教育研究報告匯編

教育研究獎勵計劃 19/20

二零二二年七月

目錄

編者的話

「教育研究獎勵計劃 19/20」共收到七篇研究報告。本年度的研究範圍相當廣泛，包括自主學習、創意教學、有效教學策略等與最近課程與教學發展相關的課題。編輯委員會（編委會）從中選出兩篇刊登於《教育研究報告匯編》。

整體來説，參與計劃的同工均按研究計劃設定的研究議題，先進行文獻探究，再提出有理據支持的合適研究方法。他們將有關結果進行分析，再作出結論和建議，最後以系統化的格式將研究心得表達出來。研究報告反映他們在文獻比較和數據分析方面，都有相當深入和精闢的見解，對學生的學習問題，以及教師持續改進教學策略都有詳盡的討論，並提出具體可行的建議。

本人代表編委會感謝所有參與「教育研究獎勵計劃」的同工，在有限的時間及經驗下，仍然全力以赴，成功完成整項研究計劃。他們為提升教育質素所付出的努力，值得讚賞。我們深信輯錄在匯編的作品，均能夠為課堂學習提供實際而深入的分析基礎，並闡釋當中行之有效的方法。讀者可以多參考研究報告的建議，應用在日常教學工作，進一步優化教學的效能。我們更希望這些報告能啟發同工就相關的課題，展開更多、更全面的研究。本人亦謹此向《教育研究報告匯編》眾編輯委員致意，感謝他們在百忙中抽空審閱各篇研究報告。

得到同工積極的參與和多方面的支持，本小組定能持續推動教育研究，鼓勵教師進行更深入和持續性的教育研究，不斷提升教學效能和質素。他山之石，可以攻玉。期望各位讀者對《教育研究報告匯編》內的文章提出意見，相互交流，集思廣益。

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教育研究獎勵計劃執行主編

楊沛銘博士

2022 年 7 月

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從閱讀理解到寫作立意：《伊索寓言》融入初中寫作教學課程之個案研究

吳善揮

明愛元朗陳震夏中學

摘要

　　香港學生的中文寫作能力普遍低落，如：內容空洞、立意不清、欠缺情感等。究其原因，在於他們閱讀量不足，致使欠缺寫作靈感，只能寫出千遍一律的文章。當然，欠缺寫作興趣，也是關鍵的原因。基於此，本研究以初中二年級學生為研究對象，嘗試以《伊索寓言》作為教學材料，並結合不同的教學活動，以提升學生的寫作興趣，以及中文寫作能力（寫作立意）。研究結果顯示，透過以篇幅簡短、饒有趣味的《伊索寓言》故事為寫作能力的教學材料，學生能從中培養對中文寫作的興趣，同時亦強化了他們對寫作立意的意識，進而提升中文寫作能力。

關鍵字

伊索寓言、寫作立意、寫作能力、閱讀能力

引言

　　香港學生的中文能力一向薄弱，在書面表達能力方面，他們不但欠缺組織思維，而且更未能運用適當的詞句及修辭表達己見，行文佈局更是混亂不堪（陳國威，2010）。香港考試及評核局（2020）指出香港學生在書寫文章時，大部分只能泛泛而談、人云亦云，文章立意亦未見深刻，他們只能寫出表面現象，而未能從中歸納深刻的哲理。當然，香港學生的寫作能力低落，與他們欠缺寫作興趣不無關係，例如：長期遭受低學業成就的打擊、對社會欠缺認識、生活經驗不足、欠缺有效而即時的回饋、不明白寫作的作用等（周美華，2008）。另外，由於香港學生欠缺閱讀興趣，所以他們的閱讀量嚴重不足，然而，閱讀

（知識輸入）與寫作（知識輸出）之間有著密切的關係，倘若閱讀經驗不足，學生必然出現寫作困難（吳善揮、黃綺筠、蘇俊杰，2018）。由此可見，香港學生的寫作表現未如理想，這與他們欠缺寫作興趣、閱讀量不足有關。

回到教育現場，筆者任教學校的學生在寫作方面也同樣面對著相似的困難。在寫作時，他們往往表示毫無靈感、無字可寫，不知從何入手。他們所寫的文章亦缺乏新意、千篇一律，而最值得關注的，是他們的文章欠缺立意，只把文章寫成流水帳：一篇不具深刻意義的文章。故此，筆者嘗試以《伊索寓言》為教材，並透過不同的教學活動，試圖提升初中學生的寫作興趣，以及寫作能力（文章立意）。本文旨在於分享當中的實施經驗及反思，並以混合研究法（Mixed method research）來驗證本次研究所取得的成果。

文獻回顧

寫作教學之意涵

寫作、閱讀及算術被美國列為學生必須掌握的基本學科能力，在這樣的背景下，不同地區的政府都受此影響，大力推動寫作教學的改革，希望能培養學生創作文章的能力（游美淑、蔡育娜，2016）。寫作的重要性和價值，在於學生可以藉此書寫自己的生命故事，並抒發自己的內心感受和反思，因此寫作教學成為了組成中文教育的關鍵部分（潘世尊、李佳麟，2013）。另外，學生的寫作水平反映著其見識之高低、知識之多少、品位的深淺，因此，教師不能忽略學生的寫作訓練（唐之方，2011）。然而，香港學生大都因為不同原因，例如缺乏應有的社會經驗、寫作題材乏味、欠缺寫作信心、不同意寫作具重要性等，最終導致寫作興趣低落（周美華，2008）。當然，香港學生的寫作能力低下，與學生缺乏對生活的觀察不無關係（吳善揮，2016）。如何有效培養學生的寫作興趣，以及引導學生進行創作，正是中文科教師所面對的困難（梁雅晴、張景媛、張雨霖，2012）。由此可見，寫作能力是現今學生必須具備的基礎能力，因為它不但能讓學生以書面的方式抒發情感，而且更能提升他們的綜合素養。可是，如何能實施有效的寫作教學，便是語文教師需要面對的挑戰。

寓言教學之意涵

　　所謂寓言，是指透過講故事的形式帶出深刻的哲理，當中具備以下的特徵，包括：故事性強、篇幅簡短、內容虛構、具比喻性、包含寓意（杜傳坤，2012）。寓言教學則旨在透過引導學生想像、思考、分析、綜合、歸納、總結的過程，一方面讓學生能從中發掘深刻的哲理，另一方面也能夠為學生提供思維訓練，強化他們的想像能力（趙月，2013）。寓言故事內容一般較有趣，能讓學生從中培養對語文的學習興趣，因此教師應善用寓言故事進行語文教學；在實施時，教師應著力把學生帶進故事預設的情境之中，同時也要讓他們多表達自己的看法，而非只由教師直接講授，否則學生將失去學習興趣（符細貞，2021）。寓言教學對學生具有重要的價值和作用，包括：影響學生對生活的感知能力、提升學生的語文能力、強化學生的品德素養、開拓學生的想像空間和能力（毛小仙，2014）。由是觀之，寓言的特質能有效提升學生對語文學習的動機，只要教師能善用之，便能照顧學生的學習興趣，全面提升學生的語文素養及能力。

寓言教學與寫作能力之關係

　　寓言教學能提升學生寫作的內涵。個體寫作能力的高低，取決於閱讀素養之深淺，因為學生能從閱讀的過程中累積智慧、開闊眼界，事實上，寓言言簡意賅、生動有趣、寓意深刻，能啟發缺乏人生經驗的學生創作具深刻立意的文章（蔡敏豔，2018）。另外，雖然寓言故事篇幅簡短，可是其蘊含著無窮的文化智慧，以及不同的品德價值，只要教師能多讓學生閱讀、思考，便能啟迪他們的智慧、增加他們的文化素養，最終全面提升他們的語文運用能力（宋改娟，2013）。此外，寓言故事用字精煉、善用比喻、交代完整，從中，學生能學習如何刻劃人物的形象、描繪故事情節、鋪排文章順序、強化故事與所帶出哲理的關係，並把這些能力遷移至寫作之上（吳讓潔，2016）。由此可見，寓言教學能提升學生的文化底蘊，拓展他們的視野，同時也能讓學生加強寫作技巧的掌握，進而改善他們寫作空洞無物、寓意不清的毛病。

　　寓言教學能強化學生的寫作構思能力。寓言教學最重要的特徵，是引導學生從故事中歸納當中的哲理，在過程中，學生能發展思維能力，包括：理解故事與寓意的關係、感性認知與理性思考的平衡等，而這些思維能力將有助發展

學生的寫作能力，例如：構思文章的情節、確立文章的立意、釐清事情與寓意的關係等（張小燕，2018）。中國寓言充滿中國傳統文化的智慧，西方寓言則包含豐富的外國文化點滴，前者能有助建構學生的人文情懷，後者則有助學生建構世界觀，二者都能有助提升學生的思維能力，進而提升學生在語文方面的核心素養（丁源媛，2020）。由此可見，寓言教學能開拓學生的思維，讓他們可以思考如何為文章佈局、鋪排情節，同時，當中的文化內涵則能為學生帶來創作靈感，擺脫無字可寫、思維僵化、內容千篇一律的困境，並豐富文章所蘊含的內涵。

研究方法及計劃進度

研究假設

1. 《伊索寓言》融入寫作能力教學能為初中學生的寫作興趣帶來正面影響。

2. 《伊索寓言》融入寫作能力教學能提升初中學生的寫作立意能力。

研究對象

　　筆者以 21 名中二級學生為研究對象（筆者任教的班級），以探討他們在參與本次研究後之改變（寫作能力及寫作興趣）。他們的中文成績不太理想，語文基礎薄弱，這與他們欠缺閱讀習慣不無關係。他們也欠缺應有的寫作興趣，不願意寫作，經常拖欠功課，在迫不得已下，便要求筆者減少字數要求。在寫作時，他們常向筆者表示欠靈感，不知從何入手，雖然在東拼西湊下，他們能完成達到基本字數要求的文章，可是文章內容往往都是空洞無物、立意不清，只是一篇「流水帳」的文章。雖然如此，他們與筆者的師生關係良好，願意配合筆者的教學計劃，為這次研究建構良好的基礎。

