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Using weblogging to develop schema-based English reading skills of Chinese students in Hong Kong secondary schools

YU, YUET,NGOR

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Yu Yuet Ngor Rebecca

Abstract

This thesis investigates how far weblogging can be used to develop schema English reading skills of Chinese secondary school students in Hong Kong. The theoretical foundation of the research design is built on a sociocultural model originating in Constructivism within which communication through discussion or sharing of ideas is the preferred approach for second language learning. Constructivists' theory integrates reading, schema, and weblogging that are the three core concepts to be examined in my research. The examination is facilitated by the methodological framework that adopts a mixed methods approach involving case study and experimental study methods. An experiment was conducted among eight sample case Chinese students of which four students formed an online community of practice on weblog so that they could experience reflective learning while using their schemata in reading English texts. Both qualitative and quantitative data were collected from the experiment and case studies. Analysis of these data had considered individual differences of Chinese students in the process of English reading skills development. The analyzed results give evidences to address the research purposes and questions on exploring the relationship between weblogging and second language textual development, in particular schema-based English reading skills of Chinese students. Major findings of the research reveal how weblogging can facilitate schema development in reading and explain to what extent weblogging can be used as a useful means to develop schema-based reading skills in the context of second language learning.

University of Durham

School of Education

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Declaration

No part of the material offered in this thesis has previously been submitted by me for a degree in this or in any other University.

The copyright of this thesis rests with the author. No quotation or graphics from it should be published in any format, including electronic and the Internet, without the author's prior written consent. All information derived from this thesis must be acknowledged appropriately.

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Chapter 1   Introduction

This thesis investigates how Chinese students can develop their English schema-based reading skills with weblogging (or blogging). Mixed methods approach had been adopted for the research in which an experiment was established within the framework of case studies. Eight case students from two secondary schools in Hong Kong were invited to take part in the experiment. They were divided into the control group and experimental group joining a six-week online English reading program. While they spoke Chinese language as mother-tongue, they learned and used English language as a second language (L2) in the research. Both qualitative and quantitative data had been collected to examine how these students read and learned English text online. Discourse analysis method was applied to examine qualitative results while statistical data analysis method to quantitative ones. The mixture of qualitative and quantitative research findings offered valid and reliable evidences to verify the relationship between the development of schema-based English reading skills and blogging.

1.1. Background of the study

English Language has continued to be the core subject for students from junior to senior secondary level in Hong Kong since the implementation of new 3-3-4 education system in 2006. Under the new system, reading is set as one of the skills and strategies that students need to achieve throughout the curriculum for learning English as a L2 during the six years of secondary education (Hong Kong Education Bureau, 2007a). While the Hong Kong Diploma of Secondary Education (HKDSE) is the only public examination for assessment, students' performance in English Language becomes an important indicator of their level and standard of reading skills achieved under the new education system (HKedcity, 2013). The first cohort of

students took the HKDSE examination in 2012 when they had finished the senior secondary education. Statistical analysis of examination results showed that 10% of the candidates failed (Grade U) in English Language and only 23.8% of them performed above average, Grade 3 (HKEAA, 2012a). Meanwhile, 3.9% of the candidates failed in Chinese Language and 26.9% of them performed above average (Table 1.1). The data indicated that some students could not achieve satisfactory performance in both languages, in particular English, as their counterparts following the same curriculum in secondary schools. Failed students in English Language might be unable to identify explicitly stated factual information in simple texts or meaning of words in a simple context; average students might be unable to identify main theme of complex texts or make obvious inferences in a fairly complex text (HKEAA, 2012b). These students might perform better if they got additional measures to help them enhance their reading skills as good as their counterparts when they started to learn English at junior level. It is the aim of the study in this thesis to explore, develop and verify new methods to help reading deficit students in the junior secondary level.

科目 Subject	性別 Gender	報考人數 No. entered	出席人數 No. sat	中文作答 Chinese version %	人數及百分率 Number and Percentage							
					5**	5*+	5+	4+	3+	2+	1+	U
中國語文 Chinese Language	男生 Male	34 558	34 446	-	191 0.6%	754 2.2%	1 962 5.7%	6 788 19.7%	14 026 40.7%	25 025 72.6%	32 547 94.5%	1 899 5.5%
	女生 Female	35 167	35 098	-	382 1.1%	1 665 4.7%	3 965 11.3%	11 917 34.0%	20 712 59.0%	30 151 85.9%	34 286 97.7%	812 2.3%
	總數 Total	69 725	69 544	-	573 0.8%	2 419 3.5%	5 927 8.5%	18 705 26.9%	34 738 50.0%	55 176 79.3%	66 833 96.1%	2 711 3.9%
英國語文 English Language	男生 Male	34 752	34 436	-	160 0.5%	757 2.2%	1 930 5.6%	6 421 18.6%	14 828 43.1%	25 268 73.4%	29 608 86.0%	4 828 14.0%
	女生 Female	35 409	35 277	-	378 1.1%	1 441 4.1%	3 489 9.9%	10 138 28.7%	20 086 56.9%	29 959 84.9%	33 137 93.9%	2 140 6.1%
	總數 Total	70 161	69 713	-	538 0.8%	2 198 3.2%	5 419 7.8%	16 559 23.8%	34 914 50.1%	55 227 79.2%	62 745 90.0%	6 968 10.0%

Table 1.1. 2012 HKDSE analysis of results of candidates (HKEAA, 2012a)

1.1.1. Fluctuating language education policy in Hong Kong

Difficulties in learning English as a L2 are rooted in the fluctuating language education policy of the Hong Kong Government; the fluctuation corresponds to the changing economic and political situations of Hong Kong. In retrospect, Chinese students had learned English as a L2 since Hong Kong became a British colony in 1842. While British policy in Hong Kong was indissolubly linked to trade during the early colonial period, the primary objective of English learning was to protect and promote British commercial interests in the region (Tsang, 2004; Evans, 2008). From mid-nineteenth century onwards, cultural prejudices engendered by colonialism have brought English language to prominence; it has been put in a high position of diglossia for formal communications within the governmental agencies (Ferguson, 1959; Fishman, 1980; Pennycook, 1996 & 1998). This phenomenon extends to post-colonial period even though over 90% of the population belongs to Chinese whose usual spoken language is Cantonese (Kan & Adamson, 2010; HKSAR Census and Statistics Department, 2011). English-medium education has prevailed in some local schools and the number of these schools varies due to changing language policy of the government in specific periods (Pennington, 1998; Sweeting & Vickers, 2007).

From 1970s to June 1997, there was the educational laissez-faire policy of the British colonial government when secondary school principals were allowed to choose the appropriate medium of instruction (MOI), English or Chinese, for their schools (Bolton, 2000). Meanwhile, Chinese has gained equal status with English as an official language with the passage of the Official Languages Ordinance in 1974 (Gazette, 1997; Johnson, 1997). This may be driven by politicians who intend to prepare for the handover of Hong Kong to Mainland China in 1997. Nevertheless, both Chinese and English language 'enjoy equality of use' as official language, and as

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communication in business, industrial, and educational sectors during the late colonial period (Johnson & Swain, 1997; Bolton, 2000). This generates an unstable bilingual situation suggesting that two languages will compete with each other for dominant position in respect to cultural, economic and social conditions (Fishman, 1980; Bourdieu, 1991; Holmes, 2008). The competition causes fluctuating language policy of both the British colonial and HKSAR (Hong Kong Special Administrative Region) government. Whenever there are changes in the language policy due to political or economic considerations, schools and students have to follow.

The medium of instruction (MOI) has become a controversial issue due to the return of sovereignty of Hong Kong to Mainland China in 1997 but proficiency of English is still necessary for Hong Kong to achieve economic success in Asia or worldwide (Johnson & Swain, 1997; Bolton, 2000). According to the statistics of Hong Kong Education Department (1998), schools' choices on the teaching medium varied greatly among the 392 secondary schools participating in the Secondary School Places Allocation System in the school year 1994/95. This phenomenon has not endured in the post-colonial era. The issue of MOI Guidance for Secondary Schools in September 1997 brings significant changes to the practice of bilingual education in Hong Kong (Hong Kong Education Department, 1997). This official document has shown clearly the intention of the HKSAR government to implement a mandatory mother tongue education policy after the return of sovereignty to China (Tsui, 2004). From September 1998 onwards, schools have been encouraged to use Chinese as MOI for better achievement. According to the requirements in MOI Guidance, some schools can still use, or continue to use English as MOI if they satisfy three strict requirements. First, student ability is in an average percentage of not less than 85% of Medium of Instruction Grouping Assessment (MIGA) Groups I and III students in

Secondary 1 intake. Group I students are able to learn effectively in either Chinese or English. Group III students are able to learn better in Chinese but may also learn effectively in English. Second, teacher capability to use English effectively should be certified by principal's assessment and the language benchmarks. Third, the school should have supporting strategies and programs, such as bridging courses, to give sound school-based assistance to students. The Guidance has been enforced as from September 1998. As a result, 112 public-sector secondary schools have been allowed to use English as their MOI, while more than 300 schools have to use Chinese as their MOI (HKSAR Education Commission, 2005). The former are called EMI schools (using English as MOI) while the latter CMI schools (using Chinese as MOI).

Economic concerns make the changes ten years after the establishment of CMI and EMI schools when the HKSAR government has determined to fine-tune the MOI policy for secondary schools. This is a response to the concern of stakeholders about whether the bifurcation of schools into CMI and EMI can fully meet and cater for the needs of individual students (HKSAR Education Bureau, 2009); the main purpose is to provide students with more opportunities to be exposed to, and use, English at junior secondary levels as well as to better prepare them for further studies and work in future (HKSAR Education Bureau, 2011). Starting from September 2010, schools will no longer be classified into CMI schools or EMI schools. Former CMI schools are allowed to use English as MOI to teach non-language subjects up to 25% of the school curriculum. Schools should make reference to their own circumstances and students' needs so as to make professional judgment and decision on appropriate MOI arrangements (HKSAR Education Bureau, 2010). Hence, the choice and number of subjects taught in English will vary between classes within individual schools as well as among schools according to students' abilities to learn through English. Under the

above-mentioned framework, the MOI teaching modes will become more diversified, including all CMI, CMI/EMI in different subjects and total EMI immersion (HKSAR Education Bureau, 2010). However, the prescribed criteria underpinning the MOI fine-tuning are "student ability", "teacher capability" and schools having adequate support strategies or measures (HKSAR Education Bureau, 2011). In other words, students' abilities are still the criteria for schools and the government to select which students to learn and use English across the curriculum.

1.1.2. Current situation of bilingual education in Hong Kong

English programs emerged from the distinctive economic and political situations of Hong Kong have deviated from theoretical bilingual education models and thus generate English learning and reading problems in Chinese students. Scholars define bilingual education as schooling providing fully or partly in a L2 with the object in view of making students proficient in the L2 while, at the same time, maintaining and developing their proficiency in the first language and fully guaranteeing their educational development (Stern, 1983; Cummins, 1984 & 2000b; Ramirez A., 1985; Ramirez J., 1992; Greene, 1997; Baker & Prys, 1998; Thomas & Collier, 2002; Brisk, 2006). To Baker (2011), the aims are for children to become bilingual and bicultural without loss of achievement. In other words, children receiving bilingual education will be equally proficient in two languages, be grateful to two different cultures, and be able to attain satisfactory level of performance in school curriculum. Depending on the social, linguistic, educational, and political contexts, these goals of bilingual education can be achieved in many ways (Swain, 2000). A 'strong' form of bilingual education occurs when both languages are used in school to promote bilingualism and biliteracy (Byram & Hu, 2013). This is immersion education. The term is appropriate only when the home language is a majority language and the school is adding a

second minority or majority language.

Immersion education is an umbrella term which means that different approaches can be taken to allow students being taught literacy and content in two languages. The first immersion program was set up in 1965 in St. Lambert of Montreal which aimed at educating students to become competent to speak, read and write in French; to reach normal achievement levels throughout the curriculum including the English language; to appreciate the traditions and culture of French speaking Canadians as well as English speaking Canadians (De Courcy, 2002; Genesee & Jared, 2008). Similar or alternative programs in Canada after that vary between total and partial immersion with the latter consisting of less than 100% instruction and a minimum of 50% (Genesee, 1987, 1992 & 2004). Researches indicate that various programs of countries may differ in terms of age at which a child commences the experience and amount of time spent in immersion (Lambert & Tucker, 1972; Swain & Lapkin, 1982; Berthold, 1992; Artigal, 1993; De Courcy, 1993; Genesee, 1995; Johnson & Swain, 1997; Baker, 2011). Early immersion starts from kindergarten or infant stage, delayed or middle immersion at nine or ten years old, and late immersion at secondary level. Moreover, it is generally agreed that at least 50 percent of instruction during a given academic year must be provided through the L2 for the program to be regarded as immersion. Programs in which one subject and language arts are taught through the L2 are generally identified as enriched L2 programs (Genesee, 1987). Snow (1986) regards immersion education as the most intensive form of content-based foreign language instruction. Target language is not the subject of instruction in an immersion program, rather it is the medium through which a majority of the school's academic content is taught. Typically, this includes mathematics, science, social studies and other subject areas in most immersion programs; language plays a central role across

the curriculum. Students learn skills, knowledge, concepts and attitudes in all curriculum areas through language. All subject areas contribute to the growth of a student's language. Therefore, immersion methodology attempts to ensure full dual language development and high achievement across the curriculum, empathy for two or more cultures, and thus an additive experience (Christian et al., 1990; Baker, 2011).

While the traditional immersion programs emerge from parents' or students' choices, the Hong Kong program comes from the decision of government or schools. This is contrary to the practice of theoretical immersion programs in which students of different abilities can learn target language when it is used as a medium of curriculum instruction. Learning goals embedded in Hong Kong immersion program are different from those in theoretical ones. The former targets for English competency for future career or studies (Fägerlind & Saha, 1983; Kennedy, 2005) while the latter for appreciation of traditions and culture of people speaking the target language (De Courcy, 2002). The difference originates from the language policy in Hong Kong that has been influenced by political and economic motives of stakeholders since 1970s. English has been the preferred MOI to equip students with language proficiency and competency necessary for maintaining Hong Kong as an international commercial and financial centre. Meanwhile, Chinese has to be learnt when Hong Kong is one of the administrative regions within Mainland China. The major concern of learning English and Chinese is the economical and political importance of the language itself. This can be verified by a statement in the MOI Guidance (Hong Kong Education Department, 1997) that the aim of education is for the Hong Kong students to be biliterate (i.e. master written Chinese and English) and trilingual (i.e. speak fluent Cantonese, Putonghua and English). Again, proficiency in both English and Chinese is the major concern being outlined in the MOI fine-tuning document (HKSAR

Education Bureau, 2009). The HKSAR Government has consistently expressed in these two documents that the bilingual education program aims at the acquisition of knowledge and skills in using the two languages, not the study of two different cultures. This deviates from theoretical bilingual education models in which students become bilingual and bicultural without loss of achievement (Baker, 2011). It is in doubt whether students in Hong Kong being selected for such English program have the interests or initiatives to ensure full dual language development and empathy for two cultures.

Scholars generally accept that students' performance in target language correlates with their interests in reading (Gottfried, 1985; Baker & Wigfield, 1999; Retelsdorf et al., 2011) or their initiatives to master reading skills and to take up demanding reading tasks (Ghaith & Bouzeineddine, 2003; Wang & Guthrie, 2004). If this is true, students who are not interested in reading English text will perform poorly in examinations. This can partially, if not completely, explains why 49.9% of candidates performed below average (Grade 3) in English Language of 2012 HKDSE examination (Table 1.1). Some researchers argue that students may find it more difficult to understand English text than Chinese one as they learn the former as a L2 (Bowey, 2001; McBride-Chang et al., 2005; Nagy, Berninger & Abbott, 2006; Hudson, 2007). If this is true, a candidate in 2012 HKDSE examination should have better performance in Chinese Language than in English Language. However, similar to the examination results in English Language, some students performed below average in Chinese Language. Obviously, it was possible for some students to gain unsatisfactory results in dual languages in the final assessment, HKDSE examination. These students might have difficulties in reading text in both languages even though they followed the same curriculum and pedagogy with their counterparts. Some of them might not be

interested in reading English. It is necessary to explore alternative and innovative measures that can arouse interests of students to read English text so that they may have initiatives to gain better performance in target language.

1.2. Purposes of the study

The study in this thesis purports to develop and testify alternative methods that can help Chinese students to enhance their English reading skills. Blogging that has hitherto not been included as the pedagogy in current curriculum (Hong Kong Education Bureau, 2007a & 2007b) is chosen as an experimental learning platform. Results of the experiment will be studied case by case so that individual differences of students can be considered. Before launching the study, I (the researcher) have formulated following research purposes.

1. To gain an in-depth understanding of weblogging as it is used in informative and communicative textual English language contexts by Chinese students.

2. To examine the dynamics of textual language development through weblogging.

With these purposes in mind, the following research questions are posed.

1. How is weblogging used in written language development contexts?

2. How do these uses shape the quality and level of language learned by this means?

3. Can functions of the weblog activate Chinese students' schemata to understand English text?

4. What other elements of weblogging contribute to textual language development?

1.2.1. A personal motivation

Reading, schema, and blogging are the three main concepts and areas to be investigated in my research. Apart from the bilingual education context mentioned earlier, the investigation in this thesis should be traced from a course, Bilingualism and Bilingual Education, which was run in Hong Kong in year 2005. My interest in exploring issues in second language learning (SLL) has been inspired by the content and assignment of that course. There were a series of lectures on defining bilingualism, examining multilingualism and individuals, exploring the purposes, types, processes, and outcomes of bilingual education. Presentations and discussions during the class made me being aware of my own identity as a bilingual person coming from late immersion education in Hong Kong. This was my first contact with the meaning and practice of bilingual education. I read related literature after the course and learned that bilingual education involved bicultural development and immersion education could be a successful practice of bilingual education (Paulston, 1992; Cummins, 1986 & 2000a; Fortune & Tedick, 2008; Baker, 2011; Tedick, Christian, & Fortune, 2011; Byram & Hu, 2013). Meanwhile, I was attracted by the additive learning outcome of immersion education. By the end of the course, I chose to do the course assignment that was a case study on a secondary school student who also came from late immersion program in Hong Kong. Although the student and I learned both Chinese and English within the framework of immersion education, there were differences between us. I loved to read and write text in both languages while the student loved English only. I liked to learn both English and Chinese subjects at school but the student liked English subjects only. The findings made me feel interested in exploring the relationship between bilingual education and textual language development of students. This thesis can be regarded as a continuum of that case study but extends to examine a number of students joining late immersion

program in Hong Kong secondary schools.

Furthermore, my late immersion learning experience has given me some insights to integrate reading, schema and blogging within a methodological framework of communication centered on discussions and sharing in my research. When I began my secondary school life at 12 years old, all subjects were taught in English except Chinese Language, Chinese History, Music, Art (Drawing), and Physical Education. Results of public examination decided whether I could continue study in the Matriculation class and lastly get admission into the university. Undoubtedly, I learned English as a L2 for examination and academic purpose. However, there was a turning point when I need to use English for communication with peer L2 learners at the age of 14. My Geography teacher, a graduate from the United States, introduced an international pen-pal program to the class. About a quarter of the class (about ten students, including me) joined the program. I got two pen-pals from Switzerland and France respectively. My pen-pals and I used English to communicate with each other through written mails. Contents of our letters usually include three things: questions, answers, and sharing. I would ask them something that I did not understand in their letters. Similarly, they would ask me to clarify something in my letters and I would try to further explain. I felt very happy each time when I shared with them what recently happened in my school and what I did in my leisure time. They would do similar sharing and I felt excited to know how they lived and studied in ways quite different from mine in Hong Kong. I learned new things upon receiving their replies. Meanwhile, there were still some areas that I could not understand even though my pen-pals gave me further explanation. For example, my pen-pal in Switzerland did tell me that the French and German being used in her English correspondences were learned from schools, but she failed to explain why she needed to learn different

languages in her country. When my pen-pal in France said that the two handkerchiefs sent to me were symbols of friendship, she did not give details about that tradition. Driven by curiosity, I found and read books in libraries about life and custom in foreign countries. Although our communication terminated when I was busy with the public examination in Hong Kong, it was a pleasurable experience as I could tell someone what happened in Hong Kong and was informed of what happened in foreign countries.

Simultaneously, there was another experience at the age of 14 which made me feel happy to learn English for communication. An American missionary organized a "Cell Group Leaders" training program for Christian students in my school. Six students, including me, volunteered to join the program. We were required to attend a 30-minutes leadership training session and 45-minutes Bible study session during lunch break every week except school test or examination period. During the leadership training session, we shared among ourselves and then discussed with the missionary about skills to lead a cell group. Sometimes, we would draw pictures and then presented our thoughts verbally. Our sharing could be in English or Chinese, but discussions with the missionary and presentations in English. During the Bible study session, the missionary discussed with us and explained some difficult verses to us in English. Sometimes two or three teachers joined the session and they translated for us difficult English verses or the missionary's ideas into Chinese.

This was the first time I shared my thoughts and participated in discussions in English within a small group. I learned new vocabularies and ideas when communicating with peer students, a native speaker of English, and experienced L2 learners (teachers) within the group. Different from regular practice in classroom, Chinese was not

strictly forbidden during the process of sharing and discussions. Sometimes this helped me understand difficult verses of the Bible in English. My background knowledge of Bible story in Chinese also helped me understand English. I still remembered the following English hymn taught by the missionary.

"He can turn the tides and calm the angry sea.

He alone decides who write the symphony.

He lights every star that makes our darkness bright.

He keeps watch all thro' each long and lonely night."

Some words in the lyrics were new to me at that time. I learned the pronunciation of those words when the missionary sang the song. Also, I could guess the meaning of some words and imagine the whole picture when I related the lyrics to the Chinese Bible story that I heard before. My 'gestalt' schema (Lewin & Heider, 1966; Heider, 1970; Moore & Howard, 1997; Martinez, 2009) of the overall story played an important role in developing the reading skills for SLL. I did group similar things in my mind so as to learn new knowledge. First I merged the concepts in Chinese vocabularies with similar ones in English. Then, I could have the whole pictures for that Bible story in my mind and match some parts in the Chinese story with those in English. Schema did work when I needed to interpret L2 text during the reading process as described by psychologists or educators (Ausubel, 1963a; Goodman, 1971; Carrell, 1981; Eysenck & Keane, 1995; Rance-Roney, 2010; Byram & Hu, 2013).

The experiences of direct contact with people from other countries either by face-to-face or written format was impressive to me. It was a happy experience to have sharing and discussions with peer students in a small group. I learned and tried to use English as a L2 when I wanted to express myself as well as understand the others. These experiences not only explain different purposes of individuals to learn a

L2, but also influence how I interpret the pedagogies for SLL. Learning environment centered on communication is essential for students to learn and understand L2 text. Blogging can be useful for L2 textual development as it provides an online learning environment for social interaction facilitating individuals' interpretation of textual information (Tharp & Gallimore, 1988; Goodman, 1990; Bruner, 1996; Fox 2001; Campbell, 2004; Lantolf & Thorne, 2006; Morita & Kobayashi, 2008). I did apply these concepts while teaching library science to adult learners and found blogging useful to help them read and understand English information online (Yu, 2008). It is my aspiration to apply blogging to help secondary school students learn English as a L2. I expect that reading, schema, and blogging can interact with each other to produce effective learning outcomes in SLL.

1.3. Contribution of the study

The study in this thesis will generate valid and reliable evidences to support a new learning method that has not been included in the current curriculum of learning English as a L2. Blogging is chosen as the learning platform to help Chinese students develop their English reading skills. This is a kind of Internet tool that has been very popular and widely used by students in Hong Kong. According to the reports of the Hong Kong Census and Statistics Department (2007 & 2008), the use of blogs has been increased very rapidly in Hong Kong, and contributors with only modest literacy skills can be frequent users. Teachers and parents do show concerns about whether students joining blogging activities can actually meet the educational objectives of being able to use English language with confidence to communicate independently with others inside or outside schools (Tse et al., 2010). Education policy is unable to alleviate the worries as there are no guidelines for using blogging to teach or learn English as a L2. Under the strategy on Information Technology (IT) education, the

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Government assumes a leading and coordinating role in promoting the application of IT in education, and schools are given the flexibility to devise their own IT plans and to set the pace for incorporating IT in their curriculum (Hong Kong Census and Statistics Department, 2012). In other words, teachers will not have any guidelines to follow even though they want to integrate blogging into the language classes. Worse still, teachers are expected to help students develop their capabilities to process information effectively, and to acquire the mindset required for adapting the advent of new technology (Hong Kong Education Bureau, 2004 & 2007b). The role of technology in facilitating SLL has been ignored. My research, using blogging to develop English reading skills of Chinese students will clarify the role of technology in SLL and set examples for practitioners to follow.

1.4. Overview of the thesis

The research in this thesis intends to test and verify whether an online blogging environment created within the framework of communication centered on discussions and sharing can help Chinese students develop appropriate schema-based skills when they read English text. This introductory chapter examines the English learning difficulties of Chinese secondary school students in the context of current practice of bilingual education in Hong Kong. It points out the inadequacies in the pedagogies of existing curriculum and the necessities to create new alternative methods to help students develop L2 reading skills. A new method integrating reading, schema, and blogging is not only evolved from personal aspirations, but also supported by scholarly research findings and studies. Chapter 2 reviews related literature from which the ideas build the theoretical foundation for designing the experiment in the research. The literature review gives details in defining reading, schema, and blogging as well as explaining how the three concepts intercept with each other within a

communicative learning environment of which discussions and sharing are the focus of learning activities based on constructivist learning theory. Chapter 3 investigates and selects appropriate approach and methods for the research, formulates data collection procedures, and proposes measures to analyze data. It explains why and how mixed methods approach has been adopted to accommodate both qualitative and quantitative data through case study and experimental methods. Also, it gives account to why and how discourses analysis and statistical calculation methods are applied to interpret the research data. After the methodological and theoretical research framework had been established, a pilot test was set up to study the feasibility of conducting the experiment among sample case students from nine secondary schools. The results showcased in chapter 4 helped modify and enhance the initial research design. Chapter 5 details the contents and procedures of the confirmed experiment to be conducted for the main stage of the research. It records how the eight sample case students from two secondary schools joined an online reading program in two groups (control and experimental group) and produced both qualitative and quantitative data for the research. These data are analyzed and investigated in chapter 6 to verify how far blogging can help develop schema-based English reading skills of Chinese students. This provides valid and reliable evidences that lead to discussions in chapter 7 to evaluate the relationship between blogging and L2 textual development of Chinese students. Finally, Chapter 8 draws the conclusion and makes recommendations for future research.

