Using content analysis to support his theoretical arguments Lin offers an in depth updated and detailed picture of how the governments of Mainland China and Hong Kong and their endorsed textbooks encourage people in these societies to respond to the question of who are we He also elaborates on how the current approach to understanding Chinese identity can be harmful and examines how a multicultural approach could better fit these Chinese contexts and enhance understanding of who are we Given that the question of identity causes trouble everywhere and many countries are debating approaches to understanding diverse identities in their own societies this book provides valuable insights into the Chinese perspective to allow readers to more fully understand global frameworks of identity This book will interest researchers and students in the fields of multiculturalism multicultural education national identity identity politics and China and Hong Kong studies *Culinary Discourses in Asian-Australian Writing* Astrid Schwegler-Castañer, 2025-03-24 Besides nourishing us food can be used metaphorically to help us understand the complex and abstract concepts through which we negotiate our position in the world we talk about digesting ideas ruminating on a problem or swallowing an insult Building on this premise the book offers a detailed analysis of culinary imagery in twenty first century works from Asian Australian authors like Hsu Ming Teo Alice Pung Simone Lazaroo and Shaun Tan Food is used to embody the abstractions that underlie racial inequalities and conflicts questioning the superficiality of Australia s official multiculturalism and its reproduction of racial and cultural privileges At the same time the analysis highlights the power of these fictional narratives to envision alternative worlds in the hope of gaining common ground for human understanding and solidarity **Australian Autobiographical Narratives: 1850-1900** Kay Walsh, Joy W. Hooton, 1993 Australian Autobiographical Narratives Volume 2 and its partner Volume 1 provide researchers with detailed annotations of published Australian autobiographical writing Both volumes are a rich resource of the European settlement of Australia Theis selection concentrates on the post gold rush period providing

portraits of 533 individuals from amateur explorers to politicians from pioneer settlers to sportsmen Like Volume 1 it offers an intimate and absorbing insight into nineteenth century Australia

Chinese Language Teachers' Beliefs and Experiences in Denmark Li Wang, 2024-12-26 This book presents recent advances in foreign language education as well as recent work on Chinese language education and CFL teacher development in international contexts It also reports the results of three qualitative studies on the experiences and beliefs of teachers of the Chinese language in Denmark There are rising concerns over quality issues in both Chinese language education and teacher development in Scandinavian countries and worldwide broadly due to China's rapid growth and the increasing worldwide popularity of Chinese What CFL Chinese as a Foreign Language teachers believe in teaching and experience in the intercultural context have proposed new questions and issues The book addresses issues and topics such as teacher beliefs about Chinese language teaching factors shaping teacher beliefs the teaching of Chinese by both native and non native teachers Chinese language and culture teaching intercultural encounters and challenges etc It provides both macro and micro level insights into the key issues and challenges in the development of Chinese language teachers in Denmark and the Scandinavian region Taking the perspectives of Chinese language teachers beliefs and experiences this book reveals teachers beliefs about their roles objectives and ways of teaching at the micro level It also discusses the macro level factors that promote or impede the adaptation of native speaking teachers of Chinese and the development of Chinese language education in this Nordic country It will be of interest to teachers teacher educators administrators of Chinese as a foreign language and researchers concerned with foreign language education in an intercultural context

The Routledge Companion to Australian Literature Jessica Gildersleeve, 2020-12-22 In recent years Australian literature has experienced a revival of interest both domestically and internationally The increasing prominence of work by writers like Christos Tsiolkas heightened through television and film adaptation as well as the award of major international prizes to writers like Richard Flanagan and the development of new high profile prizes like the Stella Prize have all reinvigorated interest in Australian literature both at home and abroad This Companion emerges as a part of that reinvigoration considering anew the history and development of Australian literature and its key themes as well as tracing the transition of the field through those critical debates It considers works of Australian literature on their own terms as well as positioning them in their critical and historical context and their ethical and interactive position in the public and private spheres With an emphasis on literature's responsibilities this book claims Australian literary studies as a field uniquely positioned to expose the ways in which literature engages with produces and is produced by its context provoking a critical re evaluation of the concept of the relationship between national literatures cultures and histories and the social function of literary texts

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