研究設計

　　研究對象共接受 30 節（每節課為時約 25 分鐘）的寫作教學課程，歷時 6 個月。是次研究的教學內容、教學方法，以及教學程序，如下：

　　在教學內容方面，本課程以《伊索寓言》故事為教學課程的主要內容，當中所選的故事篇幅簡短、淺白易明，筆者相信欠缺閱讀興趣的學生都會願意嘗試閱讀，並願意完成相關的學習任務。在教學設計方面，筆者在教授每一篇《伊索寓言》故事時，都會透過師生討論的過程，引導學生思索故事的內容重點及主題思想。之後，筆者才實施不同的教學活動，一方面可以引發學生對課堂的興趣，另一方面也可以深化學生對《伊索寓言》的寓意之掌握，包括：個人分享、海報設計、漫畫創作、角色扮演、微寫作、短片觀賞、比較閱讀。另外，每一篇《伊索寓言》故事之教學重點，均包括以下部分：情節探討、寫作鋪排、運用手法、寓意分析及歸納主旨。在教學程序方面，本次研究有以下的安排：（1）學生參與寫作測試（前測），以讓筆者掌握學生的寫作水平（寫作立意能力）；（2）筆者先與學生朗讀文本，以讓學生掌握故事的基本情節，之後再透過師生討論或問答的過程，共同探究《伊索寓言》故事所蘊含的哲理思想；（3）學生參與不同的教學活動，以反思寓言故事所帶出的道理，並嘗試將之應用在日常生活之中；（4）學生參與寫作測試（後測）和填寫總結問卷，以讓筆者了解在本研究結束後，學生在寫作能力及寫作興趣方面的變化。基於本次教學共有 9 個單元，故步驟（2）至（3）會重覆 9 次。

課節	教學目標	選用故事	教學內容
1-8	◇ 理解寓言的特點（篇幅簡短、具有寓意）； ◇ 認識寓言的藝術特色（善用比喻、善於刻劃人物形象）； ◇ 分析兩則寓言的主題思想。	《旅人和篠懸木》、《婦人和雞》	◇ 導入教學 ◇ 向學生介紹寓言的特點和藝術特色。 ◇ 閱讀故事 ◇ 師生討論 ◇ 個人分享： ◇ 在日常生活中，你是否有些經歷能凸顯這兩篇故事所帶出的寓意？試分享之。 ◇ 微寫作： ◇ 試以「誠實」為題，創作一篇 50 至 120 字的故事，當中須包含至少一個道理。 ◇ 課堂總結
9-10	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《驢子和狼》	◇ 閱讀故事 ◇ 師生討論 ◇ 漫畫創作： ◇ 試繪畫一幅四格漫畫，以說明《驢子和狼》的故事內容（須輔以文字說明）。 ◇ 課堂總結
11-13	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《農夫和蛇》	◇ 閱讀故事 ◇ 師生討論 ◇ 角色扮演（演講稿）： 如果你是蛇，你有什麼話告訴農夫？ ◇ 課堂總結

14-16	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《吹牛的旅人》	◇ 閱讀故事 ◇ 師生討論 ◇ 故事創作： 試創作一個新的故事，以體現《吹牛的旅人》的道理。 ◇ 課堂總結
17-20	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《老婆婆和醫生》	◇ 閱讀故事 ◇ 師生討論 ◇ 短片欣賞 ◇ 微寫作： 試觀看短片《勿以善小而不為，勿以惡小而為之》，並改寫當中的結局，以讓主角深刻反省「勿以善小而不為，勿以惡小而為之」的道理。 ◇ 課堂總結
21-22	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《父親和孩子們》	◇ 閱讀故事 ◇ 師生討論 ◇ 海報設計： 試繪畫一張海報，呼籲全香港市民一起團結合作，共同為香港的未來打拼（須輔以文字說明）。 ◇ 課堂總結
23-24	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《城市老鼠和鄉下老鼠》	◇ 閱讀故事 ◇ 師生討論 ◇ 比較閱讀： 試比較《城市老鼠和鄉下老鼠》和《東林寺酬韋丹刺史》兩篇文章，兩者在主題思想上有何異同之處？ ◇ 課堂總結

25-26	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《狼和獅子》	◇ 閱讀故事 ◇ 師生討論 ◇ 比較閱讀： 試比較《狼和獅子》和《論語·子路》（節錄）兩篇文章，兩者在主題思想上有何異同之處？你又同意兩者所帶出的共同觀點嗎？ ◇ 課堂總結
27-30	◇ 歸納寓言的主旨思想； ◇ 分析人物的性格特質； ◇ 理解取材與立意的關係。	《農夫和狐狸》、《母獅子》	◇ 閱讀故事 ◇ 師生討論 ◇ 個人分享： 在日常生活中，你是否有些經歷能凸顯這兩篇故事所帶出的寓意？試分享之。 ◇ 微寫作： 試以「寬恕」為題，創作一篇約 50 至 200 字的故事，當中須包含至少一個道理。 ◇ 課堂總結

表 1 課程內容大綱
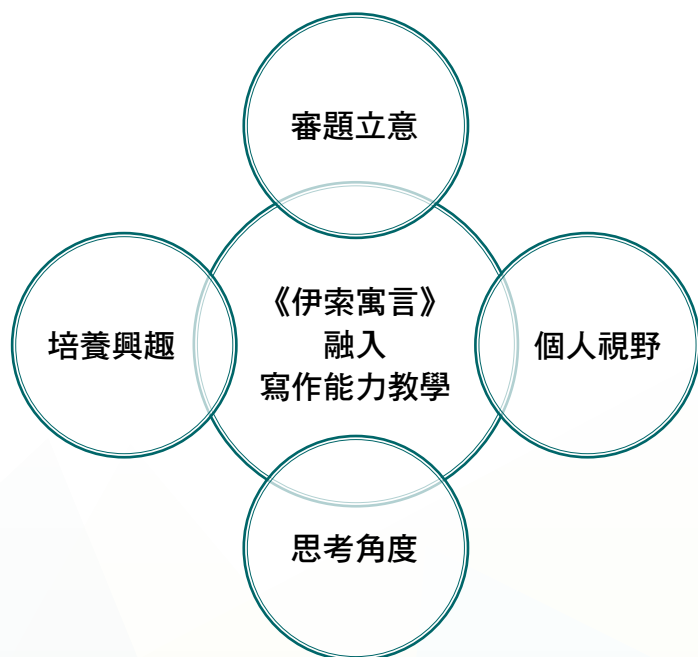
圖 1　《伊索寓言》融入初中寫作能力教學的理念圖

研究工具

問卷調查

　　為了解學生對於這次教學研究之評價，筆者特意設計總結問卷來收集相關的數據。問卷採用李克特量表（Likert scale）的設計（1 分：非常不同意、2 分：不同意、3 分：一般、4 分：同意、5 分：非常同意），題目環繞學生的寫作興趣而設，合共 10 題。為提升問卷的信效度，筆者曾把問卷交付具豐富中文教育研究經驗的教師進行審查，並按照其意見對問卷內容進行修訂。問卷於課程結束後派發給學生填寫，筆者收回 21 份問卷，回收率達 100 %。在收回問卷後，筆者便把問卷的數據輸入電腦，並運用 SPSS 26.0（統計產品與服務解決方案）分析之，以探究本次教學對學生的寫作興趣產生何等影響。

寫作測試

　　筆者採用寫作測試（前測題目：記述一次參加學校活動的經過和感受；後測題目：記述一次旅行的經過和感受。）的方式，探討學生在是次課程完結後，其寫作表現（立意能力）是否有所改變。為增加寫作測試的信度，筆者採取以下做法：（1）筆者曾就寫作測試的題目、設計及實施方式，和具豐富中文教育研究經驗的教師進行討論，並按照討論結果進行修正；（2）兩次測試的題

型完全相同，以確保學生不會因測試題型的改變而影響寫作表現；（3）兩次寫作測試的時間都為 60 分鐘；（4）在評閱測試前，筆者曾與具豐富中文教育經驗的教師討論評分標準，並抽取部分測試答卷進行共同評閱，以確保評分符合應有的標準。在完成兩次寫作測試的評閱工作後，筆者以 SPSS 26.0（統計產品與服務解決方案）的 Paired Samples T-test 分析相關分數，以了解學生在課程結束後有否改善其寫作立意能力。

學生訪談

　　為進一步探究本次教學的成效，筆者於教學結束後實施學生訪談。其中，筆者抽取了 3 位學生（高、中、低學習能力各 1 名）進行訪談，以了解他們對於本次教學課程的評價。筆者以以下問題作為訪談的主軸：（1）你對是次教學有何評價？（2）這次教學能提升你的寫作興趣嗎？（3）這次教學能改善你的寫作表現嗎？為保障學生的隱私及權益，筆者會以（P1、P2、P3）作為學生的代號，以便進行後續的分析。

研究結果及分析

問卷調查

　　表 2 顯示，研究對象都大致能透過《伊索寓言》融入初中寫作教學課程建構寫作興趣（各題的平均值在 4 分以上，除第 5 題外）。學生在第 5 題的得分較低（M=3.24），當中的主要原因，是學生寫作動機低落的問題並非一朝一夕的事，要使他們願意增加寫作文章的次數，筆者深信我們還需要再多花時間鑽研不同的教學方法，才能讓他們樂此不疲地寫作。

項目	平均值	標準差
1. 經過是次課程後，我較從前喜歡寫作。	4.24	0.89
2. 是次課程讓我喜歡上寫作課。	4.29	1.15
3. 是次課程提升了我的寫作動機。	4.19	0.98
4. 是次課程豐富了我的寫作靈感，使我更有動力寫作文章。	4.38	0.97
5. 經過這次學習後，我希望可以寫作更多文章。	3.24	1.09
6. 是次課程提升了我寫作文章的字數。	4.33	1.02
7. 是次課程減少了我對寫作的壓力。	4.05	0.92
8. 是次課程讓我感到寫作是很重要的。	4.38	0.92
9. 是次課程提升了我在寫作課堂的參與度。	4.29	1.01
10. 我希望在未來能夠再次學習類似的寫作課程。	4.19	1.03