Chapter 2   Literature Review

This chapter performs the literature review on reading, schema, and weblogging (or blogging); these are the core concepts underlying in my research. It purports to find out how the three conceptual areas relate to each other and how these concepts form the theoretical basics for my research design. The review begins with first language (L1) development that involves fundamental concepts for textual language learning process. This is followed by second language (L2) acquisition models from which a sociocultural model is selected for the design framework of experiment in my research. The third part discusses reading skills development and reading impediments among L2 learners. This brings out another section "schema and reading skills" that examines how schema can work and help problem students during the reading process. Four types of schema-based reading skills are formulated after reviewing related literature. The practice and development of these skills are built on the foundation of constructivist learning theory that is the focus of the fifth section. The theory also links up reading and schema with blogging in the last section. It is expected that the whole review chapter serves as strong theoretical support to my research design in which constructivist learning theory integrates reading, schema, and blogging within the communicative nature of a sociocultural model of second language learning (Figure 2.1).
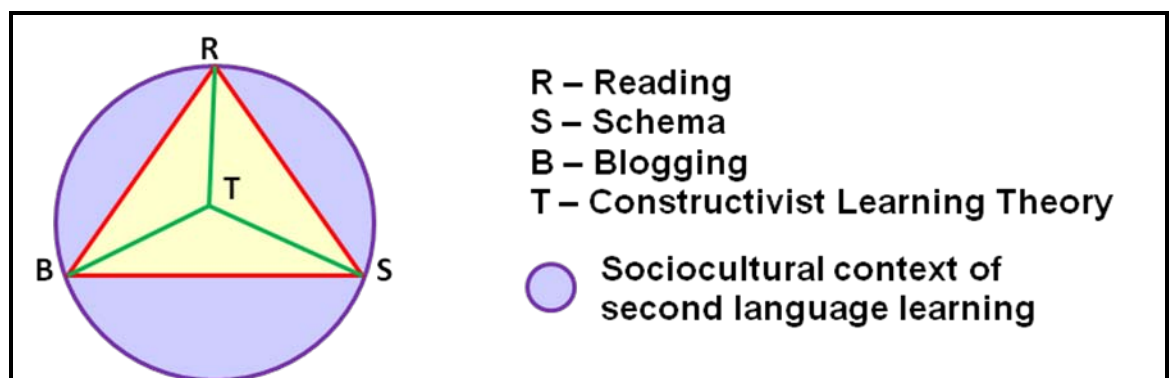
Figure 2.1. Intersection of reading, schema, and blogging

2.1. First language development

An individual acquire his/her first language (L1) from parents or carers when s/he was a baby. Although linguists differ in their focus while investigating the acquisition process, they cannot deny the fact that L1 is acquired through an individual's interaction with the surrounding people. Behaviorist theorists (Skinner, 1957; Reutzel & Cooter, 2007) suggest that language, just like any other behavior, is learned through operant conditioning (reinforcement and imitation). While one's positive reinforcement is the strengthening of another's behavior, negative removes or avoids some aversive event. Imitation is an advanced behavior whereby an individual observes and replicates another's. Nativist theorists (Chomsky, 2002; Clark & Lappin, 2011) realize that all children have an innate language acquisition device (LAD) to produce consistent sentences once vocabulary is learned by hearing another's speech. Empiricists (Seidenberg & McClelland, 1989; McClelland et al., 2010) believe that language is a learned behavior and language development occurs through the incremental acquisition of meaningful chunks of elementary constituents from other persons; these can be words, phonemes, or syllables (Miller, 1956; Chase & Simon, 1973; Gobet, De Voogt & Retschitzki, 2004).

Social interactionists stress not only the importance of child's interaction with parents and other caregivers in language development, but also the environment and the context in which the language is being learned. They treat the learned behavior as a social process rather than mere mental process of individuals (Vygotsky 1962 & 1986; Bruner, 1966 & 1994; Nyikos & Hashimoto, 1997; De Bot, 2008). Vygotsky considers the primary function of speech in both children and adults as communication or social contact. He views language as a mediational tool for thought that serves to mediate between external stimuli and individual's response. Bruner

further explains social contact as the impact from culture which is the general practices of a specific community. He argues that language is used for human competence which is both biological in origin and cultural in the means by which it finds expression. While the capacity for intelligent action has deep biological roots in humans, the exercise of that capacity depends upon man appropriating to himself the modes of acting and thinking that exist in his culture. Therefore, language is the means for interpreting and regulating the culture by which appropriate actions are formed and expresses. Interaction with culture pushes a person to use language for expression and thus to gain competence. Bruner also refers the process of language acquisition to one's cognitive development which can be represented by three modes: enactive (action-based), iconic (image-based), and symbolic (language-based). These modes of representation are the ways in which information of knowledge are stored and encoded in memory. Enactive representation encodes and stores action based information (e.g., sewing, typing) in memory. Iconic representation stores information visually in the form of images (i.e., a mental picture in the mind's eye). Symbolic representation stores information in the form of a code or symbol such as language. Bruner suggests that learning follows a progression from enactive to iconic and finally symbolic representation. He regards language consisting word/s as the primary means of symbolizing world knowledge. Learning of the abstract concept embedded in word/s means that a person acquires the language representing the concept. One's language is crucial in determining his/her cognitive development and cultural understanding.

2.2. Second language acquisition

A person may chronologically learn L2 after the first (Stern, 1983; Cook, 2008). It is common to see the co-existence of two languages in a society in which individuals live, study or work. This phenomenon is called diglossia (Ferguson, 1959; Fishman, 1972 & 1980; Hudson, 2002; Batibo, 2005; Stępkowska, 2012). Usually the two languages may include both the native (L1) and non-native one (L2). In practice, it is unlikely for individuals to use both languages for exactly the same purpose. People may use the low variety, or minority language, more frequent in informal, personal situations and the high, majority language in formal, official communication contexts (Ferguson, 1959; Fishman, 1980). When the non-native (second) language is the high language, individuals have to learn it through education (Johnson, 1997; Bolton, 2000). However, educators have argued about the most effective way to master the non-native or target language within classrooms. There are four major trends of developing second language learning (SLL) strategies in the 20th century. First, the grammar-translation theory which stresses the laborious and sometimes tedious study of grammar essential for developing mental dexterity in the students just as the body being trained from vigorous physical exercise (Herron, 1982; Larsen-Freeman & Anderson, 2011). Second, the audio-lingual method is closely tied to behaviorist theory and thus makes drilling or repetition in audio-lingual texts, and habit-formation through reinforcement the central elements of SLL (Brooks, 1960; Politzer, 1964; Wedell & Malderez, 2013).

Naturalistic approach seeks to establish a learning situation that resembles as closely as possible the way children learn their L1 (Terrell, 1977 & 1982). Krashen (1982 & 1985) defines SLL as a process which includes the co-existence of conscious learning and unconscious acquisition of a language different from the learner's L1; humans

acquire L2 by understanding messages or receiving comprehensible input; immersion teaching is successful because it provides comprehensible input. Krashen's "unconscious acquisition" of L2 resulting from comprehensible input of others is similar to Vygotsky's internalization of language from social to egocentric and lastly inner speech. Both Krashen and Vygotsky are common in making an assumption that the environment and the affinity between its participants are essential elements to first or second language learning. They are similar to Bruner who refers the social stimuli to cultural influence pushing an individual to use first or second language as a mediating tool. Culture does play an important role in SLL and therefore learning of a L2 in schools (e.g., immersion programs) should target for ensuring full dual language development and empathy for two or more cultures (Baker, 2011). Byram and Morgan (1994) argue that cultural learning has to take place as an integral part of SLL, and vice versa. In addition, Byram (1989a & 1989b) suggests that the mere acquisition of information about a foreign country, without the psychological demands of integrated language and culture learning, is inadequate as a basis for education through foreign language teaching. It is necessary to integrate culture learning of English-speaking country with learning of English as a L2.

Although there are common grounds in the acquisition of L1 and L2, scholars do show concerns about using L1 in the process of SLL. On one extreme, there is the position of exclusive use of the target language. Proponents hold the L1 = L2 learning hypothesis and insist that the second or target language should be the only language present or available when it is acquired (Krashen, 1981 & 1982; Swain, 1985; Ellis, 1986). There are also studies proving that the amount of target language input does affect learners' target-language development (Burstall et al., 1974; Wolf, 1977; Larsen-Freeman, 1985; Lightbown, 1991; Turnbull, 2001; Turnbull & Dailey-O'Cain,

2009). On other extreme, there is the support of using L1 for effective learning of target language. For instance, Behan, Turnbull and Spek (1997) tape-record Grade 7 late French immersion students working in groups and conclude that L1 use can both support and enhance L2 development. They suggest that L1 and L2 can function simultaneously as an effective tool for dealing with cognitively demanding content. Swain and Lapkin (2000) also report that Grade 8 Early French immersion students are able to complete a collaborative task more successfully by using some L1. They posit that L1 use can serve important cognitive and social functions. Perhaps the different research results come from the impact of individual differences on learning outcomes (Sawyer & Ranta, 2001; Dörnyei & Skehan, 2003) rather than the use or exclusion of L1. Studies show that individual differences significantly affect human thinking and behavior (Eysenck, 1994; De Raad, 2000; Cooper, 2002). Communicative approach can be an alternative to make a compromise.

Communicative approach emphasizes interaction as both the means and the ultimate goal of learning a L2. Rubin (1975) realizes that good L2 learners have a strong drive to communicate and pay attention to meaning. Berns (1984) views SLL as interaction, an interpersonal activity and having a clear relationship with society. Language study should be looked at the use (function) of language in both its linguistic and social or situational context. The former means what is uttered before and after a given piece of discourse. The latter means who is speaking, what their social roles are, and why they have come together to speak. Gunter Gerngross (1984) emphasizes that communicative approach implies an active will of students to try to understand others. He cites a widely used textbook that shows English children having a pet show to students in Austria. By listening to peer students' ideas within the classroom, Austrian students can act out a short English text that presents a family conflict revolving

round the question of whether the children should be allowed to have a pet.

This is similar to Larsen-Freeman's (1986) conclusion that teachers in communicative language classroom will become active facilitators while students the managers of their own learning. Teachers will listen more, talk less, set up learning exercises or activities, then set back and observe what the students do. Because of the increased responsibility to participate, students may gain confidence in using the target language in general. Brown (2007) outlines three features of a communicative classroom as below.

1. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

2. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

3. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

A preferred model of SLL can be a mixed use of naturalistic and communicative approaches. Teachers are facilitators while students are active learners. Students help each other through sharing and expressing their thoughts and ideas on similar issues. Interactions with peer students and experienced learners (e.g., teachers, native or native-like speakers) may generate new insights of interpreting the target language. This facilitates L2 learners to learn and read L2 text.

2.3. Reading skills development

Reading is a cognitive process within the mind of an individual; it is a meaning-searching or meaning-constructing process that requires readers to use appropriate strategies for gaining competency (e.g. Baker & Brown, 1984; Block, 1986; Lee, 1986; Garner, 1987; Perfetti, 1985; Pritchard, 1990; Swanson & Alexander, 1997). Continuous practice of thoughtful or conscious plans (strategies) will lead to the development of automatic behaviours (skills) contributing to the understanding of written text (Chi, De Leeuw, Chiu & LaVancher, 1994; McNamara, 2004; Rycik & Irvin, 2005; Fountas & Pinnell, 2006). This process can be intervened by collaborative learning in which individuals interact with each other in an online or offline environment. (Terwel, 1999; Fox, 2001; Barlett-Bragg, 2003; Ward, 2004; Tan et. al., 2005). Researchers treat the reading process as intricate workings of the human mind which is a higher mental process embracing all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving. These mental activities consist of two components: decoding (or more generally, word recognition) and linguistic comprehension (Gates, 1949; Venezky & Calfee, 1970; Carroll, 1977; Perfetti, 1977; Fries, 1983; Huey, 2009). Word recognition can be dramatically influenced by linguistic context and as such, both components are of equal importance to some scholars (Stanovich & West, 1983; Hoover & Tunmer, 1993). These researchers assert that reading involves a full set of linguistic skills needed to comprehend language. Such skills can determine the intended meaning of individual words, assign appropriate syntactic structures to sentences, derive meaning from individually structured sentences, and build meaningful discourse on the basis of sentential meaning.

Readers will develop necessary skills with the application of appropriate strategies during the reading process. Scholars identify different kinds of strategies that individuals may take. One Second of Reading model (Gough, 1972) describes reading as a sequential or serial mental process. Readers begin by translating the parts of written language (letters) into speech sounds, and then piece the sounds together to form individual words, and lastly piece the words together to arrive at an understanding of the author's written message. Automatic Information Processing or Automaticity (LaBerge & Samuels, 1974) describes reading as cognitive process in which individual words sequentially enter into readers' mind like a computer to perform "multitasking". Readers need to shift attention between the processes of decoding (sounding out words) and comprehending (thinking about the meaning of the author's message in the text). Deficit readers can focus on the job of either comprehending the author's message or decoding the text. Eye-mind Hypothesis (Just & Carpenter, 1980) assumes that there is no appreciable lag between what is fixated and what is processed. When a person looks at a word or object, s/he also thinks about (process cognitively), and for exactly as long as the recorded fixation. Individual readers are active in selecting portions of the text for processing. From such a cognitive perspective, some researchers realize that text comprehension in reading is composed of a series of complex processes, such as activating prior knowledge, decoding word meanings, constructing propositions and macrostructure of the text, and monitoring and coordinating different processing steps (Kintsch & vanDijk, 1978; Perfetti, 1985; Garner, 1987; Anderson, 1994). These processes can be summarized as cognitive processes (Garner, 1987; Paris, Lipson & Wixson, 1994) or working memory processes (Just & Carpenter, 1992; Swanson & Alexander, 1997) which are necessary for achieving competency in reading.

However, cognitive processes do not work in the same ways for all L2 learners no matter which strategy they use for reading text. Research studies prove that some readers have cognitive deficiencies in reading. They may not know how to decode word meanings (Perfetti, 1985; Goswami & Bryant, 1990; Foorman, 1995). Some may not be familiar with the text structure or making use of the text structure to organise the main ideas (Meyer, Brandt & Bluth, 1980; McGee, 1982; Brown & Day, 1983; Williams, 1986; Day & Zajakowski, 1991). Majority of them may have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension (Stahl, Jacobson, Davis & Davis, 1989; Afflerbach, 1990). These will lead to difficulties in drawing inferences to achieve in-depth understanding of the texts (Singer, 1994; Long et al., 1996). If there is no intervention for the weakness, they may turn to be poor readers who do not have metacognitive ability to be aware of the problems that emerge during reading and do not know how to monitor their reading process (Baker & Brown, 1984; Duffy et al., 1987; Garner, 1987).

Some researchers argue that L2 learners may experience a considerable gap when they are confronted with the task of reading written text in target language (Wagner, 1993; Kitajima, 1997; Chiappe & Siegel, 1999; Nassaji & Geva, 1999; Cormier & Kelson, 2000; Droop & Verhoeven, 2003). They do not have the advantages as L1 learners who come to the task of reading with substantial oral language skills, including the necessary phonological, morphosyntactic, and lexical skills for the decoding of language from written forms. Evidences show that there are major differences in vocabulary knowledge between L1 and L2 learners, and the smaller vocabularies of latter will impede their L2 reading (Anderson & Freebody, 1981; Ammon, 1987; Beck & McKeown, 1991; Daneman, 1991; García, 1991; Verhoeven,

2000). Reviewing L2 reading research, Grabe (1991) presents studies that cited difficulties are likely to arise from differences in scripts in the first and second languages. For example, Chinese characters are mainly composed of morphemes whereas alphabetic English words are composed of phonemes. Although researchers have different views on whether the process of decoding Chinese and English words is identical, they have generally agreed that the higher-level processes of reading operate in the same way across different language systems (Hung & Tzeng, 1981; Hoosain, 1986; Perfetti, Zhang & Berent, 1992; Hanley, Tzeng & Huang, 1999; Ho, Wong & Chan, 1999; Liu, 2008). From these assumptions, L2 readers may be more problematic than native readers in decoding words or comprehending text in target language.

Another problem occurs when there is a lack of background knowledge in readers. Jackendoff (2003a & 2003b) shows an example of different meanings for a word in different situations. While a "flat road" implies the absence of holes, a "flat tire" indicates the presence of a hole. Connected sentences can be interpreted wrongly in some situations. Bransford and Johnson (1972: 722) argue that a person may not get much out of the sentences below if s/he does not know they are extracted from a passage about washing clothes.

> "First you arrange things into different groups depending on their makeup. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set."

Obviously, appropriate understanding of word/s, sentence/s and text can be difficult without application of a learner's background knowledge during the reading process. Hedge (1985) divides this background knowledge into general (world) knowledge, subject-specific knowledge and cultural knowledge. Much attention should be given to the last one, cultural knowledge, which Rivers and Temperley (1978: 202) call "cultural meaning" and define it as follows.

> "… meaning which springs from shared experiences, values and attitudes. When this type of meaning is not taken into account, or when students interpret an English text according to their own cultural experiences, distortions and misapprehensions result."

Cultural meaning embedded in written text of target language evolves from a community which is unfamiliar to L2 readers. Particular cultural knowledge should be learned if readers want to have appropriate interpretation of L2 text.

Reviews in this section indicate that deficit L2 readers may have problems in decoding words, understanding meanings of text, equipping themselves with relevant general or cultural background knowledge. Experts and linguists have pursued to find out the solutions by studying readers' behaviours for years. Some suggest that L2 learners should be aware of the text structures such as narrative, story-like, or expository structures that arrange and connect ideas of the text (Aebersold & Field, 1997; Horiba, 2000; Meyer, 2003; Fletcher, 2006; Armbruster, 2008; Snyder, 2010). Some argue that readers should learn to identify syntactic structures and information to facilitate their comprehension of sentences in the text (Just & Carpenter, 1987; Pugh et al., 2001; Grimshaw, 2005; Millis et al., 2006; Verhoeven & Perfetti, 2008;

Funke & Sieger, 2012; Halliday & Matthiessen, 2013). These studies have ignored the distinctive cognitive nature and processing of individuals when they read L2 text. However, studies on schema do address this issue. Research has found that 90% of the information a reader uses to comprehend, comes from that individual's schema and therefore the schema component can strongly impact reading comprehension (Henk et al., 1993; Marshall, 1995; Gina & Steve, 2007; Smith, 2012). A developed schema can result in reading ease and increased comprehension of a passage and thus influence the overall learning of a L2 (Richgels, 1982; Smith & Swinney, 1992; Cunningham & Wall, 1994; Frager, 1994; Whitehead, 1994; Hennings, 2005; Eilers & Pinkley, 2006). Schema has been proven to be an effective measure to solve reading problems and therefore it is chosen to be one of the core elements in my research design.

2.4. Schema and reading skills

Schema (schemata in plural form) has been defined as a "script", "plan", or "frame" of background knowledge representing commonly experienced social events in the memories of humans; it is also used to describe the structure of knowledge of ordinary events in a variety of domains (Minsky, 1975; Schank & Abelson, 1977; Schallert, 1982; Schank, 1982; Kramsch, 1993). Schemata are knowledge structures of previous experiences that provide foundations of concrete and relevant information for individuals to understand new and abstract concepts; they offer general knowledge frameworks into which the newly-formed structure can be fitted. These cognitive frameworks contain concepts in "slots" or "parts" (Anderson, 1977; Anderson & Pearson, 1984; Carrell, 1988; Carrell & Eisterhold, 1988). They are hierarchically organized in terms of highly inclusive concepts under which are subsumed less inclusive subconcepts and informational data. Just like a pyramid, concepts are arranged from the very general at the apex to the very specific at the bottom. Subsumption allows learners to absorb new information into their cognitive structures (Ausubel, 1960, 1963a, 1963b & 2000; Ausubel & Robinson, 1969; Gupta et al., 2010; Mohammadi et al., 2010).

Schema is linked with reading in a SLL context when it contains background knowledge or generic information about aspects of the world necessary for the comprehension of written text (Byram, 2000; Heilman et al., 2002; Eysenck & Keane, 2010; Byram & Hu, 2013; Robinson, 2013). Schemata will be activated when readers see the familiar words and concepts in print; possession of background information on a topic assists readers in schema building and thus enhances vocabulary recognition and text comprehension (Carrell, 1983 & 1984; Savage, 1998; Fisher & Frey, 2004). Appropriate interpretation of L2 text depends on the availability and activation of

relevant schemata within an individual. Review on scholarly publications summarizes that there are at least four types of schema-based reading skills needed for activating readers' schemata while comprehending the L2 text. These include background knowledge preparation, vocabularies recognition, themes interpretation, and cultural bias avoidance. These automatic skills should be practiced within planned and deliberate strategies (Paris, Wasik & Turner, 1991).

2.4.1. Background knowledge preparation

Readers should already possess relevant prior knowledge needed in order to integrate new information into their cognitive systems. Researchers put forward using written or graphic pre-reading materials (organizers) to bridge the gap between what is already known and what is to be learned (Ausubel, 1963a & 1963b; Richgels, 1982; McAloon, 1994; Marshall, 1995; Hennings, 2005; Little & Box, 2011). This is a strategy which involves the use of introductory materials prior to the presentation of the actual learning task. These advance organizers consist of introductory material at a higher level of abstraction, generality, and inclusiveness than the learning task itself. Introductory materials provide learners background information that assists them to assimilate new information. Based on the textual or graphical background information, readers can guess, reconstruct or extract meaning from the written text (Goodman, 1971; Adams & Collins, 1979; Norman, 2012).

Introductory materials containing cultural knowledge may help L2 readers guess or interpret the meaning of written text in target language. Coady (1979) believes that students with a Western background of some kind learn English faster, on the average, than those without such a background. Carrell's (1981) study on two groups of students (28 Muslim Arabs and 24 Catholic Hispanic students) reading either

culturally familiar or unfamiliar content in English as L2 shows that unfamiliar content affects reading comprehension to certain extent. Hispanics were 8.2 percent of the US population in 1989 (Hispanic Policy Development Project, 1990). Although the majority of them were Spanish speakers, they did want their children to learn and speak English (Veltman, 1988). However, Nicolau and Valdivieso (1988) report that 25 percent of Hispanic students fall behind their classmates and are overage as they begin high school. The problem may be caused by differences between Spanish and American culture.

Cultural issues have become the major concerns of education practitioners when they plan and implement the curriculum for the minorities to learn a L2. For example, Māori make up 15% of the population in New Zealand of which the majorities speak English (Huia & Liu, 2012; Statistics New Zealand, 2013), and only 26% of Māori can speak their language fluently during the early 21st century (Benton 1979; Māori Language Commission, 2013; New Zealand Ministry of Education, 2013). To encourage more people to speak that minority language again, Māori-medium primary education has started officially in the 1980s with the focus to be put on revitalizing both the language and cultural identity (Glynn, 1998; New Zealand Ministry of Education, 2013). When the graduates move to English-medium secondary schools, they can attend some transition programs in which balanced exposure to both languages (English and Māori) and associated culture is offered to help students learn both languages successfully (Rau, 2005; May & Hill, 2005; Hill, 2011). Another example can be found in Canada where revitalization of Aboriginal languages including Mi'kmaq has been the recent concerns of the Government as only one in four Aboriginal people can speak an Aboriginal language (Berger, 2006; Norris, 2007; Davis, 2009). Reports on Aboriginal education in Canada have repeatedly stressed the

importance of promoting Aboriginal language and culture in the school curriculum; this can create a learning environment in which Aboriginal students feel welcomed and valued and hence can help them overcome feelings of alienation toward schooling as well as improve their school outcomes (Royal Commission on Aboriginal Peoples 1996; Task Force on Aboriginal Languages and Cultures 2005; The Canadian Council on Learning, 2008; Guevremont & Kohen, 2012). Recent researches also indicate that Aboriginal children from Mi'kmaq-medium education have stronger Mi'kmaq language skills but same level of English as those in English-medium education; learning of both languages and associated culture can simultaneously revitalize a threatened language as well as prepare students for success in mainstream society (Usborne et al., 2009; Usborne et al., 2011). Similar outcomes can be expected in Chinese students who learn English as a L2 and have the exposure to the culture associated with both languages. While Chinese students in Hong Kong have been grown up in Chinese culture, pre-reading materials are needed to help them acquire relevant English cultural background knowledge for text interpretation.

On top of that, social interaction may help L2 readers learn necessary cultural background knowledge and teachers can facilitate students' acquisition of appropriate cultural content knowledge (Carrell, 1981; Wan et al., 2011). In the fall of 1991, Robinson-Stuart and Nocon conducted a study on in-classroom use of ethnographic interviewing techniques at San Diego State University. Twenty-six students in a third-semester university Spanish class participated in the study, and the majority of them were native speakers of English. "Quantitative and qualitative results indicate that the project enhanced student attitudes toward the study of Spanish as well as their understanding of their own culture and the culture of local Spanish speakers (Robinson-Stuart & Nocon, 1996: 431)." Bateman's study in 1998 is a replication of

Robinson-Stuart and Nocon's. Thirty-five college students from 2 second-year Spanish classes were introduced to ethnographic interviewing skills and assigned to interview a native speaker of Spanish. All of the students were native speakers of English. "The results showed that the interviews positively affected students' attitudes toward the target language and its speakers as well as their desire to learn Spanish (Bateman, 2002: 318)." The contact with people speaking target language may encourage students to learn a L2 and its culture.

2.4.2. Vocabularies recognition

Readers learn new concepts embedded in the words or vocabularies of the text when they begin to observe and recognize these words through existing concepts that they already possess in their schemata. Researchers realize that existing concepts in schema can be divided into slots or parts; the structure of schema represents the relationships among these component parts (Anderson, 1977; Anderson & Pearson, 1984; Carrell, 1988; Luu & Le Thi, 2011). When the slots are instantiated with particular information in the vocabularies, the schema gets activated and is used to interpret the text. This can be illustrated with the passage below.

> "Queen Elizabeth participated in a long-delayed ceremony in Clydebank, Scotland yesterday. While there is still bitterness here following the protracted strike, on this occasion a crowd of shipyard workers numbering in the hundreds joined dignitaries in cheering as the HMS Pinafore slipped into the water (Anderson & Pearson, 1984: 15)."

The text above will activate the "Ship christening" schema of reader when its existing component parts can match with the new concepts in the vocabularies. <Queen Elizabeth> fits the "Celebrity" slot, <Clydebank> fits the "Dry dock" slot, <HMS Pinafore> fits the "New ship" slot, and <slipped into water> fits the "Just before

launching" slot.

However, the passage may bring problems to activate the "Ship christening" schema of L2 readers who do not stay in England. There may be no royal family in their countries and thus they are unable to match the <Queen> with "Celebrity". Scotland may be a strange place to L2 readers living outside England. Also, they may not know that <Clydebank> is a "Dry dock" and < HMS Pinafore> a "New ship". In addition to some introductory materials with relevant background knowledge, semantic map strategy (Eppler, 2006; Lems, Miller & Soro, 2010; Redford et al., 2012; Kandiko et al., 2013) may help them learn these new concepts. A semantic map is a graphic organizer used to connect a word with many associations. Readers create a map with the word of concept in the center and associations with the word branching out from it in various directions on an unlined piece of paper. Often the result looks like a spider web. This may help readers identify the relationships among their existing component parts and thus understand the meanings of new vocabularies in the L2 text.