表 2　寫作興趣問卷分析

寫作測試

　　綜合而言，在這次課程結束後，研究對象的寫作能力（立意能力）能得到一定的提升，以下為寫作測試的結果：

Paired Samples T-Test					
	平均數	學生數目	標準差	平均數的標準誤	t 值
前測－後測	-3.2381	21	1.6095	.35122	-9.22***

　***p<.001。

測試滿分：40 分

表 3　前測及後測成績比較

根據 Paired Samples T-test，參與是次研究的學生之所得平均得分有顯著上升（M=20.57、SD=4.25），而 p<.001（p=.000）。這說明《伊索寓言》融入初中寫作教學課程能夠提升學生之文言文閱讀理解能力。

綜觀大部分學生的後測答卷內容，他們都能按照寫作題目的要求，寫作一篇合符基本字數要求的文章。同時，大部分學生的文章都具有基本立意，即能從所記述的事情，歸納由此得出的教訓或反思。雖然他們在說明相關教訓或哲理時仍然有嫌淺薄，可是筆者認為這已是可喜的現象，因為學生至少在這次教學結束後，能具有立意的意識及能力。另外，他們的寫作取材亦能配合文章的立意，即文章內容具有合理性和邏輯性。此外，大部分學生的文章取材較為普通，可見筆者在未來還要提升學生的視野，以及對社會、國家及世界的認識。

學生訪談

學生訪談內容反映研究對象都認同是次課程的教學成效。筆者將從兩個面向（教學內容及教學活動）對學生訪談內容進行分析，如下：

教學內容

這次《伊索寓言》融入初中寫作教學課程能提升學生寫作興趣的原因，包括：《伊索寓言》的哲理能啟發學生寫作、《伊索寓言》對學生寫作具有很高的參考價值、《伊索寓言》故事篇幅較短（學生願意閱讀並從中開拓視野）。

「我在寫作時，經常想不到如何訂立文章的主題，這使我不太喜歡寫作。而《伊索寓言》故事具有豐富的人生道理，我們在寫作時可以參考當中的故事內容及由此帶出的哲理，這使寫作變得容易些，所以我會願意完成寫作，和多了些興趣寫作。」（P1）

「以前寫作的時候，我感到很大壓力，因為真的什麼也想不到，這可能是因為我沒有什麼人生經驗吧！《伊索寓言》的故事告訴我人生處世的應有態度，以及我們應該擁有的品德操守，這啟發了我把這些價值和態度放在我的文章之中，使我有字可寫，壓力自然大大減少，興趣便會增加。」（P2）

「《伊索寓言》篇幅很短，而老師以此作為教材，教導我們怎樣去寫作文章，使我覺得較輕鬆，會更有興趣去學習寫作，和動筆寫字。」（P3）

另外，部分學生指出《伊索寓言》的教學內容能提升他們在寫作時思考文章立意的意識。

「由於老師長時間教授我們《伊索寓言》的故事，長期看下去，你會有一個意識，就是去思考這個故事究竟想講什麼，教訓我們什麼，所以當我去寫作時，我也自然會想到究竟我所寫的文章想告訴別人什麼道理？別人看了我的文章後會有什麼啟發？」（P1）

「我以往在寫作時，都是寫完故事的起因、經過、結果便算，從來沒有想過文章應給予別人一些道理或啟發。自從長期在課堂裡閱讀《伊索寓言》故事後，我便漸漸有一個意識，就是我寫的文章也要告訴別人一些道理，而非寫完便算。」（P2）

教學活動

綜合學生的訪談內容，他們都認同是次研究實施的教學活動都能有助改善他們的寫作表現，包括：短片欣賞、角色扮演、個人分享、微寫作，因為這些活動能為他們提供機會，開拓不同的思考角度，進一步刺激他們的組織思維。在寫作時，他們能將從中發展的思維模式應用在構思文章取材及立意的過程之中，進而提升他們的寫作能力表現。

「我最喜歡微寫作，因為學了這麼多思考的方法，我們也需要應用一下，練習一下，而微寫作活動便可以給予我們機會，在極大的自由度下，構思文章的主題內容和立意，從中我們便可以累積多些寫作題材，讓我們在下次寫作時也可以有多些靈感。」（P1）

「我較喜歡短片觀賞，因為短片的內容是源自日常生活的，有助我思考《伊索寓言》當中的道理，而作文時便可以成為我的材料……角色扮演也有幫助的，因為可以從故事主角的角度去思考，想一下自己可以從所發生的事情之中有什麼得著或學到什麼。這教會我在寫作時，需從主角的處境思考，增加文章主題與人物行為之間的相關性。」（P2）

「我最喜歡的活動是個人分享，因為它能把我們從《伊索寓言》中所學的道理連結日常生活，讓我更明白這些道理與生活的關係是什麼，例如：《旅人和篠懸木》教我們凡事不要忘恩負義，我就想想自己的生活中有否經歷這些事情，其中一次我曾教一位同學做功課，可是他之後竟然講我的壞話，當他下次有求於我時，我便不再理會他，而他亦因此而非常無助⋯⋯這能幫助我在寫作時，聯想日常生活的經驗，並選取一件更能突顯文章立意的事情作敘述。」
（P3）

總結及建議

　　《伊索寓言》融入初中寫作教學課程能提升學生的寫作興趣。首先，《伊索寓言》蘊含豐富的人生哲理，缺乏人生經驗的初中學生可以從中借鏡，並將所學的道理融入自己的寫作之中（以之為文章的主題思想），這自然減少學生在寫作時無從入手的困境，並提升他們的寫作興趣。另外，《伊索寓言》的故事內容簡短、結構完整，學生可以輕易地參考當中的立意、取材及筆法，為寫作自己的文章帶來靈感，在靈感較充足下，學生自然能減少寫作壓力，寫作興趣亦自然能由此而來。再者，多樣化的教學活動能培養學生的思考，讓他們從不同的角度思考故事主角的處境及行為，與故事所帶出的道理有何關係，這自然加強了學生的寫作信心，寫作興趣亦隨之而提升。

　　《伊索寓言》融入初中寫作教學課程能提升學生的寫作立意能力。第一，《伊索寓言》所寄寓的深刻道理，能為學生帶來寫作啟發，並讓他們可以應用在自己的文章之中，這都有助提升學生的寫作立意能力。第二，每篇《伊索寓言》故事都必然寄託了一個深刻的道理，而學生在閱讀多篇《伊索寓言》故事後，自然會產生一個意識：每篇文章必然需要帶出一個深刻的道理，當這種意識遷移至寫作時，學生便會認同自己所寫的文章也必然需要寄寓人生哲理，並認真構思自己的文章之主題思想（所帶出的道理），在這樣的情況下，他們的寫作立意能力自然會得以提升。

綜合是次研究的成果及反思，筆者嘗試提出相關的建議，供後續研究者參考，如下：

第一，本次研究採取「以讀促寫」的模式，當中取得不俗的效果。然而，在實施的過程中，《伊索寓言》的故事情節與學生的現實生活情況存有距離，縱使立意深遠，學生或許也未能容易推敲當中的道理。因此，筆者建議教師可以學生生活經驗為本，選用適切的閱讀材料，甚或自行以校園生活為主題，編製適合學生閱讀的文本，這樣的做法將有助學生更容易理解文本的內容。

第二，本次研究採用《伊索寓言》作為教學材料，成功啟發學生的寫作靈感及寫作立意意識。筆者建議後續研究者可採用不同的中外寓言作品作為寫作教學的材料，例如：《百喻經》、《格林童話》等，以探究其他寓言作品是否能達到相同的教學效果。

第三，本次研究實施了多樣化的教學活動，例如：繪畫、微寫作、短片觀賞、角色扮演等，以促進學生的寫作構思及思考。筆者建議後續研究者可嘗試實施更多不同的活動，例如：辯論、微電影製作、相片拍攝（輔以文字說明）等，以加強學生對寫作立意的思考。

第四，本次研究只以寓言作為教學的唯一體裁，事實上，不同的作品（詩歌、小說、戲劇、散文等）都具有深刻的立意，筆者認為後續研究者可嘗試以這些文學體裁進行寫作教學，並探究運用不同作品進行寫作教學（以讀帶寫）的方法及成效。

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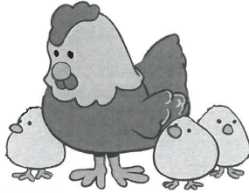陳國威（2010）。〈從社會心理學角度剖析香港學生的中文表現及其啟示〉。《香港教師中心學報》，第 9 卷，53-61。

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中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示

44/50

表現良好

表現良 V.good!
佳！

姓名：＿＿＿＿＿＿（　）　班別：＿＿＿＿＿＿

甲部：閱讀理解(20%)

旅人和篠懸木

　　兩個旅行者為了躲避正午的豔陽，於是走近一棵篠懸木，坐在它的樹蔭下休息。其中一個旅人摸摸篠懸木的枝幹，說：「這種樹一點用處都沒有，既不會結好吃的果子，也不能用來做精美的傢俱。」

　　篠懸木聽了生氣的說：「你這個可惡的傢伙，享受了我所提供的清涼，卻反而說起我的壞話來。」

1.　試寫出這個故事的寓意。(10 分)

這個故事 講述了兩個旅人在一個懸木下休息最後還講起了它的壞話 。

說明了 不要只想別人的壞，要記得別人的好 ~~忘恩負義~~ 做人不應忘恩負義 的道理。

9

婦人和雞

　　婦人有一隻母雞，每天下一顆蛋。她想：「怎樣才能得到更多的雞蛋？」於是，她給母雞許多的大麥吃，以為增加母雞的食物，牠就會下更多的蛋。

　　數天後，母雞變得又大又胖，反而連一顆蛋都生不出來了。

2.　試寫出這個故事的寓意。(10 分)

food!

這個故事 講述了婦人養了一隻母雞想讓牠下更多的蛋，便每天給牠吃很多大麥，最後卻一隻蛋也生不出來了 。

說明了 做人不能太貪心，太貪心的話最後可能一無所有 的道理。

19　10

母雞連蛋也生不出來了

20

試以「誠實」為題，創作一篇 50 至 120 字的故事，當中須包含至少一個道理。

　　有一天，小明放學很晚很晚才回家，媽媽見到後便問小明：「你放學去哪裏了？怎麼那麼晚才回家。」小明便說：放學之後，我去了志強家做功課，所以那么晚才回家。但事實卻是小明放學到處遊玩，玩到很晚才記得要回家。當回到家後媽媽問起小明，小明才編出一個謊言來騙媽媽，但由於小明天天放学都很晚才回家，媽媽便起了疑心，決定去学校看看小明去了哪裏，媽媽一路跟着，發現小明放學是去了公園玩，最後小明也受到应当的懲罰。

　　這個故事告訴我们不能說謊，要誠實，不然最後还是会被人發現。

故事能夠環繞「誠實」而발揮！表現不俗！

附件 2 《伊索寓言》單元一工作紙

中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示(一)

20/20

V. good!

優等

姓名：＿＿＿＿＿＿（　）班別：＿＿＿＿＿＿

驢子和狼

驢子在草地上吃草，發現狼從後方悄悄的靠近，牠立刻裝出腳受傷的模樣，一邊跛著腳一邊呻吟著。

狼好奇的問：「你怎麼啦！」

驢子回答：「我剛剛跳過籬笆的時候，後腳跟不小心給荊棘扎到了。你要吃我之前，最好先幫我把刺拔掉，以免刺傷自己的喉嚨。」

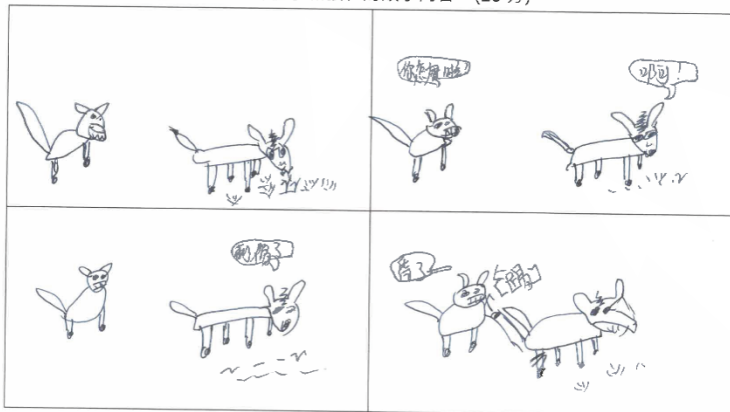狼覺得有道理，於是打算先幫驢子把腳上的刺拔掉。當牠一彎下身，驢子便抬起後腿來，狠狠踹出一腳，把牠給踢昏了。

1. 試寫出這個故事的寓意。(10 分)

精準！

這個故事 要用智慧逃脫脫危險，狼被驢子欺騙 捱踢昏了。 ✓ good! 10

說明了 不要輕易相信別人說的話，要深思熟慮的做出決定 的道理。 10

2. 試繪畫一幅四格漫畫，以說明〈驢子和狼〉的故事內容。(10 分)

10 ✓

中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示(二)

GOOD!

20 / 20

姓名：＿＿＿＿＿＿（　）班別：＿＿＿＿＿

欣賞你
的認真！

農夫和蛇

　　一個寒冷的冬日，農夫準備前往田裡工作。他走到半路，突然發現路旁有一條凍僵的蛇。農夫心生憐憫，把蛇放進自己的胸口，打算用身體的溫度來救活牠。

　　果然，蛇在農夫的懷裡甦醒了。但牠一醒來，便朝農夫的胸口咬去。農夫臨死之際不禁嘆道：「我怎麼那麼傻，要去幫助邪惡的蛇？」

1. 試寫出這個故事的寓意。(10 分)

這個故事 <u>農夫好心救</u> <u>蛇卻被蛇反咬一口死去了。</u>

10

說明了 <u>不是你有善良都能得到回報，行善也要看對象否則反給人害</u> 的道理。

good!

2. 如果你是蛇，你有什麼話告訴農夫？(不少於 100 字。) (10 分)

	農	夫	你	真	傻	，	并	不	是	你	有	的	善	良	都	能	夠	得
到	回	报	，	你	以	为	你	救	了	我	，	我	便	会	报	答	你	吗	？
反	而	都	被	我	反	咬	了	一	口	，	在	救	人	或	帮	助	人	的	同
時	需	要	深	思	熟	慮	否	則	善	良	反	会	被	善	良	误	也	要	思
考	值	不	值	得	救	且	帮	助	，	不	要	认	为	自	己	善	良	別	人
也	会	用	善	良	对	待	你	，	行	善	也	需	要	看	對	象	否	則	反
被	壞	人	害	，	也	不	要	輕	易	相	信	他	人	。						

10
✓ good!

分析有理！

附件 4 《伊索寓言》單元三工作紙

中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示(三)

20/20

講述了
大綱法
起因、經過、結果

V. good!

能撰
錄單
記！
good!

優等

吹牛的旅人

　　旅人到世界各地去遊歷，有天他回到自己的國家，逢人便吹噓：「我在外國做了許多了不起的事呢。比方說，有一次在羅滋參加跳遠比賽，一跳就破了他們國家的紀錄，說不定也破了世界紀錄呢！不信，去找羅滋的人問問看就明白了。」

　　一個聽眾忍不住說道：「何必這麼麻煩？你現場示範一遍就好啦！」

1. 試寫出這個故事的寓意。(10 分)

聽眾的努力

這個故事 講述了旅人向聽眾吹噓自己，最後卻未能展現自己的實力　　　　　10

說明了 不應該吹牛，應該去培養自己真正的實力，才能獲得別人的尊重　　　　　的道理。

good!

2. 試創作一個新的故事，以體現〈吹牛的旅人〉的道理。(不少於 100 字。) (10 分)

		從	前	，	有	一	個	農	夫	每	天	都	到	處	和	別	人	吹	噓
:	「	我	農	田	什	麼	植	物	都	有	，	還	開	得	十	分	豐	盛	」	由
於	那	個	農	夫	天	天	到	處	和	別	人	說	自	己	的	農	田	的	植
物	開	得	有	多	豐	盛	，	其	他	農	夫	都	很	好	，	便	和	那	個
吹	噓	的	農	夫	說	：	「	你	的	農	田	那	麼	豐	富	，	不	如	帶	我
們	去	看	看	？	」	，	那	個	農	夫	聽	到	後	，	不	知	道	該	怎	麼
辦	，	只	是	尷	尬	地	笑	了	一	笑	。									

V. good! 故事完全離題

24

附件 5 《伊索寓言》單元四工作紙

中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示(四)

20/20

姓名：＿＿＿＿＿（　）班別：＿＿＿＿＿

老婆婆和醫生

老婆婆的眼睛模模糊糊地，越來越看不清楚。她請醫生到家裡來看診，說：「如果你能夠治好我的眼睛，我願意付一大筆酬勞給你。」

醫生每天來幫老婆婆的眼睛塗藥，並趁機拿走一樣傢俱和值錢的東西。等老婆婆的眼睛復元時，家裡的貴重品也幾乎被搬得差不多了。

醫生對老婆婆說：「依當初的約定，你應該付一筆醫療費用給我。」老婆婆搖起頭來拒絕支付。她說：「你並沒有治好我的眼睛呀！而且反而更嚴重。之前，我還看得清楚家裏的擺設，而現在我只看見兩三樣傢俱了。」

---

1. 試寫出這個故事的寓意。(10 分)

這個故事~~續述~~了老婆婆請醫生看診，醫生每天趁機偷走東西，結果被老婆婆發現，說明了不要以為作惡沒有人知，因為作惡總會留下證據的道理。 10

2. 試觀看短片〈勿以善小而不為，勿以惡小而為之〉，並改寫當中的結局，以讓主角深入反省「勿以善小而不為，勿以惡小而為之」的道理。(不少於 100 字。) (10 分)(https://www.youtube.com/watch?v=HlnP-VuAvmI)

他又再一次在行人路上騎電單車，又叫其他行人走開，我看到就立即上前阻止，但他不聽，並繼續前行，不幸他撞到一個汽油鑵，炸了他下半身。他痛苦地說：「我不應該在行人路騎電單車。」他以後也騎不了電單車了。 10

故事具有創意！good!