2.4.3. Themes interpretation

To understand the main theme of the text, readers need to develop the top-down and bottom-up information processing skills so as to activate their schemata (Bobrow & Norman, 1975; Rumelhart & Norman, 1978; Rumelhart, 1980; Carrell & Eisterhold, 1983; Escandón & Sanz, 2011). This is based on an assumption that schemata are hierarchically organized from most general at the top to most specific at the bottom. Bottom-up processing is also called data-driven processing which goes from "part" to "whole" in schemata. It is evoked by the incoming data which enter the system through the best fitting of specific schemata at the bottom. These bottom-level schemata will converge into more general schemata at higher level. Then, top-down

processing occurs as the system makes general predictions and searches the input for information to fit into these partially satisfied higher order schemata. This is also called conceptually-driven processing which goes from "whole" to "part". Incoming data will be assimilated to a reader's existing knowledge structure if they are anticipated by or consistent with his conceptual expectations. Therefore, reading activities should involve both top-down and bottom-up processing concurrently.

It should be noted that top-down and bottom-up information processing are internal thinking procedures without considering the effect on knowledge acquisition through human interactions with the social world. Alternatively, Bruner (1990) identifies folk psychology by which people organize their experience in, knowledge about, and transactions with the social world. Something can be learned unconsciously when interacting with the environment outside. This will lead to acquisition of folk knowledge where people hold informal and often intuitive or stereotypical views about things and people. Such kinds of everyday or commonsense understandings of the world can accumulate through ordinary human experience. Furthermore, people understand their world through narrative mode of thought. Constituents of a narrative are composed of a unique sequence of events, mental states, and happenings involving human beings as characters or actors. These constituents do not have meaning themselves. The meaning is given by their place in the overall configuration of the sequence of events as a whole. Therefore, people learn the knowledge by watching others' actions and looking at what they do over time. Social interactions are essential to fully activate readers' schemata to understand the meanings of the text (Murphy et al., 2009; Andreassen & Bråten, 2011; Kiili et al., 2012; Lo, Yeh, & Sung, 2013; Sadoski & Paivio, 2013).

2.4.4. Cultural bias avoidance

While schematic processing can be essential steps for interpreting new experiences in reading, there are discussions on its strengths and constraints on individuals as schema varies according to different cultural settings. Negative stereotype of schema may appear when a L2 reader refuses to change his/her ideas to accommodate new concepts in the text different from his/her cultural setting. Social science researchers address this issue from the cognitive processes of human beings. Monteith (1993) suggests that people can learn to use controlled processes to inhibit prejudiced responses (i.e., negative stereotype) and to replace them with non-prejudiced personal beliefs. Devine and others (1991) specify that there are distinctions between stereotypes (knowledge) and personal beliefs (attitudes), automatic and controlled cognitive processes. A stereotype is defined as knowledge of the attributes that are stereotypically associated with a particular group, and personal belief the endorsement or acceptance of the content of a cultural stereotype (Devine & Zuwerink, 1994; Brodish & Devine, 2009). Automatic processes are ones that occur unintentionally, spontaneously, and unconsciously; controlled processes, in contrast, are intentional and under the control of the individual (Monteith, Zuwerink, & Devine, 1994; Cox et al., 2012). The latter happens when a L2 reader has the opportunity to interact with others and empathy with their culture associated with the target language.

Moreover, Devine's research (1989) shows evidence that both low- and high-prejudiced people are vulnerable to the automatic activation of the cultural stereotype of particular groups. Once the stereotype is well-learned and becomes part of one's cognitive system, its influence is hard to avoid because the stereotype is the legacy of one's socialization experiences and hence so easily comes to mind (Monteith, Zuwerink, & Devine, 1994). As personal beliefs about a target group are

often developed after the initial or early learning of the stereotype, they are less accessible cognitive structure than stereotypes and rely on controlled processing for their activation (Proshansky, 1966; Katz, 1976; Allport, 1979; Coutant et al., 2011). Therefore, Devine and Zuwerink (1994) argues that even low-prejudiced people can only inhibit stereotype-based responses if they have the time and the cognitive capacity to initiate controlled processes so as to bring their personal beliefs to mind. Meanwhile, one's verbal responses to situational questions help check whether changes of one's beliefs can reduce his/her negative stereotype-based responses (Monteith, Zuwerink, & Devine, 1994). Interactions with others are essential to modify negative stereotypes or prejudices. Recent studies prove that online discussion can be an effective measure as it offers an arena for participants to express their opinions and emotions and so mediate responses to situations that otherwise might be damaging (Gleaves & Walker, 2010).

Not only the "cultural bias avoidance" skill needs to be developed by adopting the strategy of social interactions, but also the other three types of skills involving "background knowledge preparation", "vocabularies recognition", and "themes interpretation" need it. This corresponds with the preferred sociocultural model for my research design that stresses communication the essential element in SLL. Social interactions create opportunities for readers to learn the L2 language unconsciously as well as activate necessary schemata for comprehending L2 text. However, some L2 readers may be unable to activate automatically their schemata to merge the incoming new information with their previous knowledge. While successful learning of L2 and comprehension of L2 text depend on readers' interactions and responses to their surroundings, it is necessary for them to practice schema-based reading skills within communicative strategies. These strategies can generate external social stimuli that

bring changes to an individual's internal mode of thinking and thus help activate the schemata. The design and formulation of these strategies can be achieved by referring to constructivist learning theory which serves as the foundation for the design and use of communicative activities.

2.5. Constructivist learning theory

Researchers believe that a learning environment encompassing constructivist concepts will lead to growth of knowledge and thus enhance language acquisition and reading (Oxford, 1997; Bromley, 1998; Terwel, 1999; Fox, 2001; Richards, 2001; Mompean, 2010). Constructivists see "learning as a dynamic process in which learners construct new ideas or concepts on their current/past knowledge and in response to the instructional situation. Constructivism implies the notion that learners do not passively absorb information but construct it themselves (Unesco, 2011)." Learning environment that encompasses constructivist concepts is possible to generate "growth in knowledge, a higher degree of critical thinking, greater reading and writing skills, as well as improved skills in argumentation (Terwel, 1999: 196)." The central components of constructivism are based on construction of knowledge, active engagement in the learning process, and prior knowledge; a basic assumption of constructivism is that people are active learners and must construct knowledge for themselves (Harris & Graham, 1994; Geary, 1995; Chi, 2009; Alfieri et al., 2011).

Constructivist theory highlights the interaction of persons and situations in the acquisition and refinement of skills and knowledge (Cobb & Bowers, 1999). It shares with social cognitive theory the assumption that persons, behaviors, and environments interact in reciprocal fashion (Bandura, 1986 & 1997). However, constructivists differ in how much they ascribe the construction of knowledge to social interactions with

teachers, peers, parents, and others (Bredo, 1997). As a result, constructivism is not a unified theory but has different perspectives (Moshman, 1982; Phillips, 1995; Bruning et al., 2004). There are at least three perspectives of constructivism: exogenous, endogenous, and dialectical (Schunk, 2008). Exogenous constructivist views the acquisition of knowledge as representing a reconstruction of the external world; the world influences personal beliefs or thoughts through experiences (Dewey, 1998; Burman, 2008). Endogenous regards knowledge as development through cognitive abstraction based on previously acquired knowledge; humans learn through the construction of progressively complex logical structures, from infancy through to adulthood (Piaget, 1970 & 1997; Piaget et al., 1992). Dialectical treats knowledge being derived from interactions between persons and their environments (Levin & Lewontin, 1985; Lave, 1993; Roth, 2012). The whole-language approach to teaching reading and writing draws on this notion. As children play and interact with others at home and at school, they develop capacities of communication, expression and explanation (Vygotsky, 1962 & 1986; Goodman & Goodman, 1990; Tharp & Gallimore, 1991; Reznitskaya & Gregory, 2013). This social use of language forms the basis for literacy.

During the language learning process, the learner needs to take an active role (Bruner, 1960 & 1966) and the construction of knowledge has closely related to the sociocultural context of learner (Bruner, 1996). It is culture which shapes one's mind and human mental activity involves social interactions with peers or other experienced learners. Fox (2001) realizes that language learners need to interact so as to have dialogues, to solve problems and make sense of new ideas. Hausfather (2001) notes that when learners interact with each other to deal with information, they will be able to use that information to solve problems by answering questions or discussing

interpretations, and thus the information becomes their knowledge. According to McDonough (2001: 77), constructivism is based on four key elements:

1. Learning is not the result of development; learning is development.

2. Disequilibrium facilitates learning.

3. Reflective abstraction is the driving force of learning.

4. Dialogue within a community engenders further learning.

Reflective learning and communication within a community have been highlighted in McDonough's writings. These two learning strategies can be regarded as the core elements in constructivist theory which can be applied to design activities for SLL.

2.5.1. Situated learning in community of practice

Scholars usually put the focus of constructivism on situated cognition which involves both thinking and learning; knowledge is essentially "situated" and thus should not be detached from the situations in which it is constructed and actualized (Rogoff & Lave, 1984; Brown et al., 1989; Rogoff, 1990; Bliss et al., 1999). Cognitive processes are situated in physical and social contexts (Anderson, Reder, & Simon, 1996; Cobb & Bowers, 1999; Greeno et al., 1998; Lantolf & Thorne, 2006). Situated cognition or situated learning involves relations between a person and situation while cognitive processes do not reside only in one's mind (Greeno, 1989). Consistent with this approach, other researchers have shifted their focus from the study of general stages of human cognitive development to the study of individual or culturally related learning styles, and context dependent developmental paths (Carey, 1985; Keller, 1995; Turkle, 2005). Turkle and Papert (1991) claim that different individuals may

develop their own ways of thinking in given situations and nonetheless remain excellent at what they do. Research result on the effectiveness of situated learning is promising. Griffin (1995) compares traditional classroom instruction on map skills with a situated learning approach in which college students receive practice in the actual environments depicted on the maps. The latter perform better on a map-skill assessment. While educationalists argue that skills and knowledge can be transferred to other situations, situated learning theorists advocate that new skills being learnt are particular to the context in which they develop (Woolfolkm & Perry, 2000).

Learning of new skills and knowledge can be situated in a community. Lave and Wenger (1991: 122) state, "Situated learning activity has been transformed into legitimate peripheral participation in communities of practice. Legitimate peripheral participation moves in a centripetal direction, motivated by its location in a field of mature practice. It is motivated by the growing use value of participation, and by newcomers' desires to become full practitioners." Roy Pea and John Seely Brown (1991: 11) further explain, "The situated nature of learning, remembering, and understanding is a central fact. It may appear obvious that human minds develop in social situations, and that they use the tools and representational media that culture provides to support, extend, and reorganize mental functioning." William F. Hanks (1991: 13) clarifies that Lave's and Wenger's studies have "located learning squarely in the processes of coparticipation, not in the heads of individuals." Obviously, learning takes place through social interaction involving participation and collaboration within a community. Activities within the community are shaped and modified by the culture in which community members situate.

Continuous practices through collaboration and active participation within a community can generate new skills and knowledge. Wenger (1998: 3) states, "Learning is in its essence a fundamentally social phenomenon, reflecting our own deeply social nature as human beings capable of knowing." This places learning in the context of lived experience of participation in the world. In addition, Wenger (1998: 4) explains, "Knowing is a matter of participating in the pursuit of … active engagement in the world." The primary focus of Wenger's theory is on "learning as social participation." Herein, participation is not just referred to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities. For instance, participating in a work team is both a kind of action and a form of belonging. Such participation shapes not only what people do, but also who they are and how they interpret what they do. Communication and practice within a team (community) can also shape and support learning (Brown & Campione, 1990; Brown, 1994; Brown & Duguid, 2000; Watts, 2003; Maybin, 2012). This is significant for SLL when a group of L2 learners can communicate and have common practice within a virtual community on Web. For instance, when reading is a common goal for particular group of L2 learners to pursue, they may form an online discussion group to share their interests and opinions on similar topics.

2.5.2. Reflective learning

Educators advocate reflective learning essential for construction of knowledge. Learning is dependent on integrating experience with reflection (Schon, 1995; Dewey, 1998; Freire, 2000; Bourner, 2003; Dymoke, 2013). Dewey (1998) defines reflection as active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends. Boyd and Fales (1983) regard reflection as the process of creating and clarifying the meaning of experience (present or past) in terms of self. Boud, Keogh and Walker (1985) see reflection as cognitive process that people recapture their experience, think about it, mull it over, and evaluate it. Sugerman and others (2000) see reflection as including one's ability to be self-aware, to analyze experiences, to evaluate their meaning and to plan further action based on the analysis and reflection.

Diversified viewpoints of scholars generate various models of reflection with different focus. Here are some examples: Kolb's (1984) model of experiential learning, Schon's (1995) model of reflective practice, Mezirow's (1991) model of transformative learning, and King's and Kitchener's (1994) model of reflective judgment. Nonetheless, all agree on a pyramid shaped model of reflective thinking where reflective process comprises multiple levels such as association, integration, validation, and appropriation. Moon (1999) expresses this more clearly and conceives reflection as a continuum from surface to deep approaches of learning. This contains a sequence of stages from superficial noticing (perceiving, superficial observation), making sense, to making meaning, working with meaning and finally transformative learning indicating the deep approach end of the continuum. The first two stages (noticing and making sense) are surface learning where the learner simply memorizes

new ideas. Beginning from the third stage the learner does deep learning by actively integrating new ideas into his cognitive structure so as to evaluate the sources of his knowledge and process of learning. Moon's idea of different levels of reflection also suggests that learners will not only make meaning but modify the cognitive structure so that his/her schema is used or changed to a large extent. Sugerman and others (2000) interpret the outcome of reflection process as the ability for individuals to make meaning from their experiences or, in other words, to learn from their experiences. This process includes three sequential steps: first, reorganizing perceptions; second, forming new relationships; and third, influencing future thoughts and actions. McAlpine and Weston (2002: 69) say, "Reflection requires linking existing knowledge to an analysis of the relationship between current experience and future action." Scholars' view towards the connection between experience, reflection, making meaning, and learning is obvious. Learning is achieved by reflection which extracts meaning from the experience.

However, it is unclear in Moon's and other scholars' models whether specific stages of reflection or reflective thinking levels can predict a learner's learning stages. It is difficult to ensure a learner successfully reaching another stage after a particular thinking level. Also, there is no guarantee that a learner can move smoothly from surface to deep learning stage. Research of Harri-Augstein and Thomas (1991) indicates that reflection is an effortful action and students find it difficult to engage in reflection over extended periods of time without external support. Research of King and Kitchener (1994) finds that most college students usually stop at the lower level. Therefore, various strategies like journal writing and peer feedback have been recommended for encouraging students' reflective thinking skills. Journal writing

offers a means by which students can externalize their reasoning and reflections on experiences and then reframe experiences within the learning context (Stickel & Trimmer, 1994; Andrusyszyn & Davie, 1997). This can be used not only as a tool to promote reflective thinking skill but also an assessment of reflection since journals provide "evidence" of whether or how reflective thinking skills are used (Wood & Lynch, 1998; Jasper, 1999; Keys, 1999; Hiemstra, 2001; Bourner, 2003; Harris, 2008; Pitsoe & Maila, 2011; Abednia et al., 2013).

Peer feedback can be explained by Clarke (2003) who treats reflection as a process of internal dialogue facilitated by thinking or writing and through an external dialogue and reflection together with others. It is generated from student-to-student interactions which play an important role in learning process (Peltier, Drago & Schibrowsky, 2003; Hay et al., 2004; Chen et al., 2011; Xie, 2013). The interactions may involve the sharing of thoughts and feelings among peer students (Peltier, Hay, & Drago, 2005; Nicolaidou, 2013). This offers a method for students to externalize their thinking and reflection, while peer feedback can provide a different perspective and allow peers to assimilate and accommodate their thinking. Reflective learning is no longer limited within the classroom. With advanced technology, students may go online and join virtual conversations for peer feedback. Weblogging has been found to be beneficial to written text development by generating a collaborative and communicative learning situation which facilitates reflective learning and situated learning in community of practice (Barlett-Bragg, 2003; Ward, 2004; Chong & Soo, 2005; Tan et. al., 2005; Xie et al., 2008; Sayed, 2010; Chen et al., 2011; Gedera, 2012). It is considered as a good choice to help Chinese students develop schema-based reading skills within an online learning environment.

2.6. Weblogging and schema-based reading skills

Weblogging is the act of posting contents and comments on one's own weblog or on someone else's weblog; the postings can be used for expressing one's opinions or discussing with others joining the same weblog (Doctorow et al., 2002; Hall & Davison, 2007; Hudson, 2008; Ladyshewsky & Gardner, 2008; Siles, 2012; Alterman & Larusson, 2013; Olive, 2013; Rettberg, 2013; Vurdien, 2013). Weblog derives from "computer log file" and its short form "blog" is originated from the syntax change of "web log" or "we blog" (Aïmeur et al., 2003; Herring et al., 2004). Although there are debates on the existence of the earliest weblogs, it is commonly known that Jorn Barger coined the term in December 1997 when he renames his website "Robot Wisdom" a "weblog" (Herring et al., 2004; Ward, 2004; Hricko, 2008; Walker, 2008; Stock, 2009). He uses the term "weblog" to refer to websites that are continuously being updated. A blog is a web-based tool that allows an author (the blog owner) the ability to post information for consumption by others; it is a log and reflection of one's thoughts, feelings, reactions, assessments, ideas, or progress towards goals (Pomerantz & Stutzman, 2006; Brown & Abeywickrama, 2010). The author's contribution presents weblog as an informative website that is updated regularly or frequently with online journals containing records of personal opinions organized chronologically in reverse order from most recent entry backwards and hyperlinks to others' related websites (Godwin-Jones, 2003; Herring et al., 2004; Hricko, 2008). The readers' participation turns weblog a communicative platform giving opportunities for idea exchange, in-depth discussions, and knowledge construction (Glass & Spiegelman, 2007; Hall & Davison, 2007; Stewart & Draper, 2009; Osman & Koh, 2013; Rettberg, 2013).

Different from a simple static informative website, a blog is interactive when bloggers (blog owner and readers) use the communicative functions of blog to express and share their thoughts. Using the "comment" button on blog, the owner can post his/her opinions on a topic, readers can write a reaction which is then logged and linked along with all other comments, into the original text (Godwin-Jones, 2003; Ward, 2004). Bloggers become blog writers who can make use of this online environment for self-expression and self-empowerment as writing in blogs makes them become more thoughtful and more critical in their writing; reader-commenting features lead to a sense of interactivity that can help users build an "online community" fostering collaborative learning (Blood, 2002a & 2002b; Ebner, 2007; Stauffer, 2008). This brings advantages to SLL classroom when a blog serves as a cross between a bulletin board and an online community in which students can communicate or interact with the cyberspace community; such kind of collaborative learning empowers learners to become more analytical and critical in reading and writing (Oravec, 2002; Campbell, 2004; Oxford dictionary of the Internet in computing, 2010). Recent studies have revealed the advantages of using blogs in SLL. Campbell (2003) uses tutor blog to provide daily reading materials to promote exploration of English websites as well as encourage online verbal exchanges by the use of the comment function; learner blogs to provide platforms for reading and writing practices; class blog to be used as a free-form bulletin board to post messages, images, and links related to classroom discussion topics. Barrios (2003) reports that blogging help students create regular habit of communicating through writing. Nadzrah and Kemboja (2009) incorporate blog projects as part of an integrated English project assignment. Non-English students do the project outside classroom hours to practice their language skills in an authentic environment, using blogs to communicate with each other. These studies, together with other researchers' work, prove that blogs are useful in developing L2

students' abilities to write English constructively after reading, and social interaction does help them improve their writing and reading skills (Oravec, 2002; Campbell, 2003; Williams & Jacobs, 2004; Du & Wagner, 2005; Mompean, 2010; Fageeh, 2011; Maybin, 2012; Vurdien, 2013).

The communicative and informative functions of blog make it unique and useful in SLL when comparing with other online Internet learning tools such as wiki and facebook. Anyone who has the right to access a particular blog not only can read its content, but also can write or make comments on it. Bloggers can update the blog at any time using easy-to-create or easy-to-maintain software that allows them with little or no technical background to maintain the blog by posting information or giving feedback without editing the others' writings (Pinkman, 2005; Thorne & Payne, 2005). Wiki provides a horizontal authorship allowing the creators and readers to make changes to others' text; this may give rise to adverse effect on developing students' confidence in writing (Raman, Ryan, & Olfman, 2005; Bold, 2006; Wheeler et al., 2008; Biasutti, 2011). Facebook facilitates a social network of friends and contains personal profiles of individuals; this easily distracts participants to spend excessive time engaged with popular social networking but less time in learning activities (Mezrich, 2009; Kaplan & Haenlein, 2010; Kirkpatrick, 2010; Lusted, 2012). This may not happen in a blog as there is an owner or administrator who can manage the contents and activities on blog so that students joining a particular blog community can focus their attention and energy on specific topics or issues (Pomerantz & Stutzman, 2006; Hricko, 2008; Dippold, 2009; Siles, 2012). Therefore, blog has the advantages over other kinds of Internet tools and can be chosen as a means to help Chinese students develop the four types of schema-based reading skills in an online environment.

2.6.1. Weblogging and background knowledge preparation

Information on weblog may facilitate L2 reading in three aspects. First, bloggers or students can use hyperlinks and trackbacks on weblog to and from other Web content to locate relevant information (Godwin-Jones, 2003). Second, students have increased access and exposure to quality information on weblogs (Richardson, 2010). Third, information on weblog can be displayed in different formats like text, image, audio, and video (Chun & Plass, 1997 & 2000; Brandl, 2002). Carney (2007: 109) states, "Since blogging really began to grow at the turn of the millennium, the numbers of blogs and the range of topics they touch on seems to have become infinite, and their popularity and accessibility for users of the Internet make them an exciting application for language teachers as they are largely writing-based and have great capabilities to support images, audio, and video." A weblog allows bloggers to read textual information as well as provides them opportunities of extensive use of multimedia to explore and present Web content or information for language learning. It also gives language teachers many choices of pre-reading materials, varying from static written text to interactive text with animated pictures, audios or videos.

The interactive nature of reading materials turns blogging into an online constructive learning tool through which learners construct their own learning actively (Seitzinger, 2006; Xie et al., 2008; Sayed, 2010; Chen et al., 2011; Gedera, 2012). Blogging serves as an online simulation of classroom environment in which students create their own meanings and develop ideas through communications with peers and teachers while reading and acting on the interactive text. Hence, blogging creates an online environment for students to use and construct the language and new knowledge in different situations (Jones & Brades-Araje, 2002). Therefore, blogging is not only a journalism tool for text posting (Regan, 2003), but also a communicative platform

among bloggers (Debaty et al., 2004), and more importantly a collaborative environment for knowledge sharing (Ojala, 2004). This facilitates the learning of L2 and the culture in which the target language situates.

Multimedia on weblog offer Chinese students opportunities to read large amount of materials about foreign culture which is essential for English text interpretation. Altman (1989) realizes that videos provide multimedia-based text assuring reader's schema choice during the process of comprehension which includes an interaction between the text and reader's own prior organization of knowledge. For instance, video displaying English social life and customs may help individuals invoke the appropriate context and form expectations about future messages while reading a passage describing events that take place in high tea in an English country manor. Levet and Waryn (2006) further point out that images, video, and audio documents accompany the written text make it possible for students to have nonlinear and dynamic reading of cultural information on Web. They illustrate this with an example: a student reads an article in a newspaper online, can access videos to illustrate a current piece of news, see relevant images organized in photo galleries, hear audio comments, easily find related articles, and search archives. Therefore, text, images, audios, and videos were used to present the pre-reading materials in my research blog so that Chinese students could well prepare themselves with the cultural background knowledge for English text interpretation.

2.6.2. Weblogging and vocabularies recognition

Various formats of information on weblog can help L2 learners to get the concepts embedded in vocabularies which are necessary for developing schema-based reading skills. Images or pictures can be used for concept presentation in blogging.

Researches of Bransford and Johnson (1972), Omaggio (1979), and Mueller (1980) not only stress the importance of manipulating prior knowledge in order to ensure that subjects invoke an appropriate context, but also reveal the importance of visual materials for identifying appropriate contexts. Mueller (1980) proves that simple line drawing can provide contextual cues to a listening passage and enhance learner comprehension of it; and concludes that images can serve as advance organizers activating relevant aspects of stored memory, thereby providing a framework within which the passage can be understood. Similarly, Hudson (1982) finds that pictures only vaguely related to a passage aid comprehension more than prior access to a list of the actual vocabulary words employed in the passage. His study demonstrates that even a single line drawing providing only a very general indication of the contents of a passage can have a marked effect on comprehension. Pictures or images convey meaningful messages which help viewers to get concepts from new vocabularies in text.

Besides images, audio-visual materials can help L2 learners understand abstract concepts in text. Research from the National Foundation for Educational Research (NFER) suggests that broadcasts can support not only specific language skills, but broader cognitive developments as well (Sharp, 1995). The NFER research confirms that through their stimulating content and presentation to convey information, broadcasts not only contribute to learning by enhancing attention, motivation and recall of factual information, but also help teach pupils skills and develop their conceptual understanding. Similarly, Bates (1981) points out that the less academically successful learners may find particular advantages from television representation which can provide a bridge between the abstract and the concrete, or between personal experience and abstraction. Kozma (1991: 189) states, "Television

differs in several ways from books that may affect cognitive structures and processes. As with books, television can employ pictures, diagrams, and other representational symbol systems but in TV these symbols are transient and able to depict motion." It is the motion in television program which makes connections between the real phenomena and theoretical concepts. As in the case of blogging, Thorne (2008) specifies "audio blogs" including podcasts or mp3 files as well as "vlogs" embedded with videos provide visually contextualized audio data for reading. Blake (2008) stresses that Web pages including sound files harness a sensorial channel lacking in books and increase the prospects of building lasting mental images for words and phrases in a phonological, semantic, and even aesthetic context. Audio or video on weblog provides concrete background information for readers to understand abstract concepts in target language. Therefore, different kinds of audio-visual materials were used to help students draw the concept map needed for vocabularies recognition in my blogging research.

2.6.3. Weblogging and themes interpretation

Communicative function of weblog can help Chinese students practice top-down and bottom-up information processing within schemata. Godwin-Jones (2006) posits following advantages of using blogging as an online writing tool for students to practice the information processing skills.

1. Encourages feedback in writing and reading activities.

2. Stimulates debate and critical analysis or articulation of ideas and opinions.

3. Facilitates learners to develop skills of persuasion and argumentation.

4. Creates a student-centered learning environment for collaborative learning.

5. Provides informal language reading.

The writing mechanisms of blogging require bloggers to communicate with each other online, not just the computers. When bloggers write something and post them on blog, they are writing for expected 'audiences'. Even though no one may ever post a comment, writers will adapt what they have written for the perceived requirements of an audience. This aspect surely has significance for L2 learners in the way that they adjust the quality and ideas in the way that they are expressed on weblog. Therefore, blogging enhances schema-based reading skills by allowing bloggers (learners) to use written words to communicate what they have read with others online. In addition, constructivist learning is made possible when students can share their thoughts and ideas through writing within a virtual community on blog. It is the social communicative nature of blogging in relation to reflection and learning that makes it as essential as face-to-face conversation for SLL; students can learn from peers or experienced learners within the weblog community online through online written dialogues (Pica, 1994; Swain & Lapkin, 1995; Gass, 1997; Chapelle & Jamieson, 2008).