25

中二級　中國語文科
科任教師：吳善揮
《伊索寓言》的啟示(五)

20/20 優

姓名：＿＿＿＿＿＿＿（　　）班別：＿＿＿＿＿＿

父親和孩子們

V. good!

　　孩子們經常吵架爭執，父親深感困擾，於是他想出一個辦法來。他把孩子們叫到身邊，拿了一綑柴要他們折斷。孩子們一一嘗試，但沒有一個人成功。

　　父親把柴拆開分給每個人一根，並要他們再試一次。這回，大家都把柴給折斷了。父親開口說：「這綑柴就像你們，團結在一起時沒有人能夠傷害你們。一旦分開，就連保護自己的能力都失去了。」

1. 試寫出這個故事的寓意。(10 分)

完整！

這個故事 講述了爸爸想出了一個辦法讓孩子知道要團結，於是他拿出一綑柴要他們折斷，而以此闡釋要團結。

說明了 團結就是力量，一但分開，就連保護自己的能力也失去了 的道理。

10

2. 試繪畫一張海報，呼籲全香港市民一起團結合作，共同為香港的未來打拼。(10 分)

I 團結♥ HK 力量☆

10

good! ✓

中二級　中國語文科

科任教師：吳善揮

《伊索寓言》的啟示(六)

20/20

姓名：＿＿＿＿＿（　）班別：＿＿＿＿＿

城市老鼠和鄉下老鼠

城市老鼠到鄉村來做客，鄉下老鼠拿出麥桿和樹根請牠吃。吃飽後，城市老鼠說：「改天到城裏來玩吧！我請你吃大餐。」鄉下老鼠點頭答應了。

數天後，鄉下老鼠依約來到城市。牠被帶到一個很大的餐桌，上頭擺滿了麵包、豆小、蜂蜜和葡萄乾，竹籃裡更擺滿了香噴噴的乳酪。當牠們準備開動時，一陣腳步聲傳來，「人類來了，快跑！」城市老鼠大喊一聲，朝洞穴跑去。鄉下老鼠跟在後頭，嚇得渾身發抖。

等人離開之後，牠們爬回餐桌，鄉下老鼠正想朝乳酪咬下去，「碰！」廚房的門被打開了。又是一陣慌亂的奔逃。

鄉下老鼠對城市老鼠說：「與其過著這種擔心受怕的日子，還不如吃著樹根，快快樂樂地看著夕陽呢。」

V. good!

1. 試寫出這個故事的寓意。(10 分)

這個故事 ~~描述了城市老鼠約鄉下老鼠到~~ 城市吃大餐，但沒次吃到一半便取了起來過著 ~~坤~~ 擔心受怕 的日子

說明了 寧願 過着平平淡淡的日子也不要過著 整天 擔心受怕的日子，快快樂樂的看着 每天的夕陽 的道理。

10

2. 比較閱讀：

試比較《城市老鼠和鄉下老鼠》和《東林寺酬韋丹刺史》兩篇文章，兩者在主題思想上有何異同之處？(10 分)

原文：

年老心閑無外事，麻衣草座亦容身。

相逢盡道休官好，林下何曾見一人。

語譯：

我年既老邁且歸佛門，當然是心閑如古井，不起一絲波瀾。只要布衣和圓形墊子相伴即可度日，我也習慣了清苦的生活。

韋丹以及士大夫們見了我們和尚都口口聲聲說要辭官，要退隱，可是真正退歸林下的又有何人呢？
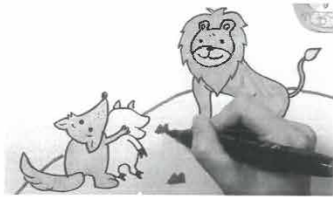
靈澈《東林寺酬韋丹刺史》

兩篇文章都 用為 淡泊 名利

　他們 異同 是則 是 想 平平淡淡地過著 平淡的生活，无怵无虑 而 不是 整天 擔心受怕 的生活，簡單自 相荼淡飯就行，放下才 下田 努力 過著隱 的生活，不生 痛苦生活 過着

相異的地方是第一篇故事強調放下 能力 便然 自得 相反，第二篇則 批評人人都 明白 淡泊

名利的道理，可且很少人能 做到 ~~批~~ 還到的 諷刺意味。

10

中二級　中國語文科

科任教師：吳善揮

《伊索寓言》的啟示(七)

20 /20

欣賞你！

V good!

姓名：＿＿＿＿＿（　）班別：＿＿＿＿＿

狼和獅子

狼偷偷溜進羊欄，拖走一隻羊。在回巢穴的路上遇見一隻獅子，並搶了牠的羊。

狼拔腿奔跑，直到安全的距離才停下來，牠回過頭來，大聲喊道：「那是我的羊，你怎麼能夠用不正當的手段奪走牠呢！」。

獅子語帶嘲諷的回答：「阿哈！你就正當囉？難道這隻羊是朋友送給你的不成嗎？」

1. 試寫出這個故事的寓意。(10 分)

這個故事 講述了 狼捉走一隻羊，然後被獅子搶了牠的羊，狼自稱是自己的羊，並說獅子不正當的手段奪了羊，但是被獅子反駁。

說明了 自己用不正當的手段得到了一樣東西，其他人也可以用不正當的手段得到你的所得 的道理。

（行為不端者沒資格批判他人）

10

2. 比較閱讀：

試比較《狼和獅子》和《論語·子路》(節錄)兩篇文章，兩者在主題思想上有何異同之處？你又同意兩者所帶出的共同觀點嗎？(10 分)

原文：

子曰：「其身正，不令而行；其身不正，雖令不從。」《論語·子路》(節錄)

語譯：

孔子說：「領導自己身正，即使不下達命令，群眾也會自覺去做；領導自身不正，即使下達了命令，群眾也不會服從。」

《論語·子路》(節錄)

在相同之處方面，兩者都在說明行為不端正者，沒有資格批評他人，也沒有領導別人。兩者不同的是《狼和獅子》在批評加罪的人，《論語·子路》在說明領導的人。我同意兩者所帶出的共同觀點，因為如果我們行為也不端正，所說的話也沒有說服力。

10

good!

28

中二級　中國語文科

科任教師：吳善揮

《伊索寓言》的啟示

44/50

姓名：＿＿＿＿＿（　）　班別：＿＿＿＿

放賞你！ V.good! ☺

優等

甲部：閱讀理解(20%)

農夫和狐狸

狐狸經常潛入農場偷雞，農夫很生氣卻無可奈何。有一天，狐狸掉進農夫裝設的陷阱裡，農夫盛怒地說：「你這隻可惡的狐狸，終於給我逮著了吧！我要狠狠地教訓你！」話畢，他便拿著一根浸過油的繩子，把它綁在狐狸的尾巴上，想也沒想，便立刻點火。

狐狸的尾巴著火了，痛得往小麥田衝去。火苗迅速地在麥田延伸，把即將採收的小麥都給燒掉了。農夫眼見一年的努力化為灰燼，後悔卻已經來不及了。

1. 試寫出這個故事的寓意。(10 分)

10

精準！

這個故事 描述了狐狸經常偷雞有一次終于被農夫捉到尾巴被燒，最后農夫的小麥田被燒，農夫后悔.

說明了 做人要得饒人处且饒人,要知錯能改否則得到的没有一天会失去 的道理。

good!

母獅子

野獸們互相爭論著：「我能一胎生好幾隻，我最厲害。」「我一年比你生的更多，我才是最厲害。」大夥爭論不休，決定去找母獅子當評判。

母獅子微微一笑說：「嗯，我一胎只能生一隻小獅子，可是牠卻是萬獸之王呢！」

2. 試寫出這個故事的寓意。(10 分)

這個故事 描述了野獸在比誰生的孩子多去找母獅當評判但母獅子都說一胎生一隻却比他們都強。

說明了 有人生來氣好,有人生來就是天生的王,一人可以比十几个人都強 的道理。

另一角度：
凡事應重質不重量

所言亦見有理！

9
(19)

乙部：創意寫作(30%)

試以「寬恕」為題，創作一篇約 50 至 200 字的故事，當中須包含至少一個道理。

									寬恕										

　　在热闹的街市當中，一群吃瓜群众围着一位乞丐和一名摆摊的老板，渾身脏的一名乞丐正跪地求饶着老板因乞丐在跑的过程當中撞坏了老板的一个贵重的花瓶，便求饶着让老板放过他，而老板都迟迟不肯放过他，便让乞丐赔偿全部的损失。在場的路人便纷纷劝老板寬恕乞丐。老板則是一位不太喜欢热闹并出明的人便气得满脸通红到了！最后无奈只能让乞丐给老板打工，还他的花瓶钱，在乞丐的求饶下，老板也懂得了寬恕乞丐了。

　　在做销事的同時要懂得寬恕他人，他人也会寬恕你，善良会让你感化所有人，俗说人处目饶人，寬恕他人也笙于寬恕了自己，寬恕是每个人基本的原则。

Enhancing children's English literacy and affective reading attitudes through school-based English story reading programme

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Abstract

This action research investigates whether a school-based English story reading programme (ESRP) can enhance the English literacy levels of Cantonese-speaking typical development (TD) children in terms of their high-frequency word (HFW) size and affective reading attitudes. The connectivity between Chinese and English learning was explored through the ESRP with the Cantonese-speaking TD children aged 4 to 6 (n=80) in a kindergarten. The results reflected that children's reading attitudes were enhanced after joining the ESRP. In particular, all the participating children were rated as "Reading for pleasure", revealing that they were eager to read and attempted to articulate words. Also, nearly 30% of children aged 5-6 were assessed as "confident readers", reflecting their abilities in encoding and decoding words proactively by themselves. Also, a relationship existed between English HFW size and age growth. These findings shed light on how the school-based ESRP facilitates the cross-linguistic transfer of Chinese-English learning and affective English reading attitudes for early childhood education (ECE) practitioners.

Keywords

cross-linguistic transfer, high-frequency words, affective reading attitudes, three-stage theory

Introduction

English Language has been regarded as a global lingua franca, a universal language that could be adopted as a communicative tool among different nationalities worldwide. Given that the cosmopolitan nature of Hong Kong increases the opportunity for social mobility for those with superior levels of English proficiency, most Hong Kong parents expect their children to master English at an early age. Many families provide children with various types and degrees of exposure to English. As far as we know, the parents at the Endeavourers Chan Cheng Kit Wan Kindergarten (TEKG), a government-subsidised kindergarten located at a public housing estate in Chai Wan, greatly rely on the academic support of English language teachers. TEKG student profile of 2019/20 academic year showed that 95% of children's first language[1] (L1) was Cantonese, and English was their second language[2] (L2). Parents rarely provided academic support to these bilingual children, who received little English exposure at home.

Most English language learning and teaching resources available in the market have placed few considerations on the literacy developmental needs of L1 Cantonese-speaking typical development (TD) children. The majority of the currently available pre-primary English textbooks in the market are designed for students learning English as a second language (ESL). Yet, there are few concerns on how L1 Cantonese TD children produce English words and comprehend English passages in their bilingual brains. The contents of pre-primary textbooks are heavily loaded with lexico-syntactical activities and repetition drills (e.g. "Can you see the panda / zebra / goat?" "Yes, I can / No, I can't"). These repetitive practices may demotivate children's reading attitudes since they are too dull. Given the lack of parental support for English language learning and the suitable learning and teaching materials in the market, there is a pressing need for developing a school-based ESRP for TEKG children.

The following section reviews various studies on L2 learning in terms of four key areas: influence of Home Learning Environment (HLE) (Kalia & Reese, 2009) on children's literacy development, "Reading to learn" in L2 acquisition, affective reading attitudes, and cross-linguistic transfer theories.

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[1]L1 refers to an individual's first language, mother tongue or native language that he/she learns before puberty.

[2]L2 refers to an individual's second language that he/she does not speak as fluently as his/her first language.

Literature Review

Kalia & Reese (2009) stated that home-learning environments (HLEs) could be defined as providing opportunities for children to access English when they were home. Specifically, parent-child English reading activities such as guided English reading, storytelling, and storybook reading were extremely relevant to the creation of literacy environments that are favourable to a child's literacy development. Research also indicated the significant effects of HLEs on children's literacy development (Niklas & Schneider, 2017). An intervention training programme consisting of knowledge of HLEs, independent reading, and dialogic reading was conducted by Niklas & Schneider (2017) with children of an average age of 5.5 from 125 families. The findings demonstrated that the families involved in the training programme got improvements in their HLEs and their children's linguistic competencies were enhanced in comparison to those in the control group. In terms of Kalia & Reese's definitions (2009) on HLEs and the desirable outcomes of HLEs stated by Niklas & Schneider (2017), it was observed that most TEKG children have had unfavourable HLEs. A series of undesirable effects on L2 learning, such as an absence of cognitive stimulation and responsiveness between parents and children through English story reading activities appeared as a result.

"Reading to learn" has been the core value stated in kindergarten curriculum guides for over two decades (Curriculum Development Institute, 1996; Curriculum Development Council, 2006 & 2017), reflecting the significant role of story reading in children's early literacy development. Respective diversified and purposeful activities such as spontaneous dialogues, story-reading, and play should be conducted to motivate L1 Cantonese TD children's interest in speaking and listening to English (Curriculum Development Institute, 1996; Curriculum Development Council, 2006 & 2017). Given the significant role of English story reading in children's early literacy development as stated in the curriculum guides, TEKG has adopted a story-based approach to develop the school curriculum in which a storybook series, translated from Chinese into English and entitled Read-along series, was utilised to enhance children's English reading and speaking abilities. Also, these storybooks were levelled according to children's' developmental and learning needs. Various play-based activities such as English phonics games, matching games, pretend play, dramatic play, and board games were included in the school-based ESRP.

A reader's attitude to reading is a complicated construct. It generally refers to an individual's positive or negative feelings towards reading. Scholars from various disciplines have studied its definition systematically through empirical studies

(Mathewson, 1994; Yamashita, 2004). Mathewson (1994) identified a complex tripartite relationship that existed among the three constructs: cognitive (personal and evaluative), affective (individuals' feelings and emotions on reading), and conative (action readiness and behavioural intention). The first construct relates to instrumental motivation and self-evaluation of reading abilities. The second represents an individual's positive (motivated to read) or negative (avoid reading) feelings about reading. The third pertains to actions taken by individuals to initiate reading in various settings such as libraries. Considering children's physical and psychological developments, the affective aspects of reading attitudes were selected for investigation in this study.

To better comprehend how L1 Cantonese-speaking TD children learn English, it is essential to explore the interaction and cognitive processing between Chinese and English. Extensive research has already been done on whether cross-linguistic processing existed in languages which shared similar cognates, such as orthographic and phonological components between English and Spanish. Nonetheless, there is a dearth of studies on cross-linguistics transfer among Chinese-English bilinguals because of the dissimilarities between these two languages. English, which is an Indo-European language, has over 50% of words that can be sounded out through their graphophonemic relationships. However, Cantonese cannot be articulated according to the morphemes of Chinese characters. Jiang (2000) proposed a three-stage theory, suggesting that the initial process of L2 learning began with substantial transfer from L1 (Chinese) to L2 (English) at the semantic level. This theory suggested that the knowledge of Chinese words played a crucial role during the cognitive process of learning new English words. Henceforth, this study adopts Jiang's three-stage theory as the theoretical framework underpinned.

Jiang's three-stage theory (2000) emphasises the semantic transfer of Chinese-English bilingual learners, initiating the concerns of how L1 Cantonese-speaking TD children acquire L2 by using their L1 in their early years. The first stage is the word association stage, where individuals associate a new word in L2 with the L1 translation to access the conceptual information of it. Following this is the lemma mediation stage.

L2 words and concepts are directly linked, thus reducing the reliance on accessing the concepts learned in L1. The final stage is also known as the full integration stage. As learners are frequently exposed to L2 words, strong links between L2 words and concepts are formed. L1 words are then increasingly less

crucial or are no longer used to identify the L2 words. Grounded on this theory, the school-based ESRP was developed to provide pre-English activities to facilitate the semantic transfer of L1 Cantonese-speaking TD children.

Another theory that shared similarities with the three-stage model (Jiang, 2000) is the Revised Hierarchical Model (RHM) of bilingual processing which suggests that cross-language associations exist at the level of vocabulary depth. Second, the cross-linguistic transfer occurred across languages that do not share cognates. In other words, the forms that words take are different across languages. Still, they share a common underlying concept that could facilitate ESL learning for L1 Cantonese-speaking TD children under the RHM.

Given the cross-linguistic associations of vocabulary knowledge across typologically different languages, the significant relationship between the vocabulary knowledge of Chinese and early biliteracy development reflects how Cantonese lexical tones affect children's English skills. A powerful influence of L1 words on L2 learning has been observed among L1 Cantonese-speaking children in Hong Kong. The cross-linguistic transfer research reflects those L1 Cantonese-speaking children with higher Chinese proficiency can learn L2 better (Chung, McBride-Chang, Cheung & Wong, 2013).

Problem statement

Given the lack of favourable HLEs for children and inadequate considerations of their developmental needs from textbook publishers, TEKG conducted this action research study with an aim of narrowing children's existing English learning gaps. This study includes developing a school-based ESRP programme that is aligned with the rationale of "Reading to learn" and grounded on the cross-linguistic theory, enhancing L1 Cantonese-speaking TD children's English literacy and affective reading attitudes.

The school-based ESRP programme started in the academic year of 2019/20 and ended in mid-June 2021. With the ESRP, TEKG sought to enhance children's English literacy levels. Children were exposed to a wide array of story activities through the collaboration of Chinese and English teaching teams. With the help of Native-speaking English Teachers (NETs) and head teachers, the "Read along" was developed and tailored specifically for TEKG children. As an initial step towards smoothly implementing the ESRP, the Chinese teaching team conducted pre-English

activities, such as reading aloud Chinese stories with the same contents as those in English storybooks. The NETs then conducted corresponding English storytelling through "Read along" and age-appropriate reading activities.

By retrieving prior conceptual information about the English stories from Chinese storybooks, it is hypothesised that children could create strong linkages between English words and their lexical meanings. To further enrich TEKG children's authentic English learning experiences, the NETs were required to conduct shared reading with children using different reading strategies. For instance, the NETs demonstrated how to chunk English words by syllables, look for small words within larger words, and construct new words based on the phonics provided. In particular, the grapheme-phoneme relationship was progressively elicited by the NETs during the process. The children were first asked to read aloud English stories and revisited the graphemes that they learnt before. Then, they were scaffolded to decode, blend, and encode the words. Immediate, corrective, and constructive feedback was provided for them afterwards.

The research questions are as follows:

1. Does the school-based English story reading programme (ESRP) affect TEKG children's high-frequency word size?

2. Will TEKG children's affective reading attitudes be improved after participating in the ESRP?

Research Method and Context

The framework of this action research includes pre-intervention, intervention, and post-intervention stages. The ESRP was implemented during the intervention stage. The timeline of implementing this action research (Table 1) is as follows:

Phase		Duration
Preparation	**Pre-intervention Stage** • Collect information about children's English learning difficulties from different stakeholders (parents, class teachers, and local English teachers (LETs)) • Developed and submitted an action research proposal	Nov-Dec 2019
Development of the school-based ESRP	**The development of the Chinese-English "Read-along" for the school-based ESRP**	
	1st edition: • Conducted Chinese-English translation for the storybooks • Word-to-Word translation by NET 1	Nov-Dec 2019
	2nd edition: • Simplified the story contents with no more than eight sentences by head teachers and NET 2	Jan-Dec 2020
	3rd edition: • Developed a series of school-based Chinese-English stories (The Read-along) for practising target vocabulary items and sentence structures by head teachers and NET 2 • The "Read along" series was finalised and the titles of books are listed below:	Dec 2020

	The "Read-along" for K1 • "These are Vegetables" • "Alligator is Scared, Dentist is Scared" • "Baby Egg" • "An Eggplant Dog" The "Read-along" for K2 • "Egg Brothers" • "Stingy Grandma" • "The King Who loved to Stamp" • "What am I?" The "Read-along" for K3 • "Duck Sue goes on a Trip" • "The Barefoot King" • "Harry's Adventure by the Sea" • "The Seven Chinese Brothers"	
Implementation	**Intervention Stage** • Conducted face-to-face storybook reading and all the related reading activities with K1, K2, and K3 children participants by NET 2	Feb-Jun 2021
	Post-intervention Stage • Conducted high-frequency word (HFW) test with the children • Completed post-test with the children	Jun-Jul 2021
Findings Analysis	**Conclusion** • Quantitative and qualitative data Analysis • Research Report Writing	Jul- Aug 2021

Table 1 Timeline of the Action Research

The pre-intervention stage aims at observing children's reading attitudes and their HFW growth before the interventions. From January-June 2019, TEKG collected views on children's difficulties in English learning from different stakeholders, including parents, LETs, and class teachers as follows.