Online written dialogues make weblog useful for developing schema-based reading skills. Bloggers take part in online community conversations by means of weblog tools like publishing and comment systems (Blood, 2002c). Ochoa and others (2007) identify comments on blog as the most basic form of social interaction in which a reader contributes by replying to a specific post within the site. Moreover, bloggers can publish personal ideas by means of multimedia tools on weblog (Davies, 2006). Hricko (2008) realizes that advanced tools for audio and video blogging will increase interactivity so that weblogs can foster collaborative networking and information sharing. Langer de Ramirez (2010) further points out that commenting on videos is fun and motivational for students. Receiving comments on their own productions can

be even more exciting as their work is viewed by an online global community. All in all, the act of leaving and receiving comments to written words accompanying audios or videos within a weblog community offers good opportunities for students to discuss the proper language. They can learn from each other by sharing information and experiences in written or multimedia formats. This helps activate students' schemata in which information processes in top-down and bottom-up directions so as to respond to topics discussed online.

2.6.4. Weblogging and cultural bias avoidance

Online discussions through written dialogues within weblog community turn students into active learners of culture of targeted language without negative stereotypes development. Kern, Ware and Warschauer (2004) considers Internet-mediated communication constituting a "second wave" of L2 pedagogy because it involves interaction between learners interested in one another's expert language and culture. Belz and Thorne (2006) regard online communication as an approach extending the context of language learning from the local classroom to intercommunity and international interaction and emphasizing the acquisition of discrete linguistic accuracy, but in the service of developing intercultural communicative competence. Levet and Waryn (2006) identify the inherent ability of weblog as bringing together a multiplicity of documents and enabling communication which involves interactions with multiple materials and multiple partners such as teachers and other students. They also indicate that this multiplicity of voices is meant to lead users, under the guidance of teacher, to gradually construct and refine their own understanding of the other culture, in a continuous process. As blogging runs in an interactive website, teachers and students can engage in synchronous and asynchronous weblog communication for cultural understandings.

However, Carney's (2007) intercultural learning research in Japan and United States finds out a serious drawback of using blogs for language exchange. This is the lack of continuous communicative exchange on a single topic. To avoid this, language teachers can make use of guided training programs of which the ideas come from Pedersen's studies. Pedersen (2000 & 2002) identifies that culture is not external but is "within the person" and "resides in groups of people". According to Pedersen, culture is not separate from other learned competencies; learning to communicate across culture involves the combined intellectual and emotional challenge to a person. A student becomes bicultural when s/he is aware of alternative values, habits, customs, and life styles that are initially strange and unfamiliar to his/her own culture. Therefore, Pedersen suggests that a successful program should involve three stages of development: awareness, knowledge and skills. Specific techniques can be employed in designing a program that helps students achieve objectives in each stage. For instance, experiential exercises (role plays or simulations) and questions/answers/discussion can stimulate students to think of differences and similarities of behaviors, attitudes, and values in awareness stage. Guided reading activities expand the amount of information about culturally learned assumptions in knowledge stage. Writing practices give opportunities to adapt effective and efficient action with people of different cultures to a student's clarified assumptions and accurate knowledge in skills stage.

Therefore, the focus of such a similar training program in my research blog proceeded from increased awareness of a student's culturally learned opinions, attitudes, and assumptions to increased knowledge about relevant facts and information about the culture in question, and finally to increased skill for making effective change and taking appropriate action. There were questions and answers to discuss with students

pre-reading materials in text or multimedia formats so that they could be aware of the differences between Western and Chinese culture. Then, they were guided to read a story for in-depth thinking of the cultural knowledge already learned. Lastly, they were encouraged to express and exchange their thoughts and feelings through written dialogues (may accompany with images, audios or videos) on weblog. Negative stereotypes were modified by discussions with peers, the researcher and native-like speakers of target language.

2.7. Summary of literature review

Literature review on reading, schema, and blogging finds that the three core concepts can be linked up by the constructivist learning theory to facilitate discussions and sharing within the communicative nature of a sociocultural model of SLL. Review on L1 development at the beginning shows the significance of social interaction in textual language learning process. This is similar to L2 acquisition and therefore helps confirm a sociocultural model embracing communication as preferred design framework for the experiment in my research. Discussions on reading skills development and reading impediments among L2 learners indicate that schema-based skills are essential to help students, in particular the reading deficit ones, to understand text in target language. These skills include background knowledge preparation, vocabularies recognition, themes interpretation, and cultural bias avoidance. The theoretical basics of these skills are built on the foundation of constructivist learning theory emphasizing reflective learning within a community of practice. This integrates reading and schema with blogging that provides an online learning platform for discussions and sharing within a virtual community. Also, this helps create an ideal learning environment for SLL within a sociocultural model.

Chapter 3   Research Methodology

This chapter explains how the methodological framework has been established and why particular approach, methods, and instruments are selected for studying my research topic. Scholars state the importance of choosing a suitable topic for researchers to figure out which issues, uncertainties, dilemmas, or paradoxes are most intriguing so that research questions can be posed (Gallos, 1996; Denzin & Lincoln, 2008a & 2008b; Glesne, 2011). Being interested in how online technology can facilitate second language learning (SLL), I put reading, schema, and blogging in my research topic and set research questions to explore the relationship between blogging and textual language development. Methodology provides the theoretical perspective that links the research questions with particular methods (Hesse-Biber, 2010). Selected approach, methods, and instruments in this chapter aim at collecting valid and reliable data to address the research questions. There are explanations on how the collection procedures can be monitored by quality measures. Also, there are elucidations on how the collected data can be analyzed by appropriate methods so that evidences are generated to evaluate how far weblogging (or blogging) can help develop schema-based English reading skills of Chinese students.

3.1. Research design in practice

Generally there are three approaches that researchers can adopt for studying selected topics; these are qualitative, quantitative, and mixed methods approaches (Kumar, 2011). Main types of qualitative research include case study, action research, and ethnography methods. Quantitative approach includes descriptive, correlational, cause-comparative, and experimental methods (Gay, Mills, & Airasian, 2012). Mixed methods approach integrates both qualitative and quantitative research methods. Each method is characterized by its distinctive nature which will decide its appropriateness

to certain research topics. Hence, each approach will bring advantages and disadvantages to researchers while conducting specific kinds of studying activities. Therefore, it is important for researchers to fully understand each approach and its affiliated methods so that they can select and adopt the suitable ones for study.

Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life; it relies primarily on human perception and fully understanding of the phenomenon under study (Miller & Dingwall, 1997; Blaxter, Hughes & Tight, 2010; Stake, 2010; Saldaña, Leavy, & Beretvas, 2011). Jones (1997) describes qualitative approach as empathetic understanding of certain phenomenon. Hesse-Biber (2010: 455) explains it as an "approach seeks to empower individuals' stories with the goal of understanding how they make meaning within their social world." Qualitative data will "provide depth and detail through direct quotation and careful description of situations, events, interactions and observed behaviors (Labuschagne, 2003: 100)." Methods of qualitative research will yield nonnumeric information (e.g., words, text, pictures, and images) generated by direct or first-hand study of naturally occurring situations or events in their natural settings; these information are not easily translated into numbers and/or are not quantifiable (Punch, 2005; Schwandt, 2007; Christensen, Johnson, & Turner, 2011). Analysis of such qualitative data is a search for general statements about relationships among categories of data (Marshall & Rossman, 2011).

Quantitative approach relies heavily on linear attributes, measurements, and statistical analysis (Stake, 2010). The research usually engages in deductive reasoning which begins with the idea or hypothesis testing and uses the data to confirm or negate the idea (Thorne, 2000; Creswell, 2009). Mason (2002) identifies this as a predetermined

research design. Quantitative approach has been used in about two thirds of 1274 articles published in the top two American sociology journals between 1935 and 2005 (Hunter & Leahey, 2008). Authors or researchers of these articles basically use numerical or statistical process to answer specific questions. The processes generate descriptive or inferential statistics which are essential for hypothesis testing (Anderson, Sweeney & Williams, 2011). Descriptive statistics are numbers used to describe a group of items. Inferential statistics are computed from a sample drawn from a larger population with the intention of making generalizations from the sample about the whole population. The accuracy of inferences drawn from a sample is critically affected by the sampling procedures used. Random or probability sampling is usually adopted by quantitative researchers to generate statistical results for accurate inferences.

There have been arguments about which approach, qualitative or quantitative, is better for educational research. Campbell (1974) suggests that all research ultimately has a qualitative grounding. Kerlinger (2000) argues that there is no such thing as qualitative data and everything is either 1 or 0. Scholars usually make comparison of the two approaches so as to find out the differences between them (Table 3.1). Qualitative-quantitative difference is also linked to two kinds of research questions (Stake, 1995; Leedy & Ormrod, 2013). In quantitative studies, the research question seeks out a relationship between a small numbers of variables. Qualitative research questions typically orient to cases or phenomena, seeking patterns of unanticipated as well as expected relationships. This leads to the strengths and weaknesses of both approaches. Strength of qualitative research approach is that it is able to emphasize the researcher's viewpoint in the research process as well as on its results. While the psychological dimensions of human beings are impossible to be represented

numerically, qualitative approach provides richer and wider-ranging description than quantitative one in investigating the nature of human behavior and its mental dimension (Maanen, 1979; Carr & Kemmis, 1986; Soltis, 1990). Contrary to this, researcher's viewpoint and psychological issues affecting the research results will not be considered in quantitative approach (Shuy, 1978; Carr & Kemmis, 1986).

Weakness of qualitative approach is the issue of generalizability when the researcher's unique viewpoint is central in explaining particular situation, and thus makes it hard to generalize the research results to other settings (Firestone, 1987; Eisner & Peshkin, 1990). Contrary to this, strength of quantitative research approach in education is that the research results are not context-bound and derived by discovering exact facts objectively. Same research methods and the results can be generalized or applied to a large number of other situations (Popkewitz, 1984; Soltis, 1990). Since both approaches have strengths and weaknesses, it is difficult to get a valid and reliable research result by using only one of them. It turns to be an intelligent way to mix the two approaches while doing research so as to fully make use of their strengths as well as overcome their weaknesses.

	Qualitative research	Quantitative research
Logic	Inductive; generating hypotheses and theories	Deductive; testing hypotheses and theories
Philosophic background	Reality is subjective; mental processes and behavior are situational and personal	Reality is objective; mental processes and behavior are regular and predictable
Purposes	Describe and understand particular groups and individuals in particular contexts	Explain and predict characteristics of population
Data collection	Words, text, images, documents in natural settings	Numerical or measurable variables in artificial settings
Data analysis	Interpretative and discovery from insider perspective; understanding participants' views	Statistic and verification from outsider perspective; seeking cause and effect
Quality criteria	Contextual account; consistency; transferability; credibility; confirmability	Generalisable account; reliability; external validity; internal validity; objectivity
Final report	Narrative with rich contextual description and quotations	Discursive with statistical results

Table 3.1. Characteristics of qualitative and quantitative approaches

(Adapted from Reichardt & Cook, 1979; Hoepfl, 1997; Wellington, 2000; Gorman & Clayton, 2005; Pickard, 2007; Creswell, 2009; Christensen, Johnson, & Turner, 2011; Bryman, 2012)

3.2. Selection procedures

Mixed methods approach can be used to validate the study in my research. The researcher who bases the inquiry on the assumption collecting diverse types of data best provides an understanding of a research problem (Creswell, 2009). While incorporating both quantitative and qualitative sets of data, researchers need to be very skillful in managing them so as to get valid results. Hall and Ryan (2011) suggest using qualitatively driven mixed-methods research for enabling the collection of comprehensive, complex, and nuanced empirical materials that can enhance and balance mandated quantified test score information. In addition, a qualitatively driven mixed-methods approach will prioritize or focus on the complexities of context, experience, and meanings but does not exclude other ways of knowing (Greene, 2007; Hesse-Biber, 2010). Mason (2006) points out that mixed methods in a qualitatively driven way can add merit to research that targets social experiences and lived realities. For example, case study plays an important role in qualitatively driven mixed-methods research because it can be oriented toward engagement with lived experiences and the complexities of contexts at multiple levels (Stake, 2000). Also, case study honors both quantitative and qualitative ways of thinking within a bounded system because it has epistemological, ontological and methodological flexibility (Stake, 2000; Luck, Jackson, & Usher, 2006).

3.2. 1. Mixed methods approach

Many well-known researchers have demonstrated advantages to adopt qualitatively driven mixed method approach. Roth (2006) carried out a nested mixed methods design in her study. She conducted semi-structured interviews nesting quantitative closed-ended questions into primarily qualitative in-depth interviews (Figure 3.1). Fuente (2008) implemented both qualitative and quantitative components in her

research (Figure 3.2). The first phase of the study was a series of in-depth life history interviews allowing her to frame samples' own experiences. The second phase of the study was a series of self administered structured interviews of which a set of questions were used to collect quantitative components. These questions were generated on the basis of factors identified in the first phase.
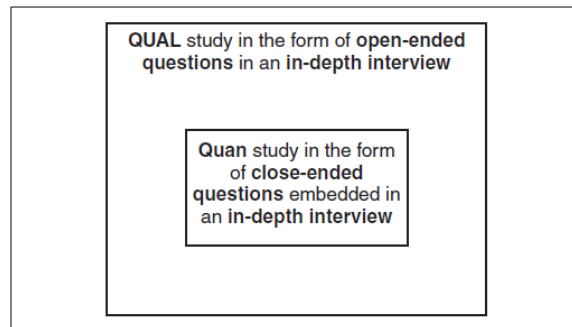
Figure 3.1. Roth's nested mixed methods design
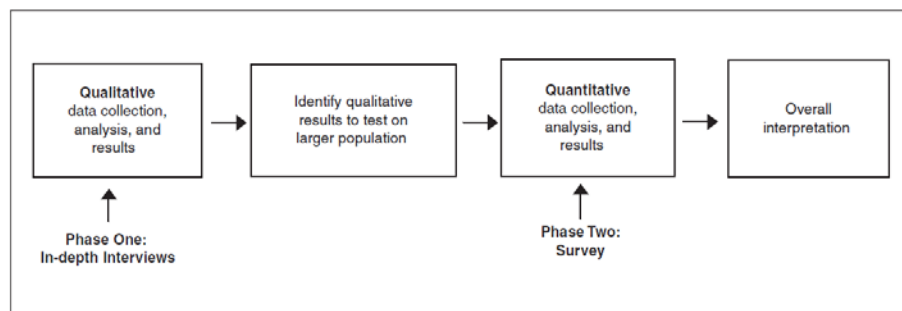
Figure 3.2. Fuentes' sequential exploratory mixed methods design

McMahon (2007) started with a survey to collect quantitative data. This was followed by qualitative data collection in second phase of which focus group semi-structured interviews and then individual interviews were conducted (Figure 3.3). Research participants were able to answer closed-ended questions in the survey as well as elaborating their feelings comprehensively during the interviews. Contrary to this, Stewart and others (2008) began with individual qualitative interviews to identify concerns for following quantitative survey. The process was ended with qualitative

interviews again but in groups rather than individuals (Figure 3.4). The survey provides researchers with the opportunity to generalize their findings to a wider population beyond their original qualitative study. The interactions of first and final interviews allow participants to elaborate their ideas in greater details. Hence, many complex contributing factors to the phenomenon investigated will be uncovered.
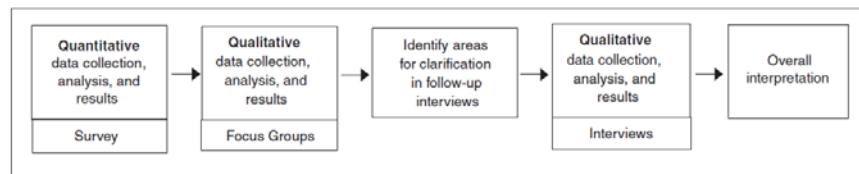
Figure 3.3. McMahon's sequential explanatory mixed methods design
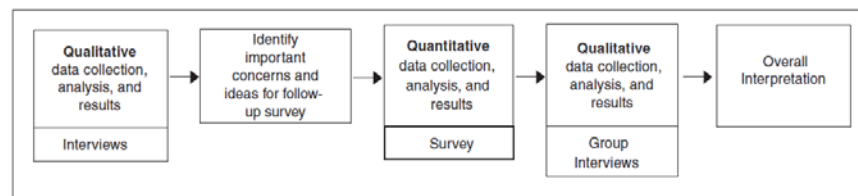
Figure 3.4. Stewart et al. sequential exploratory mixed methods design

My research design drew upon ideas from mixed methods models above. Research methods which could accommodate both qualitative and quantitative data had been selected. Herein, case study approach played a significant role in my research design. It allowed me to apply Roth's (2006) model to nest quantitative close-ended questions within qualitative ones during interviews. I followed Fuentes' (2008) design to conduct in-depth interviews with individuals to collect qualitative data as well as set structured questions for quantitative data. In addition, sample cases participated in research group activities as suggested in McMahon's (2007) model. Also, Stewart and others' (2008) model interviewing individuals before group activities had been adopted in case study. This helped me identify certain areas to be focused on when I conducted the group activities for sample cases. More importantly, this facilitated me

to generalize my findings to a wider population beyond individual interviews. The interplay of the two interviews before and after group activities provided more opportunities for sample students to express their opinions.

3.2.2. Case study method

As mixed methods approach had been adopted for my research, case study which had the flexibility to accommodate both qualitative and quantitative data turned to be the preferred approach to address my four research questions. Case study research has been widely used for studying issues of poverty, unemployment, and other conditions deriving from immigration in Chicago since the early 1900's (Hamel et al., 1993). From 1935 onwards, there has been a decline in using case study when some professors prefer quantitative measurement as a more scientific method for research design and analysis (Tellis, 1997). They also criticize that dependence on a single case renders the case study methodology incapable of providing a generalizing conclusion. However, there has been a renewed interest in case study since the 1960's with the development of grounded theory (Strauss & Glaser, 1967). Meanwhile, some researchers have shown concerns about the limitations of quantitative methods. Bennett, Barth, and Rutherford (2003) point out that, in 14 journals focusing on research in social science, the proportion of articles in which a case study was employed remained broadly stable at about 20% over the period between 1975 and 2000. This implies increasing concerns about the limitations of quantitative methods which can no longer dominate the research field. However, case study method retains considerable appeal among scholars in research communities not traditionally associated with this style of research (Bates et al., 1998; Acemoglu, Johnson & Robinson, 2003; Rodrik, 2003).

One of the debating issues comes from the nature and characteristics of case study method. It is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context (Flyvbjerg, 2011; Thomas, 2011). Simons (2009) defines it as an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a "real life" context. Stake (2005) regards it as a design frame incorporating a number of methods to study the case analytically or holistically. Emphasis is put on the significance of an analytical frame in the constitution of study. George and Bennett (2005: 69) explain this important feature as follows: "The investigator should clearly identify the universe – that is, the 'class' or 'subclass' of events – of which a single case or a group of cases to be studied are instances." The subject of the study is thus an instance of some phenomenon which comprises the analytical frame. The frame is the object of the study which is formed by the theoretical or scientific basis of the case (Wieviorka, 1992). Case study research can be regarded as process involving the selection of subject and identification of object for an analytical frame. It will produce a rich and holistic account of a phenomenon with many variables in real life (Merriam, 2009).

Meanwhile, some researchers consider case study as an ideal methodology when a holistic and in-depth investigation is needed (Feagin, Orum, & Sioberg, 1991). They usually adopt an intensive study of a single unit with an aim to generalize across a larger set of units of similar phenomena (Gerring, 2004). Longitudinal (over a certain period of time) and in-depth examination of a single instance or event will result in a systematic way of looking at events, collecting data, analyzing information, and reporting the results. Researchers may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more

extensively in future research. On top of that, case study helps them overcome the weakness of experimental or quasi-experimental study that may hide some details of data collection and analysis (Stake, 1995); lends itself to both generating and testing hypotheses (Flyvbjerg, 2006 & 2011). More importantly, case study can be based on any mix of quantitative and qualitative evidence, being situated between concrete data taking techniques and methodological paradigms (Yin, 2009).

However, some researchers criticize that there is a lack of generalization in the results of case study method. This results in case study proponents arguing in favor of analytical generalization and theoretical inference on the basis of qualitative case study materials (Gomm, Hammersley & Foster, 2000; Flyvbjerg, 2006; Ruddin, 2006; Halkier, 2011). Their arguments are supported by a conventional view that case study needs to be linked to and explained on the basis of general hypotheses (Dogan & Pelassy, 1990); the research results are suitable for both hypotheses testing and theory-building (Flyvbjerg, 2006). In the meantime, Eisner (1998) puts forth that the agent of generalization is not solely the researcher but also the readers who should build connections between research results and their own situations through analogy and extrapolation. The further application and generalization of particular study remains to its readers. While learners from different social background may have different learning characteristics and styles (Ogbu, 1991; Reid, 1998), case study method allows both researchers and readers to have an in-depth and holistic understanding of an individual in his/her unique context.

Another debating issue comes from the number of cases that researchers should choose for a study. Single-case or multiple-case will yield significant research results and can be applied to any types of case studies: exploratory, explanatory, descriptive,

intrinsic, instrumental, and collective (Stake, 1995; Yin, 2012). There are critics that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Yin (2009 & 2012), Hamel and others (1993) forcefully argue that the relative size of the sample whether 2, 10, or 100 cases are used, does not transform a multiple case into a macroscopic study. The goal of the study should establish the parameters, and then should be applied to all research. In this way, even a single case can be considered acceptable if it meets the established objective.

No matter how many cases researchers select to study, they need to follow certain procedures so as to get valid results in carefully planned and crafted studies of real-life situations, issues, and problems. Many well-known case study researchers such as Robert E. Stake (1995 & 2006), Helen Simons (2009), and Robert K. Yin (2009 & 2012) have suggested techniques for organizing and conducting the research successfully. Their ideas can be summarized into following six steps.

1. Determine and define the research questions
2. Select the cases and determine data gathering and analysis techniques
3. Prepare to collect the data
4. Collect data in the field
5. Evaluate and analyze the data
6. Prepare the report

The procedure will by no means immune to bias when the researcher is the main instrument of enquiry. S/he will start with his/her own interest to ask questions towards specific issues, then being unaware of his/her own tendency to collect or interpret data in terms of personal commitment (Hammersley, 2000), and inclined to

devise methodological strategies generating particular results to support his/her favored theory (Bloor, 2006). It is necessary for the researcher to mix case study method with other controlled conditions (e.g., experiments) so as to avoid producing erroneous conclusions that favor his/her own beliefs or commitments.

3.2.3. Experimental study method

To avoid biased results in my research, it was necessary for me to include experimental method in the case study approach. Experimental research is generally recognized as the most appropriate method for drawing causal conclusions about instructional interventions, for example, which instructional method causes better learning outcomes (Shavelson & Towne, 2002; Mayer, 2005). Shadish, Cook, and Campbell (2002) define experiment as a test under controlled conditions that is made to demonstrate a known truth, examine the validity of a hypothesis, or determine the efficacy of something previously untried; the process of conducting such a test is called experimentation. They suppose that humans have been experimenting with different ways of doing things from the earliest moments of their history. According to Nisbet (2011), the concept of experimental research in education was shaped by the German scholars who developed 'experimental pedagogy' in the 1880s. Experiments, surveys and standardized tests began in other countries between 1890 and 1915. In the years to 1930, the emerging discipline of psychology (together with new procedures in statistical analysis) monopolized experimental studies in education. By the 1950s, sociology (and later, politics and management) came to challenge this positivist, quantitative style of research, extending the concept of 'experimental' to include phenomenological and qualitative approaches. Peggy Hsieh and colleagues (2005) found that the percentage of articles based on randomized experiments declined from 40 percent in 1983 to 26 percent in 2004 in primary educational psychology journals

and from 33 percent in 1983 to 4 percent in 2004 in primary educational research journals. This may be due to the decline in training in experimental research methods in universities (Shavelson & Towne, 2002) or scholars have been aware of the weaknesses in experimental research.

There are various kinds of ways for designing experimental research (Campbell & Stanley, 1966; Gliner, Morgan, & Leech, 2009; Borg, Gall, & Gall, 2010; Creswell, 2012). McGuigan (1997) suggests that a pilot study is needed to test out different procedures or values before the researcher moves on to the major experiment; it can help the researcher find weaknesses in the experiment. Method of randomized experimentation remains the preferred method for testing hypotheses in scientific psychological research (Levine & Parkinson, 1994). Strong experimental research designs have greater internal validity as researchers can eliminate potential rival hypotheses by using control techniques (randomization) and a control group (Christensen, Johnson, & Turner, 2011). Both known and unknown variables can be controlled with random assignment to groups. However, it is impossible to have randomization for experiments when cases are selected for studies at the very beginning. Quasi-experiment will be an alternative as it involves primarily two interrelated topics: the theory of the validity of casual inferences and taxonomy of the research designs that enable investigators to examine causal hypotheses (Campbell & Stanley, 1966; Cook & Campbell, 1979; Kidder, Judd, & Smith, 1991; Rossi, Lipsey, & Freeman, 2004).

Quasi-experiment is most frequently used when it is not feasible for the researcher to use random assignment (Gribbons & Herman, 1997). Although there is a lack of random assignment, it is possible to have a control group involving research

participants who do not receive the active level of the independent variable. Meanwhile, there will be an experimental group (also called a treatment group) involving research participants who receive some level of the independent variable that is intended to produce an effect (Christensen, Johnson, & Turner, 2011). The groups will be comparable across all variables other than the independent variable; the treatment requires standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization can ensure high internal validity (experimental control) in comparing the experimental group to the control group on the dependent or "outcome" variable. When internal validity is high, differences between groups can be confidently attributed to the treatment, thus ruling out rival hypotheses attributing effects to extraneous factors (Ross & Morrison, 2004).

The degree of internal validity depends on whether the design of an experiment can control extraneous variables (Borg, Gall, & Gall, 2010). Ross and Morrison (2004) explain this with an example that the experimental group may perform better than the control group if the former is given additional information to study the materials. Pretest-posttest design may help alleviate such kind of validity threat as well as eliminate the major limitation of nonequivalent characteristics of the groups being studied. Pretest allows the researcher empirically assesses the differences in the two groups (Gribbons & Herman, 1997). If the researcher finds that one group performs better than the other on the posttest, s/he can rule out initial differences (if the groups were in fact similar on the pretest) and normal development (e.g. resulting from typical home literacy practices or other instruction) as explanations for the differences. Nonequivalent pretest-posttest control group quasi-experimental design contributes to generate internal valid research results. Researchers can take this advantage if they combine it with case study method.

However, experiments are subject to limitations involving method and theory. Methods such as random assignment, experiment control, and appropriate measures may impose artificiality on the situation or research results. Perfectly controlled conditions of the experiment cannot be found in real situation, particularly educational environments. Concerning theory, while experiments are strong enough to confirm independent variables causing changes in dependent ones, they fail to explain the reasons behind these changes. It makes difficult for researchers to generate theories describing how and why certain mechanisms can create changes or improvement. Complementary method such as case study is able to provide necessary evidences for generating theory in real life context.

Therefore, my research adopted a qualitatively driven mixed methods approach in which case study played the key role to guide the processes of data collection and analysis for my research. This was supplemented by experimental method for collecting data under controlled conditions. To answer my research questions, case study method and non-equivalent pretest-posttest control group quasi-experimental design had been chosen for collecting both qualitative and quantitative data. I used these methods to get evidences to support my description or explanation about how blogging could be used in written language development, how it shaped the quality and level of L2 development, how and why functions of weblog could activate Chinese students' schemata to understand English text, and what other elements of blogging contributed to textual language development. The six steps suggested by Robert E. Stake (1995 & 2006), Helen Simons (2009), and Robert K. Yin (2009 & 2012) for case study had been integrated to formulate my research design framework, and the blog experiment was a very important part within the case study research as depicted in following diagram (Figure 3.5).
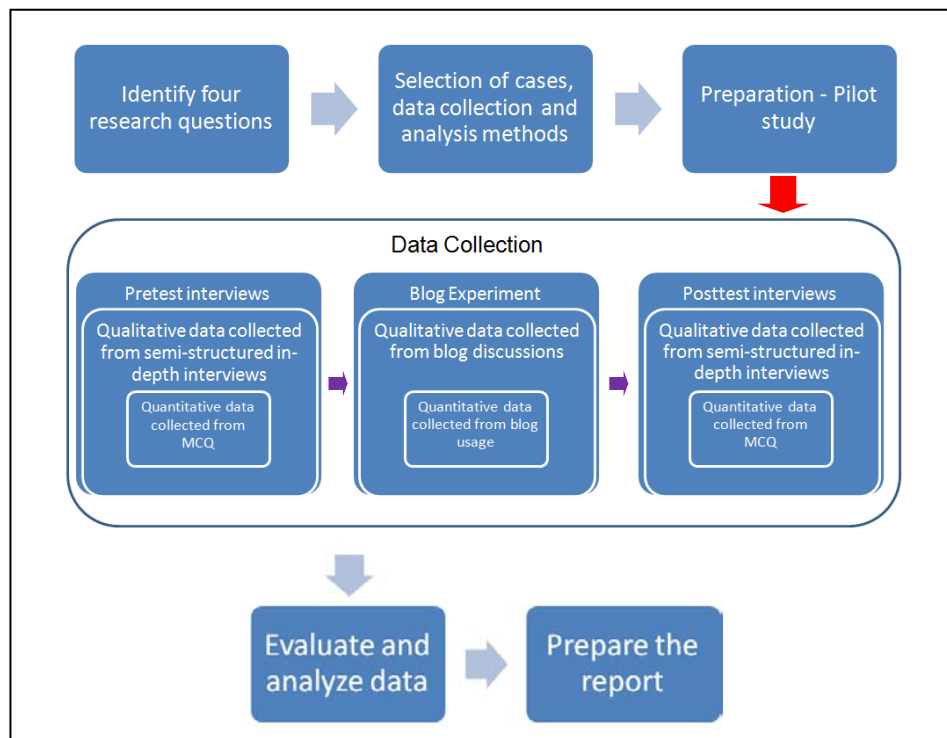
Figure 3.5. Qualitatively driven mixed-methods approach research design

Data collection procedures in my research had been divided into three main phases: first, pretest interviews; second, experiment; third, posttest interviews. Key areas were identified during first phase interviews for designing the experiment. Questions in the final stage interview were generated on the basis of factors identified in the second phase experiment. A nested mixed methods design had been carried out throughout the three phases to collect relevant data for my research questions. I conducted semi-structured interviews nesting quantitative closed-ended multiple-choice questions (MCQ) into primarily qualitative in-depth interviews during pretest and posttest stages. The former generated qualitative data for the research while the latter quantitative. During the experimental stage, statistical data obtained from blog usage had been nested in qualitative data collected from blog discussions in which sample students were allowed to elaborate their ideas and feelings. Dependent variables of the experiment were the schema reading skills of Chinese students. Independent variables were the informative and communicative functions of weblog. Data collected from

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the experiment provided evidences for testing following hypotheses.

1. Informative function of weblog can activate Chinese students' schemata to understand English text.

2. Communicative function of weblog can activate Chinese students' schemata to understand English text.

3.3. Data collection procedures

My research employed various kinds of data collection methods to elicit accurately both qualitative and quantitative data for valid results. First of all, case students were recruited through sampling procedures. Then, interviews, documents, and participant observations had been used to collect qualitative data while multiple-choice test questions and online activity participation statistics for quantitative data. To get access to the research data, I started with interviews in the two schools (H-School and K-School) where sample students studied. This was followed by documents, observations and statistical data collected either within their schools or on blog learning environment designed by me. Same as research approaches and methods discussed before, each data collection method has inherent strengths and weaknesses. While this section describes how I made use of these methods to collect data for my research, scholars' negative comments towards these methods are also considered.

3.3.1. Sampling

Sampling procedures in social science research are generally divided into two groups: probability and purposive. Seawright and Gerring (2008) use simple Monte Carlo experiments to prove that serious problems are likely to develop if one chooses a very small sample in a completely random fashion (i.e., without any prior stratification). When sample sizes are large (N = 1,000), the standard deviation is about 0.009; when

sample sizes are small (N = 5), it is about 0.128. The result shows that randomized case selection procedures will often produce a sample that is substantially unrepresentative of the population. Although they conclude that purposive methods cannot entirely overcome the inherent unreliability of generalizing from small-N samples, they nonetheless make an important contribution to the inferential process by enabling researchers to choose the most appropriate cases for a given research strategy, which may be either quantitative or qualitative. Therefore, purposive (nonprobability) sampling procedure had been chosen for my research. Only a small number of students had been selected for case and experimental studies.

Purposive sampling is a type of sampling in which particular settings, units (e.g., individuals, groups of individuals, institutions), or events are deliberately selected for the important information based on specific purposes associated with answering a research study's questions; such information cannot be gotten as well from other choices (Maxwell, 1997; Patton, 2002; Teddlie & Yu, 2007). There are three broad categories of purposive sampling strategies that researchers can use (LeCompte, Preissle & Tesch, 1993; Miles & Huberman, 1994; Coyne, 1997; Kuzel, 1999; Patton, 2002); each strategy contains several kinds of techniques. First, researchers take sampling to achieve representativeness or comparability. They will select samples which can represent a broader group of cases as closely as possible or can be set up comparisons among different types of cases. Techniques involve typical, extreme, and homogeneous case sampling. Second, researchers do sampling of special or unique cases which are the main focus of investigation. Techniques involve revelatory, critical, and criterion case sampling. Third, gradual or sequential sampling will be used when the samples evolve of its own accord as data are being collected. Theoretical, opportunistic, and snowball sampling are the techniques employed. It is

also the usual case that researchers need to make use of multiple sampling techniques to answer their research questions.

I had used criterion and homogeneous sampling for my research. My choices were based on the theory that most of purposive sampling techniques aimed at producing contrasting cases for comparisons were the very core of qualitative data analysis strategies (Glaser & Strauss, 1967; Spradley, 1979 & 1980; Mason, 2002). Selected samples for my research met the following criterion: 1. Sample students had learned English as a L2 in Hong Kong secondary schools for about two years; 2. they were able to get Internet access to Web at home; 3. they did not have any experiences in online English reading programs before joining the experiment. Homogeneous sampling had also been applied so that comparisons of experimental research results could be made among participants who were alike. There were four students from a boys' school (K-School) and four from girls' school (H-School). Two boys and two girls joined the experimental group for online discussion activity on voluntary basis. The remaining two boys and two girls were in the control group. All of them were Form 2 (F.2) students aged at 13 or 14. English language was the medium of instruction for most of the subjects in both schools. There might be differences between boys and girls when participating in Web activities, but this was not the focus of my research. Table 3.2 shows the proposed make-up of these two groups of students for the main stage of my research.

Group	Student	Sex	Age	School	Class
Control	F1	F	13/14	H	F.2
Control	F2	F	13/14	H	F.2
Control	M1	M	13/14	K	F.2
Control	M2	M	13/14	K	F.2
Experimental	F3	F	13/14	H	F.2
Experimental	F4	F	13/14	H	F.2
Experimental	M3	M	13/14	K	F.2
Experimental	M4	M	13/14	K	F.2

Table 3.2. Proposed make-up of sample students for the main stage of research

Choosing the appropriate age group was the major concern for the main stage of my research. Students aged 13/14 studying in F.2 seemed to be the right choice according to my past learning and teaching experiences in secondary schools. The younger F.1 pupils aged 12/13 were insufficiently socially and culturally aware. They had just finished their primary schooling with Chinese as medium of instruction in August, and moved into a new environment to start secondary education with English as medium of instruction in September. To join a new reading program using English for written communication might be difficult as they had been psychologically and physically engaged with new school life and curriculum. Meanwhile, the older F.3 pupils aged 14/15 might be prevented from entering the research as a result of the examination structures. Under the New Senior Secondary academic structure implemented since 2006, those F.3 students who could not obtain F.4 places within their own schools according to the order of merit in the internal assessments would enter the Secondary Four Placement mechanism and be centrally allocated to continue senior secondary education in other schools (HKSAR Education Bureau, 2012). Principals or teachers might not allow F.3 students to join my research activities as they would be busy with school examinations.

Following the appropriate choice of age group, sample size for that particular group was another concern. There was only one researcher involved in data collection and analysis. Also, the research should be finished within a certain period of time so that the researcher could fulfill the requirement of the course. The constraints on both time and human effort had determined the small sample size at the level of eight pupils only. The small samples brought advantages to the researcher as it was possible to conduct in-depth pretest and posttest interviews with individual students during the stage of data collection. However, impediments came when some kinds of statistical methods like Chi-squared test or t-test could not be applied to analysis of the numerical data obtained from the experiment as it was impossible to generate significant results with such a small sample size. To solve the dilemma, simple statistical calculation methods had been used during the stage of data analysis. The feasibility of using small sample size (eight pupils) and the selection of specific age group (F.2 students aged 13/14) for my research needed to be tested and confirmed during the pilot stage.

Similar rules of sampling had been applied in the pilot stage. Both female and male students were invited to join weblog activities on voluntary basis. However, the selection of samples was not school-based and they were aged from 12 to 15 studying in Form 1, Form 2, or Form 3. The main reason was that it was difficult to ask schools to join certain kinds of research study. Indeed, I did sent invitation letters to eight school heads before the pilot stage but only two of them allowed me to conduct research in their schools. I studied in K-School and taught in H-School. Perhaps this was why the school heads were willing to help for the main stage of my research. Anyway, I needed to find samples from other sources for the pilot stage. Fortunately, there were some target students from two churches. They volunteered and invited

their schoolmates to join the test. It turned out that eleven students from nine schools joined the pilot stage. Another reason was that I wanted to confirm whether it was the right selection of students aged 13 or 14 for my main stage. While there were students aged from 12 to 15 joining the pilot test, I could identify which age group of students was the suitable one for the study in my research.

3.3.2. Interviews

Inside and outside educational research areas, the practice of interviewing has become so culturally omnipresent that some scholars suggest that we live in an interview society in which interviews are central to how we make sense of our lives (Atkinson & Silverman, 1997; Silverman, 2011). Qualitative data can be generated through either unstructured or semi-structured in-depth interviews (Potter & Hepburn, 2005; Merriam, 2009). Open-ended questions in qualitative interviews will generate data of high validity. Hatch (2002: 23) states, "Interviews create a special kind of speech during which they ask open-ended questions, encourage informants to explain their unique perspectives on the issues at hand, and listen intently for special language and other clues that reveal meaning structures informants use to understand their worlds." Open-ended answers will then be analyzed and added more insight to the study. My research arranged semi-structured, face-to-face, in-depth pretest and posttest interviews for sample students from both experimental and control group (Appendices 3.1a-3.2b). Open-ended questions were the focus to allow individual variations and free expressions of ideas or opinions (Hoepfl, 1997).

Some scholars may doubt the validity of findings stemming from research which is based on data gained from interviews. According to Diefenbach (2008), there are internalized norms or cultural scripts deeply embedded in one's personality and

attitudes which strongly influence one's worldviews, reasoning and social actions; interviewees may be influenced by the interview situation and may not be a reliable source for information because of unconscious bias. Alvesson (2003) has similar query that interviewees follow cultural scripts about how one should normally express oneself on particular topics and, hence, the interview is better viewed as the scene for a social interaction rather than a simple tool for collection of data. Newman and others (2002) point out that face-to-face interviewing may be affected by so-called psychological distress. To conduct smooth interviews without bias, researchers need to conduct all the interviews in as similar a way as possible (McNeill & Chapman, 2005) and play the role to listen and to learn rather than to preach, praise or condemn (Gorman & Clayton, 2005). In addition to interviewing method which is only a basic mode of inquiry (Seidman, 2013), researchers should consider using other kinds of methods (e.g., participant observation and documents) to collect valid data.

Interviews with sample students in my research had been conducted within their schools which they were familiar with the settings and the surroundings. Time and place of meeting had been compromised with students on phone beforehand. This ensured that students could talk and express themselves in a comfortable environment. They were interviewed individually so that the conversation between the interviewer and interviewee could be kept private and confidential. During the pretest interviews, some standard questions had been set to collect personal information such as age, English text reading experiences, weekly hours connecting to Internet, and usual websites visited. Further questions were asked in response to what had been seen as significant replies. For example, why students always go to specific websites, how far they liked reading or browsing print and online materials, any problems they found while reading English materials, and whether they wanted to share their reading

experiences with others verbally or in written format. Similar procedures had been followed during the posttest interviews, but questions for the experimental group focused on students' opinions and ideas about weblog activities.

3.3.3. Participant observations

Fine (2003) defines participant observation as a process in which the investigator becomes a part of the community while observing behaviors and activities of its members. Bernard (2011) interprets the process involving actions more than observation. He defines participant observation as the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members will act naturally, then removing oneself from the setting or community to immerse oneself in the data to understand what is going on and be able to write about it. This requires the investigator to maintain a sense of objectivity as well as to keep an open and nonjudgmental attitude while being involved in natural conversations with members of the community. Stephen Schensul, Jean Schensul and LeCompte (1999) put forth similar requirements and define participant observation as the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting. This learning process may also includes fieldwork which requires active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience of investigator (DeMunck & Sobo, 1998; DeWalt & DeWalt, 2002). Although scholars define participant observation from different perspectives, they have similar viewpoint that participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities (Kawulich, 2005).

Being the weblog designer for the experiment, I chose to use participant observation to collect data during the process of research. I performed the role as one of the participants joining the online discussions with students in my weblog. In other words, I actively participated in the natural online conversations with the experimental group of students by asking questions, giving answers, or sharing experiences so as to facilitate the communication within a sociocultural SLL environment. While I participated in their daily dialogues, I also observed students' behaviors in blogging activities. On the other hand, participant observation had been used during the interviews with both control group and experimental group. Being an experienced L2 learner, participant observation allowed me to check definitions of terms that students used in interviews, to observe events that they might be unable or unwilling to share when doing reading activities, to observe situations they had described in interviews, to find out whether there were distortions or inaccuracies in description, and to clarify with students the real situation (Marshall & Rossman, 2011). However, there might be subjective interpretation of students' description when I thought and understood their responses from the perspectives of a L2 learner. Other kinds of methods such as documents or quantitative data collection might help.

3.3.4. Documents

Document can be defined as an artifact that has a written text regardless of its physical embodiment; careful examination of written documents and their content can draw conclusions about the social circumstances in which the documents are produced and read (Bloor, 2006). Documents are social products that have been constructed according to specific conventions and will reflect specific discourses (Prior, 2003). Individuals and groups produce the documents in the course of their everyday practices and are geared exclusively for their own immediate practical needs

(Scott, 1990). These are important sources of information that researchers can collect for verifying or explaining certain behaviors of participants. However, they must be fully aware of the origins, purpose and the original audience of the documents that have been written with a purpose and are based on particular assumptions and presented in a certain way or style (Grix, 2001). Collecting information from documents can be just as good as and sometimes even more cost-effective than in-depth interviews or participant observation (Mogalakwe, 2006).

There are two types of documents that are used in documentary study, namely primary documents and secondary documents. Primary documents refer to eye-witness accounts produced by people who experienced the particular event or the behavior researchers want to study; secondary documents produced by people who were not present at the scene but received eye-witness accounts to compile the documents (Bailey, 1994). Concerning what kinds of documents to be collected, researchers must purposefully select the most information-rich and appropriate sources in relation to the goals of the research (Howell & Prevenier, 2001; Jordanova, 2006). My first research question required data to answer how blogging was used in written language development. For this question, primary documents of sample students' written comments after reading materials online had been collected. These documents came into existence during the experimental period. My second research question purported to investigate how blogging shaped the quality and level of L2 text learning. It was necessary to make comparisons between the written work produced by the experimental group and control group during the study period. Therefore, their daily written work at schools such as comprehension exercises or book reviews had been collected for comparisons. Again, these belonged to primary sources of data.

3.3.5. Statistics

Statistic is the study of the collection, organization, analysis, and interpretation of data; it includes the planning of data collection in terms of the design of experiments or surveys (Dodge, 2003). Moses (1986) considers statistic to be a mathematical body of science pertaining to the collection, analysis, interpretation or explanation, and presentation of data. Hays (1994) regards it as a branch of mathematics concerned with collecting and interpreting data. Because of its empirical roots and its focus on applications, statistic is usually considered to be a distinct mathematical science rather than a branch of mathematics (Chance & Rossman, 2006; Moore, 2010). Scholars' interpretations indicate that statistic refers to a quantity (e.g., mean or median) calculated from a set of data with the use of mathematical formulas or calculations. It can be used for summarizing, describing, predicting, or forecasting certain kinds of phenomenon in a research study.

Statistical data in my research had been collected from multiple choices questions (MCQ) and weblog applications records. MCQ were used to test the factual knowledge of students before and after the experiment (Appendices 3.3a-c). Students from both experimental group and control group were required to finish 10 MCQ during the pretest interviews. When the experiment launched, both groups read the same story and took part in same kinds of online activities. However, only the experimental group joined the blog discussions. During the posttest interviews, both groups needed to finish 10 MCQ which they had done before the test. Students could choose one best answer from each question. Any changes in their choices of answers indicated the influence of blog discussions on growth of knowledge. Numerical data of best answers chosen by both groups had been compared with weblog statistical data. The latter included statistics of participation in blog discussions and the number

of words submitted by students on blog. These had been recorded by the blog server and verified by me, the investigator.

3.4. Data quality procedures

Both qualitative and quantitative researchers concern about the quality of their studies. There is a rise of an audit culture with a general concern for assessing quality of research (Power, 1997; Shore & Wright, 2000) as well as requests to establish consensually agreed criteria for the assessment (Spencer et al., 2003). However, quality criteria for mixed methods approach to be adopted in my research have been neglected (Sale & Brazil, 2004; Bryman, 2006). Therefore, the survey evidence of Bryman, Becker, and Sempik (2008) strongly suggests two things: a preference for using a combination of traditional quantitative research criteria and qualitative research criteria for judging the quality of mixed methods social research; using different criteria for the quantitative and the qualitative components of a mixed methods investigation. While quantitative research aims at generalisability and tends to use validity and reliability as two key criteria to examine methodological appropriateness, the standard cannot be applied to qualitative inquiry which is inclined to focus on the construction of meaning between the researcher and the informants (Silverman, 2004; Fink, 2005; Cryer, 2006; Lietz, Langer, & Furman, 2006; Kumar, 2011). Goulding (2002) suggests qualitative researchers to adopt a rigorous and self-conscious examination for bias at each stage of the research process. It is necessary to develop alternative criteria to traditional reliability and validity for mixed methods research (Lincoln & Guba, 1985; Golafshani, 2003).

Scholars generally accept that the research result is trustworthy or valid if it represents accurately those features of the phenomena being described, explained or theorized

(Hammersley, 1987; Lehner, 1996; Kerlinger, 2000; Denzin & Lincoln, 2008a & 2008b). Black and Champion (1976) interpret validity as the measure that an instrument measures what it is supposed to. Johnston and Pennypacker (2009) view validity as the degree of approximation of reality. Winter (2000) regards validity or accuracy as a contingent construct which is inescapably grounded in the processes and intentions of particular research methodologies and projects. To control the quality of studies and obtain valid results, researchers have to ensure that they use appropriate measurement and procedures to collect and analyze data. Credibility, transferability, dependability, and confirmability are major concerns of qualitative researchers (Lincoln & Guba, 1985; Maxwell, 1992; Miles & Huberman, 1994). These were the quality criteria to maintain the trustworthiness of qualitative data in my research. For quantitative data in my research, test validity and experimental validity were the major concerns. These criteria matched with the purposes of quantitative researchers who usually wanted to find out relational or correlation factors and causal effect of variables from studies.

3.4.1. Credibility

Credibility refers to concerns about whether the findings of the study are congruent with reality. Researcher is the instrument for credibility which can be achieved through prolonged engagement, persistent observation, and triangulation (Patton, 2002). The researcher may achieve prolonged engagement by interviewing or observing the same person more than once or for an extended period of time. Students in my research were interviewed twice and the experimental group had been observed for the period of time when they joined the weblog activities. Persistent observation refers to continuous observation until information is beginning to repeat. Observation of students in my research started from the pretest interview, continued in the

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experimental study on weblog, and ended at the posttest interview.

Another strategy for establishing credibility is triangulation by which researchers use multiple methods or data sources in the study of phenomena. Researchers may use multiple methods (e.g., survey, observation, or test) to measure the same set of 'traits' and showing correlations in a matrix (Campbell & Fisk, 1959). Based on the idea of multitrait-multimethod matrix, I used multiple methods such as interviews, participant observations, documents, and experiment to collect data for my research. Data source triangulation is an effort to see if what researcher is observing and reporting carries the same meaning when found under different circumstances (Stake, 1995; Denzin, 2009). To achieve this, I had collected and compared data from different kinds of sources including face-to-face conversations, online written text, and daily written works of students in schools. Data analysis also needs to be triangulated to strengthen the trustworthiness (Lincoln & Guba, 1985; Green, Dixon, & Zaharlick, 2003; Merriam, 2009; Scollon et al., 2012). Discourse analysis method had been employed to manage and analyze qualitative data in my research. Results were compared with those from quantitative analysis.

3.4.2. Transferability

Generalizability in quantitative experimental study refers to transferability considering the extension of research findings (Hoonaard, 1997; Hellström, 2008; Polit & Beck, 2010; Marková, 2012). However, this is not the focus of my research employing case study method with purposive sampling of participants for experiment. In this study, transferability relates to the integrity of my study design; generalization or transferability will be left to readers of my research who can judge, replicate, or apply the research methodology and findings to other situations if they want to, but

knowing that I have been open and reflective on the processes and progress of the research. To facilitate the process of transferability, I have tried to give enough rich, thick and detailed description of the methodology, data collected, and analyzed results in the context of my research. When I work on my final report, I have shown the specifics of my research situation so that readers can make comparisons with the environment or situation with which they are familiar. Then, they can find out whether there are similarities between my situation and their situation. If there are enough similarities between the two situations, readers may be able to infer that the results of my research can be the same or similar in their own situation.

3.4.3. Dependability

Clont (1992) and Seale (1999) endorse the concept of dependability with the concept of consistency or reliability in qualitative research. Stenbacka (2001) argues that since reliability issue concerns measurements then it has no relevance in qualitative research. However, Campbell (1996) points out that the consistency of data will be achieved when the steps of the research are verified through examination of such items as raw data, data reduction products, and process notes. Hoepfl (1997) also states that inquiry audit can be used to examine both the process and the product of the research for consistency. The main point is how consistent the findings will be when same participants respond to similar test in another period of time. To achieve this, I needed to make sure that all kinds of measures in my research had the same focus. Either the open-ended questions or blog discussions sought evidences to support the description and explanation of phenomenon specific to my research questions. Simply speaking, the format of test changed, but same or similar kinds of responses had been generated from participants.

3.4.4. Confirmability

Confirmability refers to the degree to which the results can be confirmed by the researcher, participants, and others. It depends on whether the researcher is able to minimize personal subjective judgment during the processes of data collection and analysis. This can be addressed by "member checks" with respondents and see whether the researcher can portray appropriately their viewpoints. For my research, I had shown my interview notes to both the control group and experimental group via emails, discussed with them on phone whether I recorded during pretest and posttest interviews could portray what they thought. Also, I had clarified my interpretation of comments written by experimental group on my weblog. In addition, Hoepfl's (1997) inquiry audit of data can be applied to examine whether the data collection and analysis procedures make judgment having the potential for bias or distortion. I had checked the source of data and read the documents repeatedly in different periods of time so as to confirm my interpretation of the data.

3.4.5. Test validity

Test validity refers to concerns about construct validity, content validity and criterion validity of a test designed for quantitative research (Jackson, 2011; Nestor & Schutt, 2012; Bernard, 2013; Rosnow & Rosenthal, 2013). Construct validity asks whether a construct or practical test developed from a theory can actually measure what the theory says. For my research, I needed to ask whether the pretest and posttest reading comprehension MCQ actually measured students' schema reading skills in L2. To achieve this, I had to make sure that both versions of MCQ were emerged within the framework of schema theory. In addition, content validity is a non-statistical type of validity involving systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured (Anastasi &

Urbina, 1997; McLean et al., 2004). I needed to ensure that the pretest and posttest MCQ in my research could cover all areas of schema reading skills discussed in the literature. Therefore, I had to be very careful in selecting which items to be included in the test. Also, experts can be invited to review the test specifications and the selection of items so as to improve the content validity of a test (Foxcroft et al., 2004). I had consulted supervisors and colleagues to review the MCQ in my research. Meanwhile, criterion validity requires evidence involving the correlation between the test and a criterion variable (or variables) taken as representative of the construct. In other words, it compares the test with other measures or outcomes (the criteria) already held to be valid. Students' responses to MCQ in my research had been validated against their performance in written works in schools and on blog or Web.

3.4.6. Experimental validity

Statistical conclusion validity, internal validity and intentional validity are the major issues in experimental validity (Medley & Mitze, 1963; Campbell & Stanley, 1966; Cook & Campbell, 1979; Campbell & Russo, 1999; Shadish, Cook & Campbell, 2002; Leedy & Ormrod, 2013). Statistical conclusion validity is the degree to which conclusions reached about relationships between variables are justified. This had been done by choosing appropriate statistical tests and reliable measurement procedures for my research. Internal validity is the degree to which conclusions about causal relationships (cause and effect) can be made. This depends on the measures used, the research setting, and the whole research design. Eight kinds of variables can interfere with internal validity. These are history, maturation, testing, instrumentation, statistical regression, selection, experimental mortality, and selection-maturation interaction. I had adopted good experimental techniques (pretest posttest control group design) in which the effect of an independent variable on a dependent variable

in my research was studied under highly controlled conditions. Intentional validity asks whether the chosen constructs and measures adequately assess what the study intended to study. This was achieved in my research when the MCQ had been designed within the theoretical framework of schema reading skills, and the methods to analyze students' responses showed the meaning of differences in scores yielded by the control group and experimental group.