Most parents reflected that they could not conduct home reading with their children because they did not know English. Therefore, TEKG is the sole support for their children. Second, the LETs indicated that K1 children aged 3-4 were afraid to produce words when they came to them for the HFW assessments. The majority of K1 children did not have access to English or storybooks before attending school, so they could not take up storybook reading. The children were new to pointing to the words with their fingers and reading the words accordingly. Third, the class teachers mentioned that children were eager to read aloud the stories following the NET's instructions and prompts during English lessons. Yet, some could not respond to the NET's questions because they did not understand them. These children required translation support during the English lessons with the NET. The supportive role played by early childhood education (ECE) teachers in this school-based ESRP was crucial.

Research highlighted that teachers' active participation and their learning support for children were significant during the English lessons conducted by the NETs. Providing Chinese-English translation or word explanation could help children (especially those with less exposure to English outside school) comprehend the teaching contents delivered by NETs. The school-based ESRP included L1 Cantonese-speaking class teachers to support the lessons conducted by NET 1 three days per week. Each lesson lasted for 20 to 25 minutes

TEKG proposed the school-based ESRP starting from 2019 onwards. The Chinese storybooks adopted in the pre-English activities were selected and levelled according to children's developmental and learning needs. With the collaboration of the NETs and the LETs, the critical contents of these Chinese storybooks were shortlisted and translated into English. Learning and teaching plans with different language foci were subsequently developed accordingly.

During the intervention from February to June 2021, school-based elements were included in the ESRP, such as providing pre-English activities (Chinese storytelling and reading aloud activities). The contents of these Chinese stories were identical with the English stories, attempting to provide prior knowledge on story contents for Cantonese-speaking children before reading English storybooks. The NETs were responsible for conducting all the English story-reading activities with children aged 3-6. Instructional strategies such as shared reading and guided reading were employed to increase children's phonological awareness in word syllables and phonemes, inspiring them to decode words in terms of the alphabetic principle and letter-sound relationship.

During the shared English reading session, the NETs used semantic association strategies to help children remember phoneme-grapheme correspondence. In addition, each story focuses on a couple of phonics. Children learnt letter names and their corresponding sounds in the context of a story. Also, children used the language structures, and phrases learnt through the ESRP through interactive activities.

Informed by the past pre-primary curriculum guides (Curriculum Development Institute, 1996; Curriculum Development Council, 2006 & 2017), the development of activities in ESRP emphasised increasing children's interest in English, developing children's proactive reading attitudes and confidence in using simple English. In particular, children's cognitive knowledge of Chinese lexical words would be empowered through the pre-English activities (i.e. the Chinese story reading activities). The NETs were requested to apply different instructional strategies such as shared reading and guided reading to increase children's exposure to English. It was expected that children could have a higher level of comprehensibility in the English story contents after having the identical Chinese story reading activities. In turn, all these activities in ESRP could enhance children's L2 acquisition.

The contents of the "Read along" were developed progressively. First, a series of Chinese storybooks was selected according to children's developmental and learning needs by the principal, who has more than 30 years of experience developing Chinese storybook programmes in kindergartens. With the help of local Cantonese-speaking teachers, NET 1 converted the Chinese words into English through direct translation initially. Given that the first edition was too lengthy, each story was simplified to eight to ten rhyming sentences by the LETs and the NETs.

The Kindergarten Education Curriculum Guide published in 2017 stated that 'learning objectives are to build an interest in English, develop the attitude and confidence in using simple English and gradually develop basic concepts of English'(Curriculum Development Council, 2017, p.42) and 'Teacher should use authentic materials, listening and speaking activities, shared reading and different sessions to enrich English language experiences', the translated English stories were told together with engaging, interesting, and purposeful listening and speaking activities.

Given the flexibility in the time allocation of ESRP, TEKG assigned NET 1 to conduct the language activities during class time in the morning session three days each week. NET 2 was asked to support the phonics teaching two days per week as well. A series of learning and teaching plans (Tables 2-4) encompass the children's target phrases / vocabulary and activities.

Duration	Title of Storybook	Phrase / Phonics	Vocabulary	Language Use / Song Singing
Feb-Mar 2021	<< 看蔬菜是這樣的 >> "These are Vegetables"	• "J" & "K" sounds • sweet corn	• tomato • pumpkin • vegetables • carrot • mushroom • bell pepper • onion • eggplant • potato	Vegetables
Mid-Mar to April 2021	<< 鱷魚怕怕牙醫怕怕 >> "Alligator is Scared Dentist is Scared"	• "N" sound	• alligator • dentist • scared • teeth	Brush your teeth
May 2021	<< 蛋寶寶 >> "Baby Egg"	• "U" & "V" sounds	• egg • chick • turtle • dinosaur • crocodile • snake • penguin • purple • white • yellow • green	Whose egg is it?
June 2021	<< 茄子狗來了喲 >> "An Eggplant Dog"	• "W" & "X" sounds	• dog • eggplant • bridge • slide • ball • ant • bird • long • short	Where has my little dog gone?

Table 2 Learning and Teaching Plan (K1)

Duration	Title of Storybook	Phrase / Phonics	Vocabulary	Language Use / Song Singing
Feb-Mar 2021	<< 雞蛋哥哥 >> "Egg Brothers"	• Initial sound /g/, /h/, /n/	• egg • chick • chicken • bird • cow • rabbit	• I am running • I am sleeping • What are you doing? • I am ... • My shell is cracking
Mid-Mar to April 2021	<< 怕浪費的奶奶 >> "The Stingy Grandma"	• orange peels • living room • tap water • drawing papers	• food • tears • pencils • kitchen • washrooms	• Don't waste ... • Please don't waste...
May 2021	<< 愛蓋章的國王 >> "The King Who Loved to Stamp"	• "F" & "S" sounds	• stamping • singing • drawing • writing • playing	• What do you like to do? • I like … (writing / drawing / singing / playing) • How about you? • "Sorry Song"
June 2021	<< 我不知道我是誰 >> "What am I?"	• "C" & "T" sounds	• bell pepper • butterfly • bee • dragon • watermelon • banana • pumpkin • tomato • onion • mushroom • cabbage	• What is this? • This is a / an... • These are... • Yes, I can • Song

Table 3 Learning and Teaching Plan (K2)

Duration	Title of Storybook	Phrase / Phonics	Vocabulary	Language Use / Song Singing
Feb-Mar 2021	<< 蘇小鴨去旅行 >> "Duck Sue Goes on a Trip"	• best friend • good friend	• postman • chicken • trip • countryside • mountain • pond • children • disappointed • city	• What's your name? • What are their names? • What is his/her name? • He/She/It is⋯ • I am⋯ • They/we are⋯ • ____is my friend • Are they your friends? • Yes, they are • No, they are not
Mid-Mar to April 2021	<< 赤腳國王 >> "The Barefoot King"	• "Q" & "V" sounds	• spring • summer • autumn • winter • carpet • shoes • comfortable • snow • warm • queen	• It is ... (spring / summer / autumn / winter) • "Centipede's 100 shoes" (song)
May 2021	<< 哈利海邊歷險記 >> "Harry's Adventure by the Sea"	• "K" & "U" sounds	• kangaroo • key • kick • kiss • umbrella • under • uniform	• Where is⋯ (dog)? The dog is... • How much is / are...?

June 2021	<< 七兄弟 >> "The Seven Chinese Brothers"	• The first • The second • The third • The fourth • The fifth • The sixth • The seventh	• eyes • ears • mouth • tongue • nose • see • listen • taste • smell	• I / He / She / It can... • I / He / She / It can ... with ...

Table 4 Learning and Teaching Plan (K3)

In view of time constraints, two post-tests were conducted to evaluate the effectiveness of the school-based ESRP. The first post-test was conducted face-to-face to measure children's HFW growth and assess their reading attitudes after the ESRP. The second post-test was an online guided reading assessment to evaluate children's online reading attitudes. The post-intervention stage included two parts as follows:

1. The first post-test (face-to-face high-frequency words assessment)

Following the class resumption in mid-February 2021, the first post-test was conducted in April 2021. The LETs invited K1 to K3 participants to read aloud a list of HFWs (Tables 2-4) in April and mid-June 2021 respectively.

Training was provided for children to familiarise them with the procedure of reading HFWs one by one. The duration for each participant was about 5 minutes. During the process, children were requested to read aloud the HFWs that they learnt in the ESRP. In addition, the LETs would observe and assess children's reading attitudes by rating them in terms of three levels. Level One is "reading for pleasure", which means any child who does not know how to read words but demonstrates a willingness to read. Level Two is "begins to read", which implies someone who cannot read the words correctly but is willing to follow teachers' prompts. Level Three is "confident reader", denoting any child who is proactive in reading and attempts to decode and encode words by himself / herself.

The procedure of online reading activities is as follows:

- Children were invited to read aloud the HFWs (Table 5) one by one.

- If children had hesitation in an HFW, the LETs would encourage them to read it by saying, "Try again". Yet, no hints would be given.

- The children were then asked to sound out and blend the letters according to initial sounds and consonant clusters learnt in English story activities.

- If children had hesitation in encoding and decoding the new words, the LETs would encourage them by saying, "Try again", "I trust you can read it".

K1		K2				K3			
1.	A (upper case)	1.	all	18.	new	1.	are	18.	pretty
2.	a (lower case)	2.	am	19.	play	2.	be	19.	purple
3.	and	3.	at	20.	ride	3.	back	20.	ran
4.	away	4.	ate	21.	run	4.	but	21.	saw
5.	big	5.	brown	22.	said	5.	four	22.	say
6.	blue	6.	came	23.	soon	6.	goodbye	23.	she
7.	can	7.	did	24.	there	7.	gray	24.	so
8.	come	8.	do	25.	this	8.	green	25.	that
9.	down	9.	eat	26.	to	9.	he	26.	they
10.	find	10.	get	27.	too	10.	hello	27.	was
11.	far	11.	good	28.	under	11.	hi	28.	well
12.	funny	12.	have	29.	want	12.	no	29.	went
13.	go	13.	here	30.	we	13.	orange	30.	white
14.	help	14.	into	31.	what	14.	our	31.	who
15.	I	15.	jump	32.	will	15.	out	32.	with
16.	in	16.	like			16.	pink	33.	yes
17.	is	17.	must			17.	please		

Table 5 High-frequency Word List

2. The second post-test (online reading assessment)

The second post-test was conducted to assess children's online reading attitudes through guided online reading activities. From April to June 2021, the LETs completed this online post-test with each child one by one through Zoom in the afternoon. The duration for each participant was about 5 minutes.