3.5. Data management and analysis

There are various ways that researchers can choose to manage and analyze different kinds of data. My research had collected both qualitative and quantitative data for answering the research questions. The former consisted of the dialogues between me (the researcher) and individual students during interviews or blogging, written answers submitted by control group students on Web, and sample students' daily written assignments in schools. These data had been recorded or presented in written text format. Thematic discourse analysis was the appropriate tool for describing and understanding the phenomenon of L2 reading processes of sample students. Quantitative data consisted of numerical information on responses to pretest and posttest MCQ, visits to the blog, submission of comments on blog, and length of comments on blog. Statistical methods were necessary for calculating and presenting the numerical data to explain the relationship between weblog and L2 reading.

3.5.1. Discourse analysis

Discourse refers to interactional activity creating meaning and relationship with the use of language (Bloome & Clark, 2006; Rex & Green, 2007). Erickson (2004) identifies two interrelated levels of discourse. They are the global aspects and local contextually situated aspects. The former refers to societal, institutional, and historical

discourse(s) whereas the latter being site-based descriptions of discourse, quite often, but not limited to, language-in-use. Discourses are conventional ways of communicating that generate and are generated by conventional ways of thinking. Discourse analysis is a set of ways of "seeing" language and literacy events in classrooms; the construct of discourse is central to both the theoretical framing and to the logic of inquiry employed (Bloome et al., 2005). Gee and Green (1998) define discourse analysis as a theoretical conceptualization of a phenomenon, an epistemological approach to understanding and representing it as well as a methodology, or logic of inquiry, for answering a wide variety of literacy-related questions. Examination of discourse attempts to find patterns in communicative products as well as their correlation with the circumstances in which they occur; this may not be explainable at the grammatical level (Carter, 1993).

My research needed to analyze conversations with students in interviews, their written comments on blog collected by participant observation, responses to word game questions on Web, and their daily written documents in schools. These data were generated from students' use of English language as a L2 in classroom or in an interactive environment on blog and Web. My analysis was based on a social linguistic or social interactional approach of discourse analysis which addressed the issues of how students used English as a L2 for communication within their social and cultural context (Bloome et al., 2005). The analysis did not focus on the written text content in terms of grammatical appropriateness, but the quality and level of L2 readers inferred the message that the author intended to convey (Trappes-Lomax, 2004). Discourse analysts tend to describe co-text as the phrases that surround a given word, whereas, context is understood as the place in which the communicative product was formed (McCarthy, 1991). To understand the communicative product,

discourse analysts have to know collocations or the relation of words in a given sequence. Herein, McCarthy puts forth an important idea of lexical chains present in all consistent texts. Such a chain contains a series of related words that refer to the same thing as well as contribute to the unity of a communicative product. To analyze the content of sample students' conversations (interviews), blog discussions and personal documents, occurrences of related words had to be counted in my research. This showed the quality and level of students' understanding of the reading text.

Jupp and Norris (1993) suggest discourse analysts to use an interpretative approach to explore the meaning within participants' written text. It takes the stance that social phenomena are not objective but are actively constructed by individuals. The purpose is therefore to examine the way meaning is assigned by authors of the text. Wood and Kroger (2000) even remind discourse analysts to examine what is missing from the discourse (e.g., an apology or a greeting) and feeling of the authors embedded in the discourse. This approach of analysis may discover whether sample students' schemata have been activated by weblog functions or other elements. As mentioned in the Literature Review Chapter, there are four aspects of schema-based reading skills to be investigated in my research. They are background knowledge preparation, vocabularies recognition, themes interpretation, and cultural bias avoidance. The meaning (including the feeling) of sample students' conversations (interviews), discussions (comments on blog), feedback to questions on Web, and daily written text (personal documents) had been examined to see whether their performance matched with the four skills. Results of control group had been compared with those of experimental group to check the effect of weblog activities on L2 reading.

3.5.2. Statistical data analysis

Statistical analysis provides descriptions of item characteristics and test score properties, and graphical methods for displaying the results (Haladyna, 2004). Basically there are five approaches to analyze MCQ responses statistically; they are classical test theory, factor analysis, cluster analysis, item response theory (IRT), and model analysis (Ding & Beichner, 2009). Responses to test items usually develop patterns which can be shown by IRT. This allows comparisons between results over time and gives the probability that a person with a given ability level will answer correctly (Hambleton, Swaminathan & Rogers, 1991). Therefore, IRT were applied to analyze MCQ responses in my research. Inferential statistical results indicated whether there were changes of individual sample students between the pretest and posttest period (Table 3.3). Also, differences of the mean scores between the control group and experimental group were shown (Table 3.4). IRT analysis had been compared with the weekly average statistical data counted from blog records. These were descriptive statistics including the number of students' participation in blog discussions and words submitted by students on blog. Comparisons showed whether there were any relations between the responses to MCQ and participation in blog activities.

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Total Score
Pretest	✓				✓			✓			3
Posttest	✓	✓		✓	✓	✓		✓		✓	7

Table 3.3. Example of student's choices of best answers

	Pretest	Posttest
Control Group	3	4
Experimental Group	3	9

Table 3.4. Example of differences of Mean Scores for MCQ

3.6. Summary of research methodology

Methodologies in my research design purports to seek answers for the research questions evolved from my interest in SLL. Blogging functions and textual language development are the two main issues that I need to address. As majority of the research data and results for the two issues were collected in textual format, a qualitatively driven mixed methods approach had been chosen to formulate the methodological framework. Case study method was the fundamental element nesting experimental study method in structuring the research framework. Both methods could accommodate the collection of qualitative and quantitative data. Qualitative data had been collected from interviews, participant observations, and documents. Quantitative data had been generated from statistics of MCQ responses and weblog usage. Different kinds of quality criteria were applied to monitor these procedures. Credibility, transferability, dependability, and confirmability were needed for qualitative procedures whereas test validity and experimental validity for quantitative. This contributed to guarantee valid and reliable research results when qualitative data were analyzed by discourse analysis method and quantitative by statistical methods.

Chapter 4   Pilot study on blog

This chapter details the design, process, and results of the pilot test for my research on blogging and schema-based English reading skills development of Chinese students. It starts with the explanation on purposes to run the preliminary study on blog before conducting the main stage of research. This is followed by description on the sampling methods, collection procedures for both qualitative and quantitative data in the pilot stage. Lastly, results of data analysis are showed and justified to get implications on the main stage research design of which the methodological structure is a mixture of case study and experimental methods. Pilot experiment serves as a preparatory process within the six steps of case study framework to evaluate the feasibility of using specific data gathering instruments and analysis techniques (Stake, 1995 & 2006; Simons, 2009; Yin, 2009 & 2012). The experiences and results gained from the pilot test are significant in modifying and determining the design framework, data collection and analysis procedures for the main stage of research.

4.1. Purposes of pilot blog test

Blog discussion is the core element in my research of which the design emerges from a sociocultural model of second language learning (SLL) providing a communicative environment for schema-based reading skills development. During the pilot stage, focus had been put on evaluating how far blog activities could engage students in online discussions. There were various kinds of videos such as music, photos, and story being posted on blog. A number of hyperlinks had been offered for blog readers' easy access to Web information related to those videos. Being the blog owner, I wrote introductions for videos and set questions for discussions online. Videos and text information had been used to check sample students' responses to various kinds of blog activities. In the meantime, students aged from 12 to 15 had been invited to join

the pilot test. I wanted to confirm whether students aged 13 or 14 could be the appropriate group selected for the main stage of my research. Also, questions for interviews, multiple choices questions (MCQ), blog design and activities for the main stage could be generated by reviewing the results obtained from the pilot test.

4.2. Sampling in pilot stage

As mentioned in the methodology chapter, criterion and homogeneous sampling methods had been employed in the pilot stage. Selection of samples was church-based rather than school-based in the main stage. Eleven sample students including six boys and five girls had been invited to join the pilot blog test; they came from ten different schools and two churches in Hong Kong (Figure 4.1). Student S1 was a Form 3 (F.3) girl studying in A-School; she was my friend's niece. Students S2 and S3 were F.3 boys studying in B-School and C-School respectively. Student S4 was a F.2 girl studying in D-School. The three students (S2, S3, and S4) knew each other in T-Church. Others, except student S1, came from P-Church. Student S5 was a F.2 boy studying in E-School and student S6 was a F.2 girl in G-School. Students S7, S8, and S9 were F.1 boys studying in K-School, J-School, and L-School while students S10 and S11 were F.1 girls in E-School and N-School respectively. It happened by chance that student S7 came from K-School where I conducted the main stage of my research, and student S10 was the younger sister of S5 from E-School as well. All of them could get access to Internet at home, but did not have experiences in joining blog discussions before the pilot test.

Student	Sex	Age	Church	School	Class
S1	F	14/15	-	A	F.3
S2	M	14/15	T	B	F.3
S3	M	14/15	T	C	F.3
S4	F	13/14	T	D	F.2
S5	M	13/14	P	E	F.2
S6	F	13/14	P	G	F.2
S7	M	12/13	P	K	F.1
S8	M	12/13	P	J	F.1
S9	M	12/13	P	L	F.1
S10	F	12/13	P	E	F.1
S11	F	12/13	P	N	F.1

Figure 4.1. Personal details of sample students for the pilot stage

4.3. Data collection in pilot stage

Since the main stage of my research had adopted a qualitatively driven mixed methods approach, both qualitative and quantitative data were collected in the pilot stage. As mentioned in the Methodology Chapter, various ways needed to be used for collecting valid data. Emphasis had been put on setting up a test blog to explore the possibilities of collecting both qualitative and quantitative data online. Sample students had been invited to join the test blog activities online. Alternative methods had also been used to check the possibility of collecting offline complementary data beyond the blog. These included verbal and written communication with sample students, and participant observation of their learning behaviours.

A test blog had been set up for the pilot stage. The pilot test was divided into three phases with different focus (Figure 4.2). Sample students were invited to view videos online, read text information from the blog owner and other related information on Web via hyperlinks. They were encouraged to join blog discussions by writing and submitting comments about videos and information online. It was not a mandatory

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condition for students to leave comments after visiting the blog. For those who wanted to leave comments on blog, they could choose to leave their names or use "anonymous" identities. There were guiding questions on blog to facilitate discussions in each phase. Videos on blog were produced by the blog owner. Questions and videos had kept pace with the learning and life experiences of sample students at certain period of time.

Period of blog activities	Theme of blog activities	Title of video	Content of video
Late December 2011 – Early January 2012	Learning by Sharing Music Experiences	Royal David's City	A choir singing the Christmas song "Once in Royal David's City"
Mid-January 2012 – March 2012	My Trip in 2011	My Trip 2011	Photos describing the blog owner's visits to universities in 2011
Late January 2012 – March 2012	Fireworks and Dragon	Fireworks and Chinese New Year	A story telling why there are fireworks celebration in Chinese New Year

Figure 4.2. Three phases of pilot blog test

During the first phase (Activity 1) in Christmas of year 2011, sample students were encouraged to express feelings and opinions about the song "Once in Royal David's City". This was an old Christmas carol which students were familiar with its Chinese version in Hong Kong. A Choir sang the English version of the song during Christmas performance and the process had been recorded from different angles by two photographers on the request of the blog owner. Both videos had been uploaded on blog and students could make comments on them (Figure 4.3). Also, there were several hyperlinks through which students could get access to various kinds of Web information about the song. They might read the English lyrics of the song on Web as well as information about the String and Woodwinds musical instruments being

played during the Choir performance. All these information were supposed to help students understand the song and feel easy to express their ideas for discussions.

Figure 4.3. Blog Activity 1 – Learning by Sharing Music Experiences

Figure 4.4. Blog Activity 2 – My Trip in 2011

Figure 4.5. Series of photos in video "My Trip 2011"

Second phase (Activity 2) began from 16 January 2012 when a new video "My Trip 2011" had been uploaded on blog (Figure 4.4). The video displayed a series of photos about the blog owner's visits to four universities in Mainland China and the United States in 2011 (Figure 4.5). Traditionally, Chinese people liked to "review the past and made wishes for future" during the start of a new year. Purpose of uploading this video on blog in the first month of year 2012 was two-fold. First, the blog owner wanted to know whether the photos could refresh students' memories of their learning or life experiences in the past year and motivate them to share their experiences with others online. Second, these photos could test whether students were interested in learning events in foreign countries. To facilitate students to share their ideas, the blog owner had posted on blog a famous Chinese proverb, "Reading 10000 books is not as useful as travelling 10000 miles". Students were encouraged to express whether they agreed or disagreed with the proverb and wrote comments to explain their viewpoints. Posting of only one statement for discussion and production of the video (photos without narrative text) were based on feedbacks about Activity 1 from four sample students. They indicated that English of the song "Once in Royal David's City" and Web information posted by the blog owner was difficult to understand. Hence, they had not written any comments for Activity 1.

After students' comments had been received online for Activity 2, the blog owner started the third phase (Activity 3) by uploading another video on 23 January 2012 (Figure 4.6) which was the first day of the Chinese Dragon New Year. Also, there was fireworks celebration in the evening of 24 January 2012. The video entitled "Fireworks and Chinese New Year" contained six slides on a story about the origin of fireworks celebration and dragon (Figure 4.7). While students were familiar with the Chinese animal zodiac, they might not know the legend about dragon and fireworks. Activity 3 aimed at testing students' responses to the interplay of previous and new knowledge. Also, a Chinese poem, "Having read more than 10000 books, you got a godlike mind to write", had been posted for discussions. On top of that, the blog owner shared with students how the video had been produced after reading ten books about fireworks and dragon. Activity 3 showed whether there were any differences between students' responses to narrative text illustrated with images and photos without text in the video for Activity 2.

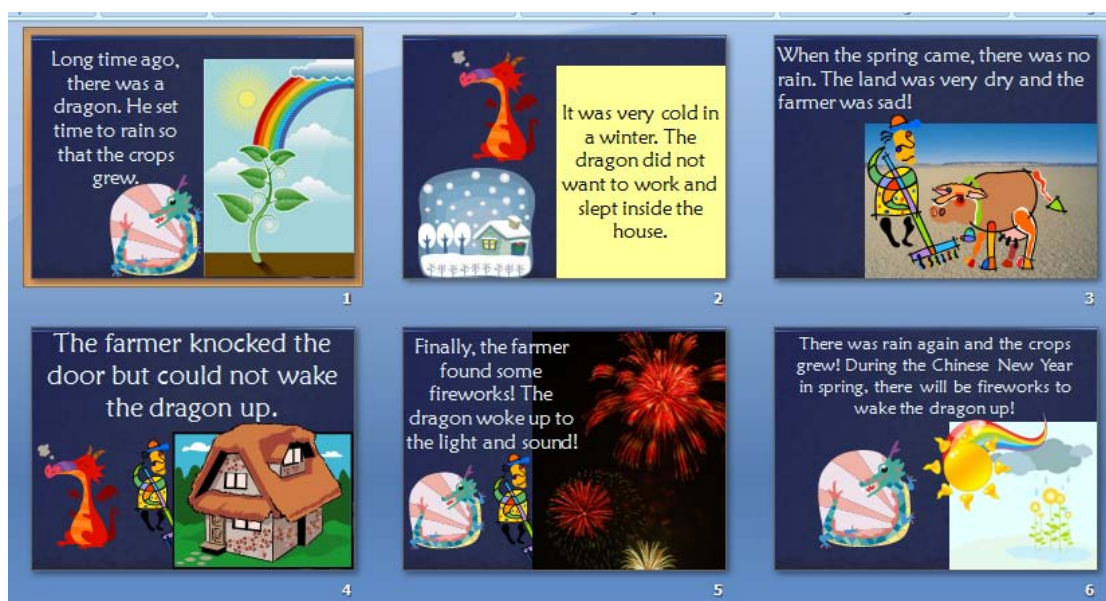Figure 4.6. Blog Activity 3 – Fireworks and Dragon

Figure 4.7. Six slides on a story about fireworks celebration and dragon

Besides the written comments submitted by sample students on blog, I had employed several ways to collect their ideas and opinions. From time to time, I had face-to-face conversations with sample students from P-Church during Saturday fellowship or Sunday service. In addition, I had kept communicating with all sample students through emails. By using the electronic mail system, I could notify them whenever I had uploaded new videos on blog and invited them to send me personally any other comments towards videos on blog. From February to April 2012, I had asked sample students to vote for their most favorite blog activities by emails. The voting results had been compared with number and content of comments written for each blog activity. On the other hand, it happened by chance that I had been invited to conduct an hour of seminar on study skills for eight children (including students S7, S8, S9, S10, and S11) in P-Church on 31 March 2012. With the use of a role-play game and story-telling competition, I not only got information about sample students' aspirations for further studies, but also had chances to observe their initiatives in expressing thoughts and feelings.

Activity 1: Learning by sharing music experiences

R: Do you play any kinds of these musical instruments?

Yuki: I learnt flute since primary three. I like playing flute because it produces very bright and joyful notes. But I am very busy on my study and then I gave up learning it. I would like to learn it if I have time.

Video: Once in Royal David's City

Yuki: . Actually, I am not a Catholic or a Christian. But I love listening to hymns/songs during Christmas. I understand more about the song "Once in Royal David's City" after reading this website! It's great!

Other feedback

CN: I learn many English verb.

Activity 2: My trip in 2011

R: Do you agree with the statement, "**Reading 10000 books is not as useful as travelling 10000 miles**讀萬卷書不如行萬里路"？

S: I agree with the statement . We can't learn everything from reading books but we can experience and learn by travelling.

Yuki: I am totally agree with the statement, "Reading 10000 books is not as useful as travelling 10000 miles ". I think it's hard for us to learn things just from reading books. It's good for us to travel around and experience different cultures.

Video: My Trip 2011

S: I think that there can be some introduction during the video.

S: Background music is relaxing.

S: After watching this video, I think Shenzhen Univercity was not bad but I like Peking Univercity more because there are many old buildings and makes me such go back to the past of China.It looks much better.Besides,the background was soft and makes me feel comfortable. I Love it!

Activity 3: Fireworks and dragon

Video: Fireworks and Chinese New Year

S: i have not ever heard the story and it surprises me. i think the story is very interesting.the word is easy to learn.

S: i know firework and dragon in eng easily, i haven't heart this before! I can read easily because this so simple.

S: It is good, but I think that the story can be longer and vocab can be more difficult.

Figure 4.8. Students' comments on blog (R=Blog owner; S=Student)

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Figure 4.9. Messages in emails (R=Blog owner; S=Student)

Figure 4.10. Spoken words in conversations (R=Blog owner; S=Student)

4.4. Data analysis in pilot stage

Both qualitative and quantitative data had been collected from and beyond the blog. The former was obtained from students' comments submitted on blog, conversations and emails between sample students and the blog owner. The latter was drawn from blog usage online and voting for blog activities. Valid evaluation of these data relied on appropriate methods that I selected. Discourse analysis method had been employed for examining students' written and verbal dialogues (Carter, 1993; Gee & Green, 1998; Bloome et al., 2005). Descriptive statistical method had been used to investigate the numerical data produced during the pilot test; quantitative analytical results served as complementary data to qualitative data (Haye, 1994; Dodge, 2003; Haladyna, 2004; Moore, 2010). The mixture of qualitative and quantitative analysis provided valid evidences for me to elucidate the phenomena observed in the pilot

stage.

4.4.1. Discourse analysis in pilot blog test

Discourses of students had been extracted from students' comments on blog, written messages via emails, and spoken words during face-to-face conversations. I had transcribed their words in three tables (Figures 4.8-4.10) so that I could do the discourse analysis as mentioned in the Methodology Chapter. During the whole process of pilot test, seven out of eleven students had written and submitted their comments on blog. Amongst them, only one student was willing to post comments with her real name (Yuki), another left her initial (CN), and five students preferred to take anonymous identities. It should be noted that these students, except Yuki, knew each other in church. The use of anonymous identities implied that they did not want to disclose their thoughts and feelings to friends in church. Or, they might feel insecure to disclose personal details in Web environment which was open to public access. Five students were willing to say something during face-to-face conversations but had not submitted comments on blog. According to their spoken words, this could be caused by the website design of which information was difficult to understand. It was also due to some technical problems as they had not joined any blog discussions before the pilot test. Some of them did not know how to submit comments online.

The verb "learn" had been frequently used in sample students' writings throughout the pilot stage. This showed that students always desired to learn something new from the surroundings, including the Web environment in this pilot test. Their expectations had been revealed repeatedly by other verbs such as "understand", "read", and "experience". A student even wanted to reach a higher level of SLL when s/he asked for "more difficult" vocabularies in Activity 3. Meanwhile, words in comments did

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expose sample students' feelings or emotions. A student in Activity 1 told bloggers that she "loves" Christmas songs, "likes" playing flute, was "busy" on schoolwork, and lastly felt excited about reading the blog which was "great" to her. Perhaps such an exciting experience made her join the discussions in Activity 2. Having watched the video (My Trip 2011), she stated that sometimes "it's hard" to learn from reading books, but "it's good" to travel to learn. One student felt "relaxing" with the background music of the video. Another "likes" Peking University captured in the video, feels "comfortable" when looking at the "soft" background images of photos, and s/he "loves" the video. Story in the video of Activity 3 "surprises" a student who also felt it "very interesting". One student thought "it is good" to hear the story while another found it easy and "simple" to read.

Meanings embedded in sample students' comments turned to be explicit when their words were interpreted and analyzed within the context of the whole sentences or messages. Majority of the students had indicated that written text or videos on blog did bring new learning experiences to them. From time to time, they did make comparisons between their previous knowledge and the new one. Discovery of new knowledge drove them to express their feelings and emotions during discussions on blog. In Activity 1, Yuki stated that she understood more about the song "Once in Royal David's City" after reading the blog. The word "more" implied that she had followed the hyperlinks provided by the blog owner to read Web information about the song. As a result, she found something new and concluded her comments with an exclamation, "it's great". Another student, CN, had similar experience and voiced out that s/he learned "many" English verbs from information on blog. On the other hand, orchestral performance in the video recalled Yuki's former experience in learning to play flute. The experience was so happy that she described music produced by flute as

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"very bright and joyful notes". Happy memories inspired her to use the blog as a platform for sharing. She told bloggers that she liked "playing flute". Although she had to give up learning to play flute when she was "very busy" on her "study" at school, she "would like to learn it" again in future.

Interaction of new and past experience continued to get sample students involved in blog discussions. They had never been to universities in Mainland China and the United States (US) of which images were captured in the video for Activity 2. These photos had been taken by me while visiting universities in Shenzhen (China), Peking (China), New York (US), and New Haven (US) in year 2011. None of the photos had been published in textbooks or online before the pilot test. In other words, the images were new to all sample students. New experiences did make sense to students when these photos were linked up with their past experiences (Carrell, 1981; Anderson & Pearson, 1984). To kick off the discussions on blog, I asked students whether they agreed with a famous Chinese proverb, "Reading 10000 books is not as useful as travelling 10000 miles". Students should have heard of it when studying in primary schools. Based on their past experience in reading and travelling, two students agreed with the statement. Yuki thought "it's hard" for people to "learn things just from reading books". Another student thought people "can't learn everything from reading books". They pointed out that travelling was "good" as people could "experience different culture" or "experience and learn" things not recorded in books. Herein, Yuki had showed her expectation to gain cultural knowledge of places outside Hong Kong. Similarly, another student wanted to learn more about universities overseas and therefore requested the blog owner to add an "introduction" for the video. They really wanted to know what happened beyond Hong Kong. This matched with students' aspirations for further studies overseas uttered during P-Church activity on 31 March

2012. Reading process might be very interesting if students could travel around virtually and gain knowledge about foreign countries on blog.

Sample students expressed their feelings or emotions in written comments and email messages when they found new knowledge comparative to their past experiences. There were photos displaying the campus of universities in China and the United States in the video for Activity 2. Having viewed the video, a student stated that s/he liked Peking University more than Shenzhen University "because there were many old buildings" in the former. Images of the old buildings made him/her think of "the past of China". The old buildings recalled his/her memory of the history of China that s/he learned in school. The song "Once in Royal David's City" in the video for Activity 1 did recall Yuki's memory of some Christmas carols that she heard. She told bloggers that she loved "listening to hymns/songs during Christmas" though she was "not a Catholic or a Christian". In addition, orchestral music in the video recalled her memory of "very bright and joyful notes" produced by flute. She told bloggers that she "likes playing flute" but had to "give up learning it" as she was "very busy" on schoolwork. As to Yuki, Activity 1 was "more interesting" than other two activities because she "can learn English via different media, not just words".

Story in the video for Activity 3 was different from the traditional legend about Chinese New Year. Usually fireworks in Chinese legends were used to get rid of the attack of a monster in spring. It might be the first time for students to learn about the story that fireworks had been used to wake the dragon up; the dragon made it rain in spring for the crops to grow. Students did make comparison between the new story and old legend. This inspired them to express themselves on blog. Two students indicated that they had not heard of the story. One student said it "surprises" him/her.

Another used an exclamation mark "I haven't heard this before!" to finish his/her comments on blog. They liked the story because it was "good", "very interesting" and "simple". A student even stated that s/he "likes Activity 3 more than the other two activities". Someone felt happy when English of the story was "easy to learn" while another wanted to learn "more difficult" words from the story and therefore asked blog owner to make it "longer".

Alternatively, discussions had been blocked when sample students could not relate new things to past experiences (Afflerbach, 1990; Singer, 1994). The Chinese poem, "Having read more than 10000 books, you got a godlike mind to write", had not been included in school curriculum. Students might not be familiar with the poem. To help them understand the poem and join the discussions in Activity 3, I shared with them that I wrote the story for the video after I had read ten books. Obviously, the poem and my sharing did not make any senses to students as none of them responded to my request for discussions on the poem after viewing the video. Also, I had posted ten questions for discussions in Activity 1 (Figure 4.3). Only one question on musical instrument was addressed by Yuki who had learning experiences in playing flute. Moreover, when students failed to relate new words to previous knowledge, they could not understand the whole message and did not join discussions. During the face-to-face conversations, four students said that English of information on the website was difficult to understand. One of them pointed out that English lyrics of the song were difficult too. Hence the four students had not written any comments for Activity 1.

4.4.2. Statistical analysis in pilot blog test

Descriptive statistics had been drawn for examining characteristics of weblog usage of sample students in the pilot stage. These included the number of visits to blog, students' participation in blog discussions, and words submitted by students on blog as mentioned in the Methodology Chapter. While the blog server failed to identify and record specifically who had visited the blog, I did need to clarify with sample students verbally how frequent they visited the blog and participated in blog discussions. All of them (eleven students) indicated that they had visited the blog upon receiving my notification emails on new postings, but only seven students had joined blog discussions. Those who had not submitted any comments online were F.1 students. One student (Yuki) had submitted three units of comments for Activity 1 and 2, while another student (S5) had submitted two for Activity 2 and 3 respectively. Other students joined blog discussions once throughout the pilot test. Totally eight sentences and eighty-two words had been received for blog comments in Activity 1; ten sentences, one hundred and twenty-four words in Activity 2; five sentences and sixty-two words in Activity 3. These statistical data were summarized in Figure 4.11. To confirm the most favorite blog activity for students, I had asked them to vote for it (Figure 4.12). Six students replied me by emails, four students responded by printed version, and one spoke personally to me. Both Activity 2 and Activity 3 received four votes while Activity 1 got three votes from students (Figure 4.13).

	Activity 1	Activity 2	Activity 3	Total
Number of blog visits	11	11	11	33
Units of comments submitted	3	5	3	11
Number of students submitting comments	2	5	3	10*
Number of sentences for comments	8	10	5	23
Number of words for comments	82	124	62	268

Figure 4.11. Statistical data of weblog usage (*Two students submitted twice or more)

Student	Sex	Class	Vote
S1	F	F.3	Activity 1
S2	M	F.3	Activity 3
S3	M	F.3	Activity 3
S4	F	F.2	Activity 2
S5	M	F.2	Activity 3
S6	F	F.2	Activity 1
S7	M	F.1	Activity 2
S8	M	F.1	Activity 3
S9	M	F.1	Activity 2
S10	F	F.1	Activity 2
S11	F	F.1	Activity 1

Figure 4.12. Votes for most favorite blog activity from sample students

Activity 1	Activity 2	Activity 3	Total
3	4	4	11

Figure 4.13. Voting results for most favorite blog activity

4.4.3. Integration of statistics and discourses

Statistical data reflected the phenomena how sample students behaved in the pilot blog test. Results from discourse analysis might help explain why they behaved in certain ways. For example, some students (four) had visited the blog whenever there were new postings but why they did not join blog discussions. Majority of students (five out of seven) who had participated in blog discussions submitted comment once. Majority of students (five out of seven) took "anonymous" identities while posting comments on blog. Students who voted for Activity 1 were girls, while those for Activity 3 were boys. There should be some reasons behind this. Number of words received for comments in Activity 2 doubled those in Activity 3 though both activities received same number of votes from students. Total number of students (seven) participating in blog discussions was less than the number of votes (eleven) received

for blog activities. This might be caused by the video or guiding questions posted by blog owner. All F.1 students, except S7, had not joined blog discussions. There should be explanation for this. Yuki seemed to be the most active participant in blog discussions. However, she did not submit any comments in Activity 3.

Discourse analysis in this chapter did find that sample students had strong desires to learn new knowledge. They volunteered to join the pilot blog test because they really wanted to learn something new from Web. The title of Activity 1 "Learning by sharing music experiences" could match with this objective and made them keep browsing the blog for Activity 2 and Activity 3. Hence, every sample student had visited the blog once for each activity. The word "learning" should be quite impressive as some students always included it or similar concepts in their written comments on blog. However, the word "sharing" had been ignored. Discussions might not be students' preferred ways of learning as four students had never submitted comments and five students joined blog discussions once. Obviously, students' behaviours on blog were driven by their own concepts of ways to learn. They preferred passive ways of learning by which information was provided by someone else (e.g., the blog owner). Furthermore, students might feel shameful to express their ideas and opinions in written formats which could be read by their friends or the public. The majority of them preferred to take "anonymous" identities while posting comments on blog. Student S7 was the only F.1 student who had submitted comments on blog. He took an "anonymous" identity online though he volunteered to speak out during the story-telling session in P-Church activity on 31 March 2012. The other F.1 students did not have initiatives to express themselves in spoken or written words.

Simultaneously, discourses depicted that there were individual differences among sample students. Some students were active in submitting comments for particular blog activity and voted for it. Some students did not want to write comments but they were willing to say something when I talked with them. Students joining blog discussions turned to be expressive when they could relate new knowledge to past experiences. Discussion on a well-known Chinese proverb led to highest number of words submitted for comments in Activity 2. Although the Chinese poem in Activity 3 was unfamiliar to students and resulted in lowest number of words, the simple story did attract three students to write comments on it. The story might be pleasing to some male students who voted for Activity 3. Singing performance might be appealing to female students who voted for Activity 1. Yuki liked it because she wanted to learn English from different media. Perhaps the story in Activity 3 was too simple and she did not want to write comments on it. Some students wished to reach an advanced level of SLL and asked the blog owner to provide more difficult words or more detailed description of subjects in videos. Some students enjoyed reading English text which was simple and easy. These phenomena could not be explained just by investigation on statistical data and discourses of students. In-depth interviews with sample students should be done.

4.5. Summary of pilot test

The pilot blog test proved that both qualitative and quantitative data could be collected on blog. Students aged 13 or 14 could be the target group for study as they performed quite actively in the pilot stage. Attention should be paid to their behaviours in joining activities on blog. These give significant implications to the research design in the main stage. Majority of students participating in pilot blog activities preferred to use pseudonyms. Some students found it difficult to understand

English text on blog while some found it easy. Particular activity was interesting to some students, but boring to others. In addition, some students did not have initiatives to submit comments or check updates on blog regularly.

To enhance sample students' participation in blog discussions, several measures should be adopted for the main stage of my research design. First, students participating in blog activities (the experimental group) could be given pseudonyms. They did not need to take anonymous identities and might feel comfortable to write comments when their identities were not disclosed to friends or the public. Second, special attention should be given to the level of English language being used in text and videos on blog. I needed to employ both simple and difficult vocabularies so as to satisfy different demands in SLL of sample students. Also, videos for blog discussions could be produced with slides and background music. This might help students express ideas and emotions easily. Third, games or competitions could be involved to make students feel interesting in reading text information on blog. Additionally, requests for blog discussions could be presented as an online reading award scheme so as to encourage students to keep joining discussions throughout the test. Students gained credits when they submitted comments on blog. Lastly, electronic mail system could serve as the chief communication channel with students beyond the blog so that they could be informed of any updates on blog at the earliest possible time.

Chapter 5   Research Blog Design

This chapter details the design of my research blog emerging from the learning theories explored in Literature Review Chapter, strategies developed in Methodology Chapter, and experiences gained from the pilot blog test. A sociocultural model of second language learning (SLL) centered on communication (Vygotsky, 1962; Bruner, 1994 & 1996; Lantolf, 2000; Lantolf & Thorne, 2006) is the backbone for the whole design. Central elements within the model are discussions, sharing and social interactions rooted in constructivist learning theory (Bandura, 1997; Dewey, 1998; Fox, 2001; Hausfather, 2001; Schunk, 2008; Unesco, 2011). Constructivists regard that these particular activities can generate new knowledge of an individual through community of practice (Lave & Wenger, 1991; Cobb & Bowers, 1999; Watts, 2003) and reflective learning (Kolb, 1984; Mezirow, 1991; King & Kitchener, 1994; Schon, 1995; Moon, 1999; De Vita & Bernard, 2011). Based on the ideas of sociocultural theorists and constructivists, an online community had been established for the main stage of my research. Members (sample students) of the community took part in various kinds of online activities such as watching videos, playing word games, reading English text, and responding to questions about a story. Learning outcomes of these online activities could be expressed and further enhanced through discussions, sharing, and social interactions for common interests on blog. Chinese students joining the blog activities had achieved the full practice of four schema-based reading skills: background knowledge preparation, vocabularies recognition, themes interpretation, and cultural bias avoidance through discussions. Also, well-planned blog activities had facilitated the collection and analysis of research data obtained from case and experimental studies on reading English text of Chinese students. These included both qualitative and quantitative data to address my four research questions. A diagram (Figure 5.1) below depicts the relationships between blogging

activities, schema, reading skills, and my research questions.
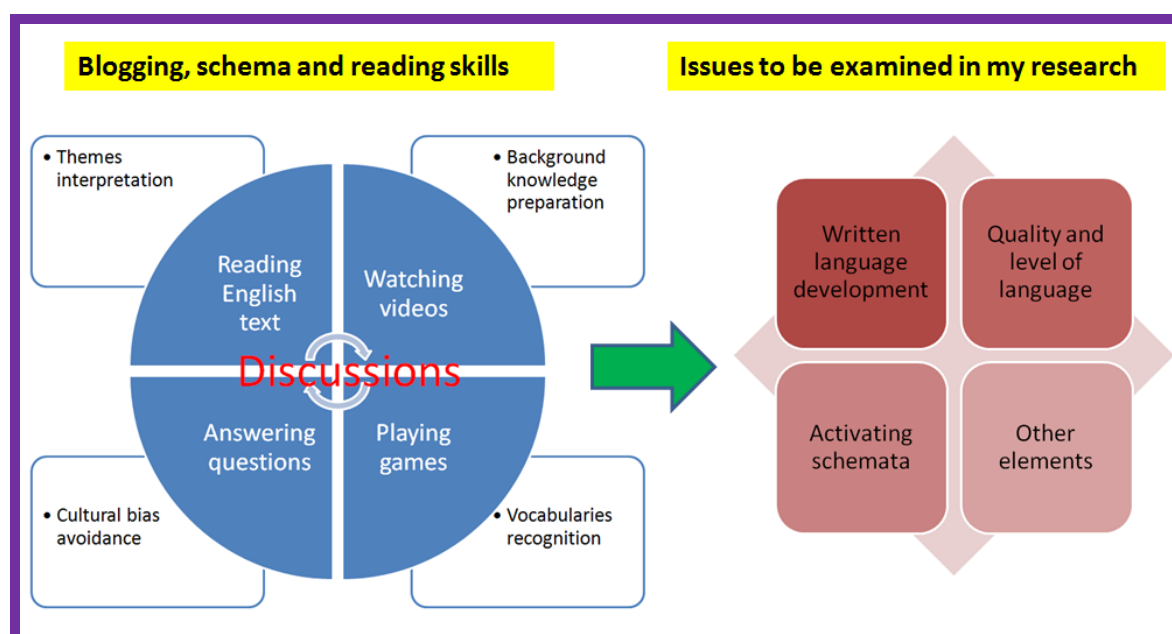
Figure 5.1. Linking blogging, schema and reading skills to my research questions

Discussions and sharing of ideas were the central elements in designing the activities in my research blog. Other four kinds of online activities were planned within the framework of social interactions. Videos, text, word games, and questions involved students to exchange ideas and express opinions actively in an online environment. They provided the ingredients and enriched the content for discussions so as to facilitate the development of four types of schema-based reading skills. Conducting these activities with or without discussions had led to different results while answering my research questions about blogging and textual language development. Experiences gained from the pilot blog test had contributed to the selection and implementation of blog activities. This ensured valid and reliable data to be collected during the research process as well as smoothed the data analysis procedures at the end.

5.1. Blog activities for background knowledge preparation

The English story "A Christmas Carol" written by Charles Dickens during the 1840s had been selected for Chinese students to read for the research (Appendices 5.1a-5.5b). This is an abridged version of the original one which was published in 1843 and posted online in a website for free downloading. To fully understand the text, students in my research needed to have background knowledge of the society and Christmas traditions in the Victorian period of England (1837-1901). To help Hong Kong Chinese students of 21st century to understand English text describing the life of people and customs of England in the 19th century, I had prepared introductory materials containing background information which might assist students to assimilate new information (Ausubel, 1963a; Goodman, 1971; Adams & Collins, 1979; Coady, 1979; Norman, 2012). Two videos were produced to bridge the gap between what was already known and what was to be learned. One video (Figure 5.2) showed the life of Charles Dickens who lived among the poor people in England from year 1824 onward. This was closely related to the life of characters in "A Christmas Carol". Another video (Figure 5.3) portrayed recent Christmas celebration in England. As the way in which people celebrate Christmas today has its origins back in Victorian England (BBC, 2012), knowledge of current celebration activities may help students understand what happened during Christmas in the past. After watching the two videos, both the control and experimental group students in my research needed to answer following two questions.

1. Which celebration activity/activities would you like to join during Christmas? Why?

2. What would you write in "A Christmas Carol" if you were Charles Dickens? Why?
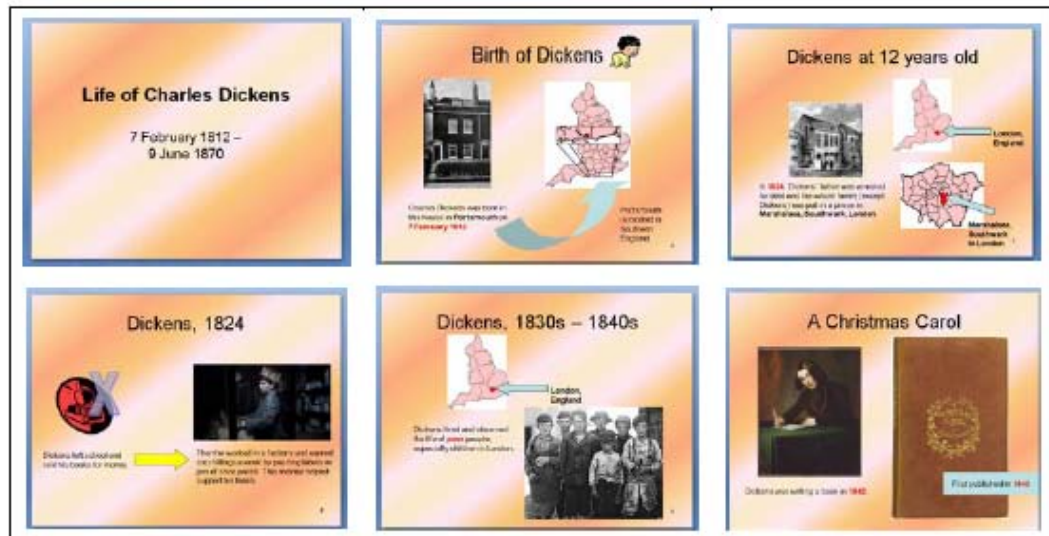
Figure 5.2. Video on life of Charles Dickens (Schlicke, 1999; Smiley, 2002; Hawes, 2007; Gregory and Klimaszewski, 2008; Tomalin, 2011)

Figure 5.3. Video on Christmas celebration in England, 21st century (Miller, 1992; Digby, 1996; Law, 2004; Baird, 2005; Day, 2005; Whiteley, 2008)

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5.2. Blog activities for vocabularies recognition

Five word games had been derived from semantic map strategy (Lems, Miller and Soro, 2010; Redford et al., 2012; Kandiko et al., 2013) for Chinese students in my research to learn new concepts embedded in the vocabularies of "A Christmas Carol". Instead of creating a map of words looking like a spider web, students joining the word games could associate unfamiliar words from English text with familiar phrases (Appendix 5.6, Appendices 5.8a-5.10) or pictures (Appendix 5.7). These phrases were extracted from free online resources such as "Cambridge Dictionaries Online" and "Merriam-Webster Dictionary". For example, "Turkey" is the name of a country to some Hong Kong Chinese students and "Poulterer" may be unfamiliar to them (Appendix 5.10). Connection of the former with "a large bird grown for its meat on farms" as well as the latter with "one that deals in birds such as chickens" learned from the crossword puzzle may help activate the "Christmas" schema of these students to understand the text of Chapter 5. When they can identify the new concepts embedded in word "Turkey" and "Poulterer", they may understand the meaning when Scrooge asked a boy to buy a big turkey from the poulterer at the corner of the street. To make the learning processes funny and attractive to students in my research, an interactive design had been adopted for the five word games. Virtual rewards such as candy in Part 1 word game (Appendix 5.6), and fish in Part 4 word game (Appendix 5.9a-b) had been given to students once they guessed the right words or phrases. Virtual written incentives such as "Good Job", "Congratulations! You reach the top!", and "Well Done" came out when students could finish the tasks and submit the answers for the word games in Part 2, Part 3, and Part 5 respectively (Appendix 5.7, 5.8a-b, 5.10).

5.3. Blog activities for themes interpretation

After students had read the text of selected story, they were invited to join a series of discussion activities on blog or Web entitled "A Christmas Carol and I" in my research. There were two open-ended questions set for each part of the story (Appendix 5.11). It was expected that responses to these questions could help Chinese students activate their top-down and bottom-up internal thinking processes (Rumelhart, 1980; Carrell & Eisterhold, 1983) for interpreting English text. Fictitious characters' experiences during Christmas in the story could be regarded as new information to students that might be assimilated to their existing knowledge structures. These were schemata consisting of students' past Christmas experiences in Hong Kong. At the bottom level of the schemata, there were specific units such as Christmas party in school, food preparation for party, gift exchange in party, and decoration in school or streets. Bottom-up processing was evoked when new data could fit any one of the existing specific units. At the top level of schemata, there was a general concept of Christmas. Top-down processing occurred when the new data could partially satisfy this higher order of concept and make general predictions on Christmas activities of characters in the story. An example could be drawn from the discussions on following two questions.

1. Do you think Scrooge feel happy when he worked in the warehouse? Why?
2. The Cratchits were very poor! Do you think the family enjoy Christmas? Why?

Christmas dinner in Cratchits' family and party in the warehouse might be new to Chinese students in Hong Kong; usually they had Christmas feast and party in schools or restaurants. To give feedback to the two questions, students in my research needed to fit the new data with "party" and "food preparation" units in the bottom level and

activate bottom-up thinking processes. It was possible for them to predict whether Cratchits' family would enjoy Christmas and Scrooge would like to join the party in the warehouse after they had activated top-down processing by matching the higher order of "Christmas" concept within the schemata.

Giving feedback to a series of questions might facilitate the top-down and bottom-up information processes of Chinese students in my research when they read the English text of "A Christmas Carol". They could understand life in the Victorian period of England through the narrative mode of thought that was composed of a unique sequence of events involving human beings as fictitious characters (Bruner, 1990). Students joining blog discussions might be further benefitted by learning unconsciously the folk knowledge from social interactions (Bruner, 1990) with one another online. They could make use of "comments" function on blog and submit their responses to questions more than once. Blog provided a virtual environment for establishing an online community in which students could share and learn from each other (Lave & Wenger, 1991; Wenger, 1998). According to individual life experiences, students in my research might have distinctive ideas or viewpoints on topics being discussed online. After they had read others' comments on blog, they could query or give feedback to these comments. Also, they could change their mind and submit comments for questions in "A Christmas Carol and I" again.

5.4. Blog activities for cultural bias avoidance through discussions

Online discussions on blog in my research had been run for six weeks. These are supposed to be controlled processes inhibiting negative cultural stereotypes (knowledge) and replacing them with non-prejudiced personal beliefs or attitudes (Devine et al., 1991; Monteith, 1993; Devine & Zuwerink, 1994). Students' beliefs

could be checked by their written comments to open-ended situational questions (Monteith, Zuwerink, & Devine, 1994). For example, students in my research needed to express their opinions on joining Christmas dinner and eating turkey during dinner while answering following two questions.

1. Why did Scrooge want to buy a big turkey?
2. Can you imagine and describe how Belle's happy family celebrated Christmas?

To reduce the possibilities of automatic activation of negative cultural stereotypes among students, it was necessary for me (the researcher) to participate, monitor, and guide the blog discussions when necessary. My participation purported to moderate negative stereotypes that might be unfold in online comments as well as use scaffolding to help students figure out the problems by themselves through conversations (Wood, Bruner, & Ross, 1976; Cazden, 1983; Rodgers, 2004; Clay, 2005; Simons & Klein, 2007; Smagorinsky, 2007; Yelland & Masters, 2007). As a matter of fact, stereotypes were extremely tenacious, in so far as people from different cultures had their own schemata through which they conceptualized and understood the world, and to step into another culture was 'to deny something within their own being' (Byram & Morgan et al., 1994). I had played the role as a teacher who used comparison to identify common ground or even lacunae within or between cultures so as to help students in my research to accept the legitimacy of cultural differences among peoples (Byram, 1991; Byram & Morgan et al., 1994). Emphasis had been put on the promotion of respect for difference in general as well as awareness of diversity; this could help prevent and modify stereotypical views through a constructivist framework of learning when students had opportunities to practice the skills to observe and interpret behaviors of people from other cultures (Byram, 1997 & 2008;

Bennett, 1998; Forsman, 2010; Brandt & Jenks, 2011).

In my main stage research blog activities, differences might arise when turkey was not a usual menu for Chinese dinner and Christmas parties were run among peers rather than families in Hong Kong. A student might say s/he would not buy the turkey because s/he did not like the taste of it. Another might say s/he would invite his/her friends for dinner but the friend/s should pay for the cost of food and drinks. If such kinds of feedback did occur, I could post on blog some comments on families celebrating Chinese New Year in Hong Kong. Similar to people in England, the Chinese would have special dishes (e.g., chicken, fish, dried mushroom or oyster) and invite relatives for New Year dinners. However, the Chinese would not make these during Christmas. It was expected that my postings on blog might turn students in my research to be aware of the common ground and diversity between the Chinese and English people so that they could learn to respect what the latter would do during festivals.

On the other hand, blog discussions could serve as effective ways to help students develop positive knowledge and attitudes. These online activities provided students arena for communicating with peers and experienced learners, expressing their own emotions, and interpreting others' ideas (Gleaves & Walker, 2010). They could share ideas and feelings online with peer L2 learners in Hong Kong as well as the experienced one like me. More importantly, it was possible for Hong Kong students to have contact with native or native-like speakers from English-speaking country such as England. Although England was far away from Hong Kong, they could have communications in a virtual environment. Such contacts might contribute to the development of positive cultural stereotypes and personal beliefs similar to my own

experience in SLL as mentioned in the Introduction Chapter.

Using blog discussions to avoid cultural bias in my study started before reading the text of story "A Christmas Carol". Videos on life of Charles Dickens in Victorian period and recent Christmas celebration in England had been posted on blog. After students had watched the two videos, they were invited to give feedback to two questions and comments on Christmas decoration or food for Christmas dinner within one week. Main focus had been put on conversations between students and someone (a native or native-like English speaker) being familiar with current Christmas activities of the public or families in England. It was expected that students could develop positive understandings and feelings about English culture through discussions with people from England. As controlled processes should be conducted throughout a period of time (Devine, 1989), online discussions in my research had continued for subsequent five weeks without the participation of native speakers. Each week students needed to finish reading one part of story "A Christmas Carol" before joining blog discussions. There were two questions set for each part of the story and therefore students could make comments on totally twelve questions within six weeks (Appendix 5.11).

5.5. Implementation of research blog activities

Blog activities in my research had been run for six weeks after interviewing sample students from both the control and experiment group (Appendix 5.12). However, only the experiment group of students had joined discussions on blog. The main reason behind this decision could be traced to the distinctive "comments" function of blog. This allowed online interactive discussions among members of a virtual community and made it unique among various kinds of Web services (Blood, 2002a & 2002b;

Oravec, 2002; Godwin-Jones, 2003; Campbell, 2004; Ward, 2004; Pinkman, 2005; Thorne & Payne, 2005; Nadzrah & Kemboja, 2009). While games, videos, text and graphics could be used as learning resources in a static website, group discussions could only be applied on blog. Another reason was based on my observation during the pilot stage. I noted that sample students joining the pilot blog test really enjoyed reading the story displayed in an online video. From a humanistic point of view, I did not want to exclude the control group students from viewing interesting videos online. From a practical point of view, valid results could be obtained when both the control group and experimental group students had equal opportunities to join any kinds of online activities except discussions. These activities included taking part in word games, viewing videos, reading graphics and text online. As mentioned earlier in this chapter, discussions were decisive factors influencing the results to address my research questions. While the control group students in my research joined online activities without follow-up discussions, experimental group could have discussions on blog. This might lead to different responses to open-ended questions about the story in my research.

Students in the experimental group of my research had used the "comments" function to express their ideas and give feedback to others. At the first week (Appendix 5.13), discussions had focused on two videos produced by me, the blog owner. One video showed the life of Charles Dickens (Figure 5.2) while another displayed current Christmas celebration in England (Figure 5.3). These videos provided background information needed for understanding the text of "A Christmas Carol". Native-like English speakers staying in England had joined the discussions with sample students during the first week. Starting from the second week, blog discussions (Appendices 5.14-5.18) had been run among sample students themselves. I did take part in their

discussions when necessary. Activities had been centered on the text of story "A Christmas Carol". Each week there had been one part of the story, an interactive word game, and two questions to be posted on blog. Finally, students might have gone through five parts of the story, watched two videos, finished five word games, and submitted comments for totally twelve questions in the sixth week (Figure 5.4).

Week	Materials posted on blog				Bloggers joining discussions		
	Question	Text of story	Video	Word Game	Blog owner	Experimental group students	Native/ Native-like English speaker
1	2	-	2	-	✓	✓	✓
2	2	✓	-	1	✓	✓	-
3	2	✓	-	1	✓	✓	-
4	2	✓	-	1	✓	✓	-
5	2	✓	-	1	✓	✓	-
6	2	✓	-	1	✓	✓	-

Figure 5.4. Summary of activities on blog

Students from the control group did similar activities within six weeks except joining blog discussions on twelve questions and online contact with native-like English speaker. A static website (Appendix 5.19) had been established for the control group students. They watched the two videos, read the five parts of story, finished five word games, and gave answers to twelve questions (Appendices 5.20-5.25). Both the control and experiment group students had used pseudonyms when joining any kinds of online or blog activities so that their privacy could be protected and they might feel

comfortable to express their ideas. Most likely these pseudonyms could be the email account names or favorite food (e.g., Sushi, Chocolate, or Wasabi) selected by students. The native-like speaker and I also used pseudonyms while joining the discussions with students on blog. After the six weeks of activities, I had interviewed again sample students from both the control and experimental group.

Week	Activities	Credit	
		Control Group	Experimental Group
1	Question 1 for video	1	1
	Question 2 for video	1	1
2	Playing word game	1	1
	Answer 2 questions	1	1
3	Playing word game	1	1
	Answer 2 questions	1	1
4	Playing word game	1	1
	Answer 2 questions	1	1
5	Playing word game	1	1
	Answer 2 questions	1	1
6	Playing word game	1	1
	Answer 2 questions	1	1
Total		12	12

Figure 5.5. Credits earned by students in "Online Read and Write" Award Program

To encourage sample students participating actively in my study, I had launched an "Online Read and Write" award program from the first week. This was based on the assumption that East Asian (including Chinese) students would show strong

motivation to follow through learning tasks that had been set with practical values (Littlewood, 1999) and sense of achievement could motivate students to learn English as a L2 (Dörnyei, 1994). The award program in my research had detailed the tasks that sample students from control and experimental group needed to finish respectively. At the end of the program, they could get a certificate (Appendix 5.26) signed by their school principals and supervisors of my research. This served as an appreciation and recognition of students' participation to the program. Credits could be earned and shown in the certificate if a student had finished the proposed tasks (Figure 5.5). A student from the control or experimental group could gain one credit for answering a question about the videos in week 1. The former submitted their answers online while the latter on blog through "comments" function. Starting from week 2, one credit could be given to playing an interactive word game after reading the text of a story. Another credit could be obtained by responding to two questions. Basically, a student might get totally 12 credits at the sixth week of the program.