During the process, the LETs requested children to read aloud the content words and new words with the help of picture cues. Children were then required to make a sentence using the content words and sentence structures learnt in English stories, investigating their cognitive knowledge in comprehending the lexical meanings of words, phrases, and sentences. The procedure of online reading activities is as follows:

- Reading aloud the story guided by the LETs

- Inviting a child to read aloud the content words with the help of pictures

- Using the cursor to point at any content words, in which a child had hesitation and reminding the child of recalling the respective story contents

Given that face-to-face teaching was suspended during the COVID-19 pandemic, random sampling procedures could not be processed as scheduled in January 2021. For quantitative analysis, participating children could not be randomly divided into the control group and experimental group. Yet, TEKG controlled variables such as children's English phonological awareness that would affect the results by selecting a group of L1 Cantonese-speaking children with an average level of English reading proficiency in January 2021. They all declared no special educational needs such as speech delay or other developmental deficiencies. A total of 80 L1 Cantonese-speaking children participated in this research (a breakdown of the participants can be found in Table 6 below). Given the pandemic, TEKG finally arranged K1 to K3 children to participate in the first post-test, whereas K2 and K3 children participated in the second post-test through Zoom.

All participants have been studying in TEKG since they were three years old. A summary of participants is illustrated in Table 6.

Age	Boys (n)	Girls (n)	L1	Join date at TEKG
4	11	14	Cantonese	9/2020
5	18	14	Cantonese	9/2019
6	13	10	Cantonese	9/2018
Total	42	38		

Table 6 Demographics details of child participants

Findings

The post-tests were scheduled to be conducted in 2020. Given that face-to-face classes were suspended from December 2020 to February 2021, the first post-test was completed in April 2021. Two months later, children were requested to reread the same HFW list (re-assessment) for comparison. The post-test results in June 2021 indicated that each child participant had a 20% improvement in HFW compared with their performance in April 2021, reflecting how the provision of L1 conceptual information on L2 facilitates children's L2 learning.

Comparing the results obtained in April and June 2021, it was observed that K1 and K2 children had significant improvements in word recognition skills after the school-based ESRP. In April 2021, K1 children could not pronounce the vocabulary items with two syllables: "away" and "funny", whereas four of them were able to read them by decoding the words into syllables such as "a-way" and "fun-ny" in June 2021. The K2 children proactively adopted different word decoding strategies to articulate words. Children were able to form new words and articulate them accurately. The K3 children could adopt strategies to articulate new words (e.g. "fat", "mat", "pat", and "sat") according to the initial sounds on their own. Both K2 and K3 children could sound out and blend words such as d-o-g, recognised HFWs, and related pictures to words.

Comparing the results obtained from the post-tests, it was found that more children attained the "confident reader" level in June 2021. 18% of the children aged 5-6 were classified as "confident readers". They were able to read aloud HFWs independently and proactively use different reading skills such as word decoding and sound blending. Most K1 children (aged 4) pointed at the HFWs with their fingers one by one during the re-assessment, revealing significant progress in terms of reading attitudes compared with April 2021. The following sub-sections presented the number of children in terms of their levels of reading attitudes.

All the children aged from 4 to 6 (100%) were rated as "reading for pleasure" in the re-assessments held in mid-June 2021, reflecting that the school-based ESRP increased children's motivation to read English stories (Figures 1-3). The reading attitudes of children increased with age growth, both in terms of "begins to read" (Figure 4) and becoming "confident readers" (Figure 5).
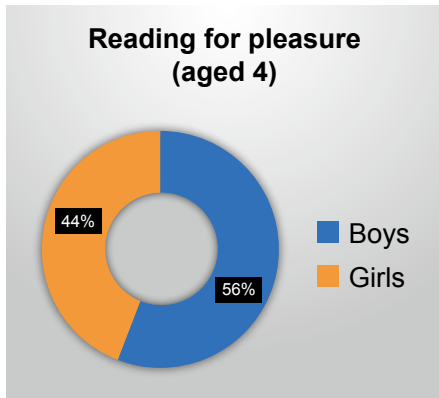
Figure 1 Percentage of children attaining
"reading for pleasure" by gender
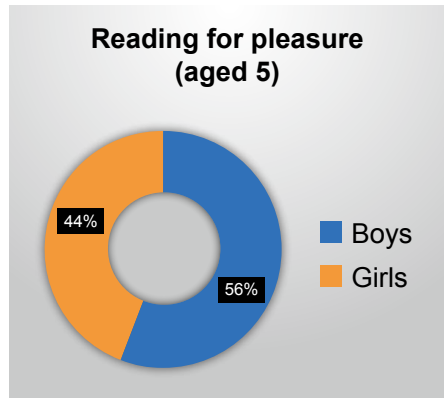(n=25, aged 4)

Figure 2 Percentage of children attaining
"reading for pleasure" by gender
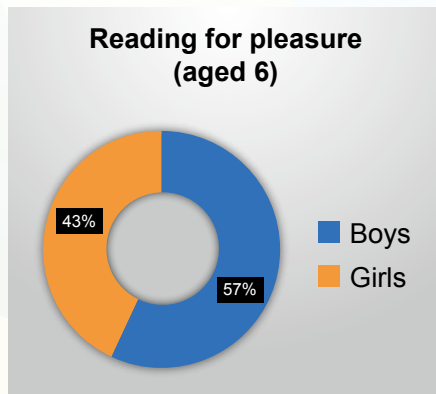(n=32, aged 5)

Figure 3 Percentage of children attaining
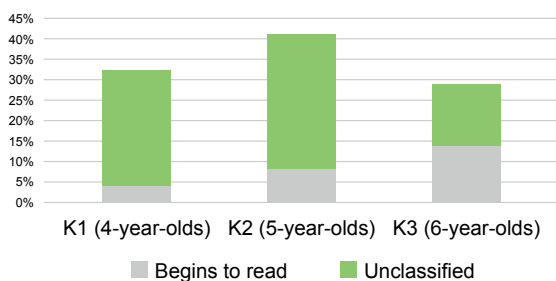"reading for pleasure" by gender
(n=23, aged 6)

Figure 4 Comparison of the percentage of
children attaining "begins to read"
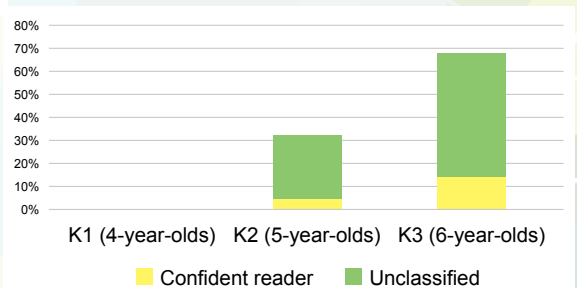(n=80, aged 4-6)

Figure 5 Comparison of the percentage of
children attaining "confident reader"
(n=80, aged 4-6)

A total of eighty children were evaluated on their HFW size in mid-June 2021. A Pearson product-moment correlation test was conducted to examine the relationships between their reading attitudes, gender, and age. The analysis showed a moderate positive correlation, r (78) = -.06, p<.01, revealing a significant relationship between age and HFW size in L2, whereas a negative correlation between gender and HFW size was demonstrated. These results imply that a relationship between age growth and children's HFW size exists. Yet, gender does not have any impact on it. A correlation matrix is presented in Figure 6.

		HWF reading performances	Age	Gender
HFW reading performance	Pearson Correlation		.668**	-.060
	Sig. (2-tailed)		.000	.598
	N		80	80
Age	Pearson Correlation	.668**		-.099
	Sig. (2-tailed)	.000		.384
	N	80		80
Gender	Pearson Correlation	-.060	-.099	
	Sig. (2-tailed)	.598	.384	
	N	80	80	

** Correlation is significant at the 0.01 level (2-tailed)

Figure 6 Correlations of age and gender and affective reading attitudes

A total of 17 Cantonese TD children (nine children aged 5 and eight children aged 6) engaged in the online reading assessments conducted from April to June 2021. It was observed that these participating children could proactively read aloud content words and new phrases and make sentences with pictures by themselves. For instance, in the story "Grandma", most children aged 5 read from "rice" and "soup" to "a bowl of rice" and "a bowl of soup" Finally, they could create new sentences using sentence structures learnt before. For example, when teachers asked children aged 5, "What should you do?", children responded that "I should save money / food / papers / vegetables!" on their own. These findings reflect children's positive reading attitudes regarding their proactivity in making and producing new phrases and sentences based on their prior knowledge of contents words and sentence structures.

Conclusions

The findings demonstrate that the school-based ESRP has increased children's HFW growth through a series of interactive reading activities. The pre-English reading activities increased children's cognitive knowledge to comprehend and produce L2 vocabulary, facilitating their L2 learning. The findings exemplified how children went through the three-stage theory proposed by Jiang in 2000. L1 Cantonese-speaking children completed Chinese story reading activities before attending English reading activities with identical contents. A successful L1 semantic transfer can facilitate children's L2 literacy (HFWs) under the same story context. In addition, these results are consistent with models of reading development, arguing for the early importance of cross-linguistic transfer from Chinese to English in terms of vocabulary growth and affective reading attitudes, paving the way for them to become proficient readers in the future (Scarborough, 2001). Also, the ESRP shed light on how to develop and cultivate children's affective reading attitudes for ECE practitioners.

Recommendations for Future Inquiry

Given the close linkage between children's reading attitudes and age, it is suggested that future inquiry could be conducted for the development of age-appropriate school-based reading programmes for L1 Cantonese-speaking TD children based on individual school's culture and teaching philosophies.

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