Meanwhile, there was "My favorite words" activity run among sample students. Both the control and experimental group students could join. A student needed to read again her/his own responses to the twelve questions in the program, chose the favorite one among them, and contributed it for the activity. All together there were eight pieces of writing from eight sample students. I had posted them on a polling website and students could vote for the favorite one. Student's written work receiving the highest number of votes had been highlighted in the polling website. The activity could confirm with students their written feedback for the program as well as offered them chances to appreciate the writings of peer students. On the other hand, depending on the responses of sample students in the first week of the program, there might be a competition entitled "Excellent Readers" between the control and

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experimental group. The purpose of the competition was two-fold. First, the competition served as incentives to motivate sample students to read and write actively. Awards could be obtained by members of the winning group and individual students who achieved outstanding performance within their own groups. Second, the competition fostered inter-school collaboration of sample students coming from two secondary schools. Members of each group could work together in a virtual environment (blog or Web) for completion of tasks and winning awards of the competition.

Chapter 6   Research Data Analysis

This Chapter performs the analysis of data collected from my main stage research activities which had been conducted among eight sample students from two secondary schools in Hong Kong for about three months. Both qualitative and quantitative data had been collected from these students since early November 2012 within the methodological framework of my research design. Collection of data started with the pretest interviews with students, highlighted with an experiment entitled "Online Read and Write Award Program" from 22 November 2012 to 3 January 2013, and ended with the posttest interviews as well as gathering of written school assignments of students in early February 2013. All of the eight sample students had joined the online reading and writing activities but only four of them joined the blog discussions. Students' performance in the program produced both qualitative and quantitative data of which the analysis showed how far blog discussions could lead to different development of schema-based reading skills between the control and experimental group. Again, the methodological framework of my research had determined that thematic discourse analysis method could be applied to evaluate the qualitative data while various kinds of statistical calculation methods to the quantitative data. These data analysis procedures (Figure 6.1) generated significant results to verify the feasibility of the theoretical framework of my research which linked reading, schema and blogging within a sociocultural model of second language learning (SLL) centered on constructivists' ideas of discussions and sharing.
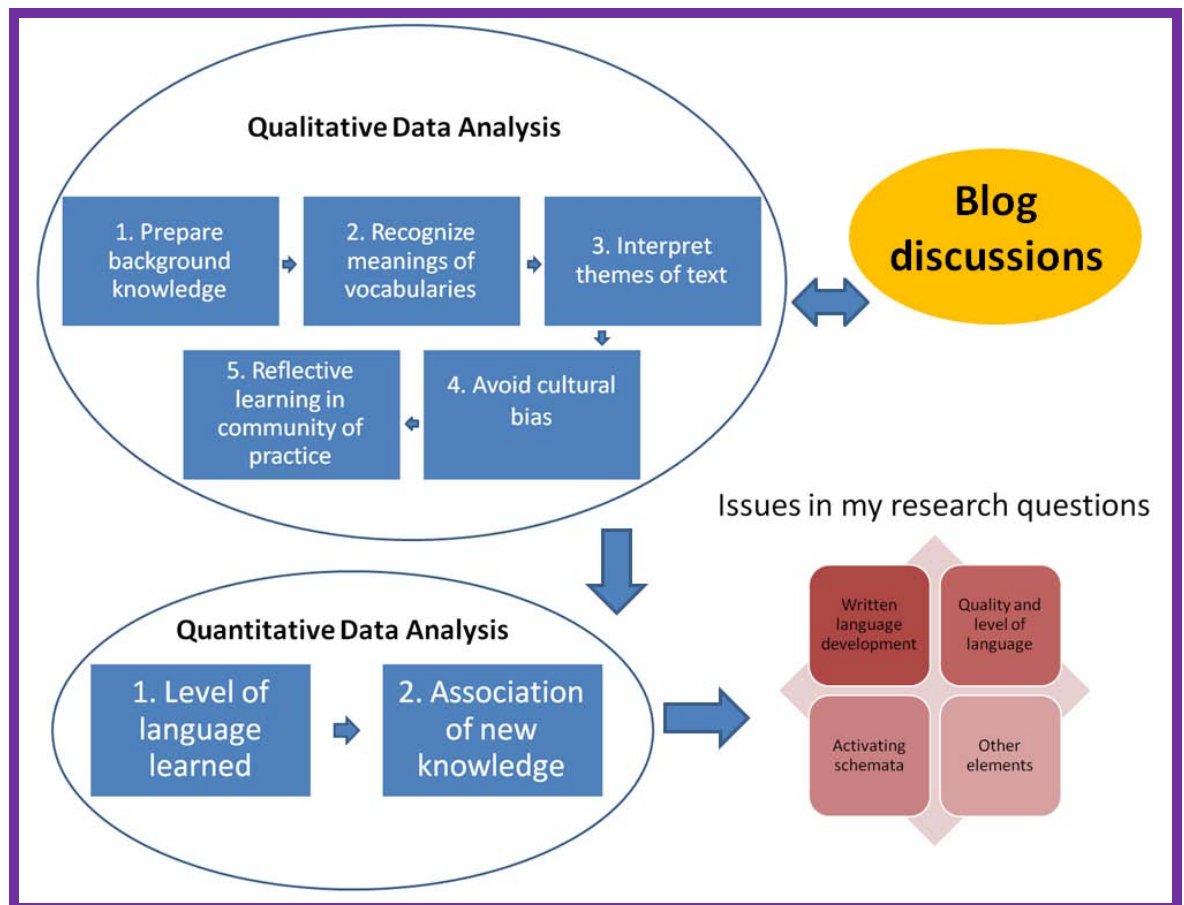
Figure 6.1. Procedures for data analysis

There are five parts in the section of qualitative blog discourses analysis in this chapter. First, I examined whether the two videos "Life of Charles Dickens" and "Christmas in England, 21st century" helped prepare background knowledge of students to read the story "A Christmas Carol". Second, I checkd whether the online interactive word games helped students recognize the meanings of vocabularies. Third, I explored whether students' schemata had been activated to interpret appropriately the main themes of text while reading the story. Fourth, I investigated whether cultural bias could be avoided in the reading activities. This could be proved by their answers to the short questions online. Fifth, students' responses during pretest and posttest interviews as well as their usual practice of writings in school assignments had been studied so as to verify how far reflective learning worked in the community

of practice. Each part demonstrated any differences between sample students who had and had not joined the blog discussions in my research. Another section is quantitative blog statistics analysis on numerical data collected during students' participation in the experiment entitled "Online Read and Write Award Program" as well as their responses to multiple choices questions (MCQ) during the pretest and posttest stages. The former evaluates students' initiatives to take part in online Web or blog reading activities. The latter justifies the increase of knowledge of students after the experiment. Quantitative findings serve as good evidences to explain the qualitative results. Integration of both qualitative discourses and quantitative statistical data analysis can give answers to address my research questions on blogging and second language (L2) textual development of Chinese students.

6.1. Student profiles analysis

Students were the key elements in my research for blogging. The similarities and differences of their second language learning (SLL) characteristics should be considered while interpreting their behaviours in the online activities. This section describes in details the characteristics of the eight sample students during the pretest stage. Data had been collected during the pretest interviews in November 2012. Students were selected according to the purposive sampling procedure as mentioned in the Methodology Chapter. Criterion and homogeneous sampling techniques had been employed to determine the eight sample students for my case and experimental studies. Homogeneous method required the selection process being school-based and therefore two secondary schools in Hong Kong were targeted for the experiment. H-School was a girls' school while K-School a boys' school. Both schools had implemented late English immersion model since the 1970s and English language was the medium of instruction (MOI) for most of the subjects. Invitation poster (Appendix

6.1) had been sent to both schools in October 2012 for recruitment of sample students. Students who were interested in joining the "Online Read and Write Award Program" should meet the following criterion.

1. They were studying Form 2 (F.2) in their own schools.

2. They could get access to Web through Internet services at home.

3. They had not joined similar online English reading programs.

As a result, four female students from H-School and four male students from K-School volunteered to join the Program (Figure 6.2). They were aged 13 and

Group	Student	Sex	Age	School	Class	Favorite Subject	Unfavorite Subject
Experimental	H1	Female	13	H	F.2A	Physical Education	English Language
Experimental	H2	Female	13	H	F.2A	Home Economics	Putonghua
Experimental	K1	Male	13	K	F.2D	Integrated Science	Art
Experimental	K2	Male	13	K	F.2D	Integrated Science	Music
Control	H3	Female	13	H	F.2C	Integrated Science, Mathematics	Visual Art
Control	H4	Female	13	H	F.2A	Chinese Language	English Language, Mathematics
Control	K3	Male	13	K	F.2D	Integrated Science	History
Control	K4	Male	13	K	F.2D	Integrated Science, Mathematics	Putonghua

Figure 6.2. Personal details of eight sample students

had learned English as a second language (L2) in secondary school level for about two years. Two girls (H1, H2) and two boys (K1, K2) joined the experimental group for online activities with blog discussions. Another two girls (H3, H4) and two boys

(K3, K4) joined the control group for online activities without discussions. The grouping was based on their own choices during the pretest conversations (Appendices 6.2a-6.9c). Although these students learned most of the school subjects with the MOI in English, they did indicate different preferences for favorite and unfavorite subjects. Four boys from K-School and two girls (H2, H3) from H-School liked to study subjects with the MOI in English. Two girls (H1, H4) from H-School hated to learn English Language as a subject but liked to learn subjects with the MOI in Chinese.

Reading characteristics of sample students had been checked during the pretest conversations (Figure 6.3). They all showed reluctances to share actively with others

Student	RC1	RC2	RC3	RC4	RC5	RC6	RC7	RC8
H1	10	100	Y	Y	N	Y	N	N
H2	20	400	Y	Y	N	Y	Y	N
K1	3	4	N	Y	N	Y	N	N
K2	13	20	Y	Y	N	N	N	N
H3	5	35	Y	Y	N	Y	N	N
H4	5	35	Y	Y	N	Y	N	N
K3	20	50	Y	Y	N	Y	N	N
K4	20	50	Y	Y	N	Y	N	N

RC1-Number of English story books read yearly
RC2-Number of Chinese story books read yearly
RC3-Read English materials other than stories and textbooks
RC4-Read Chinese materials other than stories and textbooks
RC5-Share actively with others after reading a story
RC6-Communicate with peers via Facebook
RC7-Communicate with peers via weblog
RC8-Communicate with peers via emails
Y-Yes, N-No

Figure 6.3. Reading characteristics (RC) of sample students

what they had learned after reading a short story "Camel and Bull". The number of Chinese story books read yearly by sample students (excluding Student K1) far

exceeded the number of English story books. Student H1 did not enjoy reading English stories. Student H2 found it more interesting to read English stories than Chinese ones while it was the reverse case for Students H3, H4, K3, and K4. Students K1 and K2 showed same level of interest in reading English and Chinese stories. On the other hand, sample students (except Student K1) read English materials other than story books and textbooks after school. Students H1 and H2 read English articles for school projects though the former did not enjoy doing it. Besides written information, Student H2 liked to watch English television programs and news broadcasted online. Three students (H3, H4, and K3) read English newspapers and magazines for leisure. Students K2 and K4 liked to read English newspapers and books on specific subjects for leisure. The former read books on natural disasters or animals whilst the latter on science. All of them enjoyed reading Chinese newspapers, magazines or books on specific topics after school. For communication with peers via electronic ways, students (excluding Student K2) liked to use Facebook rather than emails or blogging. Only one student (H2) joined Chinese blog discussions when she was studying in primary school. Student H4 showed unwillingness to disclose her opinions in an online environment.

6.2. Qualitative weblog discourses analysis

This section analyzes sample students' responses to the researcher's questions while joining the Web or blog activities for the Program. There were twelve preset questions which both the control and experimental group students in my research needed to give replies. Additional or follow-up questions had been raised for the experimental group depending on their replies to the preset questions on blog. Thematic discourse analysis method (McCarthy, 1991; Jupp & Norris, 1993; Trappes-Lomax, 2004; Bloome et al., 2005) had been applied to the analysis procedures in which words and

meanings of students' responses were displayed and interpreted. There were comparisons between one way response (written replies of the control group submitted online) and interactive dialogues (written blog comments generated through discussions of the experimental group). In addition, students' dialogues with the researcher during pretest and posttest interview, and their daily written work in schools had been analyzed. The results shed light on the scope and level of schema-based reading skills that sample students had developed through the "Online Read and Write Award Program" within six weeks.

6.2.1. Weblogging to prepare background knowledge

None of the sample students in my research had travelled to England before joining the Program (Appendices 6.2a-6.9c). It might be difficult for them to understand the social life and customs in the Victorian period of England as mentioned in the story "A Christmas Carol". Introductory materials or "organizers" could help students equip themselves with the necessary background knowledge for reading the story (Ausubel, 1963a; Adams & Collins, 1979; Carrell, 1981; Robinson-Stuart & Nocon, 1996; Bateman, 2002; Little & Box, 2011). Two videos that served as "organizers" had been posted on Web and blog for the control group and experimental group respectively (Appendix 6.10). After they had watched the two videos, they were required to answer the following two questions.

1. Which celebration activity/activities would you like to join during Christmas? Why?

2. What would you write in "A Christmas Carol" if you were Charles Dickens? Why?

The first question was set for the video "Christmas in England, 21st century" and the second one for "Life of Charles Dickens". Video on Christmas (Appendix 6.11a-c) showcased the current practice of festival celebration of the public and families in England. These practices were originated from the customs in Victorian era. Video on Dickens (Appendix 6.12) displayed the social conditions in Victorian England. Sample students' responses to the above two questions showed whether they had gained background knowledge from the videos.

When answering the first question, the control group students had learned some keywords about the current practice of Christmas celebration in England from the video and used these words to express their ideas (Figure 6.4). Students H3 and H4 would like to have "Christmas dinner, pudding, and celebration with friends". Students K3 and K4 did focus on sharing "the warm festival" with the "homeless or poor people" and would like to join "charity work, carols singing, and fund raising". When answering the second question, the control group students (except Student H4) had used repeatedly the words with similar meanings. These words included "poor, poor children, poor people, needy, and predicament". Obviously, they had got a picture about the life of poor people in Victorian England as shown in the video on Charles Dickens. More importantly, they felt empathy with these poor people and wanted to "give gifts" to them, or "write encouraging carols" to "bless" and bring "happiness" to them (Figure 6.5). These ideas could be found in the first video on Christmas. Only Student H4 had not mentioned the "poor", but her wishes to "share joy and happiness" with the others. It was in doubt whether she could get the knowledge about the Victorian society in Dickens's story.

Student	Responses to question on "Christmas in England, 21st century"
H3	I would like to join the traditional Christmas dinner because I have never eaten a traditional Christmas dinner. I have not eaten a Christmas Pudding before and I would like to try it out.
H4	I would like to having a class christmas celebration, because I think it is very fun to stay with my friends.
K3	I would like to join the charity work during Christmas because Christmas is a warm festival but homeless people can't have mildness. Therefore, I want to share warm with them.
K4	I would like to join in some charity works ,such as singing Christmas carol for fund raising. I want to join in this activity because I love singing and listening to Christmas carols very much, because when I listen to these songs, it can make me relax and let me enjoy Christmas more for its great festival ambiance. The most important point is that the event is meaningful and it may be a charity work for raising money to help the needy or the poor ,I'll be happy for that.

Figure 6.4. Responses of control group students to the video on Christmas

Student	Responses to question on "Life of Charles Dickens"
H3	If I were Charles Dickens, I would write more about the story of the poor children. My family was poor and I would observe the life of other poor children. As I knew much about poor life, I could write more about it.
H4	Yes, because I would share my joy and happiness to the other, and also to tell people the fun that I have.
K3	If I were Charles Dickens, I would write about a child who was poor and when he grew up he became rich and had Christmas party and gave gifts to the poor in "A Christmas Carol" because I want everyone can have a warm Christmas.
K4	I would write about how did some poor people live in London, how poor they were and how helpless they were, to the public. Some children in London didn't have parents, some of them didn't have enough money to buy books to learn, and even buy necessities and something to eat. Also, I will wrote some Christmas carols encouraging, blessing and wishing happiness to those poor children in order to let them happier and they would no longer feeling hopeless. Furthermore, I would call the people to raise money for the needy so that they could get out of predicament, and also tell them that they should treasure what they had now.

Figure 6.5. Responses of control group students to the video on Dickens

New ideas could be found in the writings of experimental group students when they responded to the first question as well as some follow-up questions from the researcher on blog (Figure 6.6). These new ideas had not been mentioned in the two videos. Student K2 was the first one to write the comments on blog. He stated his wishes to celebrate Christmas with the "family", to have "Christmas dinner" with "turkey" and "pudding", to exchange "gifts", and to sing "carols" as shown in the first video. While giving feedback to the researcher's question on favorite song, he contributed new ideas and also expressed his emotion by stating "White Christmas" as his favorite song. Similarly, Student K1 replied with "Christmas markets" and "light decoration" for celebration as shown in the video, but wished to buy "hot food" such as "goulash or crepes" in market so as to "keep warm" during the "cold" Christmas after reading the researcher's comments. These new ideas might have some meanings to Student H2 who also showed her desires to have "hot and nation, special food in the market" in the "cold street". Interactions on blog not only prepared the experimental group students knowledge of Christmas traditions in Victorian England, but also helped them think about the varieties of food and weather condition (cold winter) for the story "A Christmas Carol".

Blogger	Responses to question on "Christmas in England, 21st century"
K2	Christmas is a festival that people spend time with their family. I would like to join some celebration activities with my family. We can be the carol singers, and sing carols in the street. We will also have a traditional Christmas dinner. We will eat Turkey ,Christmas pudding ,and exchange the gifts. I would like to join these activities because they are fun and meaningful .
R	Which song would you like to sing with the carol singers?
K2	White Christmas.
R	This is my favorite song. I sang it with the staff choir last Christmas and the audiences in the campus liked it too.
K2	This is my favorite song too!
K1	I would like to go to the Christmas markets in London because it looks interesting. I think I will find a lot of fun while exploring the Christmas markets! I am curious about what will be sold in the markets, I hope I can find a store that sells a lot of colourful light decorations!
R	I did not go to Christmas markets in London when I was studying in England during the 1990s. However, my coursemates did tell me that the usual Christmas markets in London would sell a wide range of festive gifts in traditional alpine or wooden chalets. These gifts might include hand crafted wooden and tin toys, delicate glass Christmas tree ornaments, candles in various shapes and sizes, handmade ceramics and jewelry. Also, it would be possible for adults to buy mulled wine, liqueur coffee and German beer in the markets. Children might buy hot food such as goulash (beef dish) and crepes from stalls.
K1	I would like to buy some hot food in the market because it is cold during Christmas. So I can eat goulash or crepes to keep myself warm.
H2	I would like to go to the Christmas markets in England because it looks very fun. Maybe I could find some hot and nation, special food in the market and I could enjoy it in the very cold street.
H1	I would like to have singing song celebration activity since I think singing songs can more easily express our feeling.

Figure 6.6. Responses of experimental group students to the video on Christmas

However, blog discussions may sometimes distracted sample students from the core issues. Student H1 was the last one giving feedback to the first question on Christmas celebration. After reading other students' comments, she put focus on "song celebration" and ignored other events in the video. When answering the second

question on Dickens, she continued to state her wish to put a religious song in the story (Figure 6.7). Similarly, Student K2 wanted to write a Christmas song for Dickens' story. It seemed that they had ignored the social conditions of poor people in Victorian England. On the contrary, Student K1 mentioned "poor", "prison", "earn money" in his comments while Student H2 wanted to write about "life in factory". They did show their understanding of the life of poor people in Victorian England. On the other hand, blog discussions did recall students' memories of previous experiences at "home" or "school". When responding to the researcher's question, Student K1 stated that there was "no Christmas tree" at his home and Student K2 agreed with him that the tree was "a symbol of Christmas". Student H2 thought about the life in school whilst Student H1 talked about the carols played in her school during Christmas. This was good as the experimental group students had practiced how to assimilate their prior experiences with the new information embedded in the text that they were going to read in subsequent five weeks after watching the two videos.

Blogger	Responses to question on "Life of Charles Dickens"
K1	I would like to write about what Charles Dickens have experienced during Christmas when he was young if I were him. It is because Charles Dickens was poor when he was young. His family was put into the prison so he needed to earn money by himself.
R	Would you buy anything for your family during Christmas when you earned some money? What would you buy?
K1	I would buy a big Christmas tree because there were no Christmas trees at my home. I would also buy some stars and lights to decorate my Christmas tree
R	Would Beef, Chocolate and Ice-cream like to have a Christmas tree at home?
K2	Sure. A Christmas tree is the symbol of Christmas.
K2	If I were Charles Dickens, I will write about a song. The content of the song will about Christmas.
H2	I would like to write about what the life in factory. It is because Charles Dickens was work in the factory when he was young. I think it is a big different between study in the school.
H1	I will put "join to the world" this song since this song is popular, I think each school in Christmas may play this song too. Also this song is related to the God, therfore in those school which is have religious backgroung school will use this song for example, so I thing this song put in to 'Christmas Carol" is meaningful.

Figure 6.7. Responses of experimental group students to the video on Dickens

6.2.2. Weblogging to recognize meanings of vocabularies

There were five interactive word games designed for the five parts of the story "A Christmas Carol" so as to help sample students recognize the meanings of vocabularies within the text. Both the experimental and control group students were required to finish the word games before responding the short questions online. Their answers showcased whether they had used appropriately the vocabularies learned from the word games. Also, this demonstrated whether the sample students could associate unfamiliar words in the text with the familiar concepts already existed in their schemata (Anderson & Pearson, 1984; Lems, Miller & Soro, 2010). Some of the keywords in the games (Figure 6.8) could be found in students' writings. This section

discusses how the usage of the words relates to the understanding of text of each sample student.

Week	Game	Words (highlighted words have been used by students)
2	1	Stingy, Christmas Eve, prisons, partners, spooky/scary, ghost, heartless, workhouses
3	2	Cheerfully, warehouse, wrinkle, foggy, apprentice
4	3	Dwelling, limbs, snore, cripple, crutch, ignorance, monsters, lame
5	4	Liars, statues, churchyard, grave, bedpost
6	5	Salary, fellow, party, angel, master, turkey, generosity, poulterer, shilling, half-a-crown

Figure 6.8. Vocabularies in word games

Student H3 of the control group stated in Week 5 that Scrooge feared the "Ghost of Yet to Come" because it was "mysterious and scary". She used the word "scary" from the game in Week 2. Student K3 also stated that the appearance of "Ghost of Yet to Come" was "spooky" but he would not be "scared" of it. He had learned the words "spooky" and "scary" in Week 2 and changed the latter from an adjective to a verb. After he had played the game in Week 6, he answered the last question by stating that a good "master" always helped his employees and servants. Herein, he had learned the word "master" from the game and further explained it according to his prior knowledge. Student K4 had learned the word "stingy" in Week 2 and stated that Marley was "stingy" who cared about his business but not other people. He had interpreted the word "stingy" in the context of the story. After he had learned the adverb "cheerfully" in Week 3, he made use of the word as an adjective in Week 4 by stating that Scrooge wanted to join some "cheerful parties". It should be noted that none of the vocabularies in the word games had been used by Student H4. It was in query whether she understood the full meanings of vocabularies within the text.

Sample students fully understood the meaning of the text when s/he could build the concept map of key vocabularies and blog discussions might facilitate the process. Student H1 of the experimental group indicated in Week 4 that she did not understand the story. After she had read other students' comments on blog as advised by the researcher, she was able to point out Scrooge's "ignorance" and explained why Scrooge was not happy with his own words. Student H2 could relate "turkey" to dinner celebration of Christmas in Week 6 and explained why Scrooge wanted to buy a big turkey at the end of the story. Student K2 agreed with the idea and linked "turkey" with a big Christmas dinner to explain Scrooge's behaviour. This might not happen to the control group students who could not read others' comments online. As a result, only one student (K3) of the control group said that Scrooge wanted to buy a big "turkey" for Christmas dinner of the Cratchit's family. Although Student K1 of the experimental group had not mentioned dinner with "turkey", he did make use of the keywords "cheerfully" and "scary" learned from the games. He stated that the poor Cratchits family was happy because the children ran around "cheerfully", and Scrooge feared of the "scary" clothes worn by the "Ghost of Christmas Yet to Come".

6.2.3. Weblogging to interpret themes of text

This section analyzes how far the Web and blog activities facilitate the top-down and bottom-up thinking processes within schema (Rumelhart, 1980; Carrell & Eisterhold, 1983; Bruner, 1990; Escandón & Sanz, 2011) so that students can understand main themes of the text while reading the story "A Christmas Carol". Bottom-up processing is evoked when new information in the story can fit specific units such as Christmas celebration of schools or families in Hong Kong, and social interactions with relatives or peers at the bottom level of students' schemata. Top-down processing occurs when new data in the story can partially satisfy the higher order of concept such as

Christmas traditions or personality types and students can make general predictions on fictitious characters' behaviours or Christmas activities in the story. To achieve information processing in two directions, both the control and experimental group students in my research were required to read the story which had been divided into five parts. They needed to answer two questions after reading each part of the story. At the end of the Program, students should have answered at least ten questions about the story. Depending on the responses, the experimental group students might give feedback to additional questions raised by the researcher on blog. All the questions purported to collect data to check the level and scope of students' understanding of the fictitious characters' behaviours and Christmas traditions in Victorian England (Figure 6.9). On top of that, students' responses to these questions showed the relationship between background knowledge preparation and their understanding of the text.

Understanding of fictitious characters	Q1	Which of the followings is/are your favorite character/s in Chapter 1? Why do you like him/them?
	Q2	Would you come to Scrooge on Christmas Eve if you were Marley's ghost? Why?
	Q5	Do you think Scrooge feel happy while walking around with the Ghost of Christmas Present? Why?
	Q7	Why did Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit?
	Q8	Why did the Ghost show Scrooge the grave with his own name?
	Q10	Do you agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man"? Why?
Understanding of Christmas traditions	Q3	Do you think Scrooge feel happy when he worked in the warehouse? Why?
	Q4	Can you imagine and describe how Belle's happy family celebrated Christmas?
	Q6	The Cratchits were very poor! Do you think the family enjoy Christmas? Why?
	Q9	Why did Scrooge want to buy a big turkey?

Figure 6.9. Questions (Q) to check students' understanding of the text

6.2.3.1. Textual development without weblogging

The control group students had described and criticized several fictitious characters in the story while giving feedback to the questions (Appendices 6.13a-6.16f). They submitted answers online and did not have chances to read others' comments. Their answers showed variations in the level and quality of understanding of the text among themselves. Students H3 and H4 could only give brief description of the characters. The former regarded Fred (Q1) as a "nice" person who wanted his uncle to be "happier" and invited him for "party". She realized that Marley and Scrooge were not generous persons (Q2), but Scrooge (Q5) did feel "sorry for" and worry "about Tiny Tim". In addition, Scrooge (Q7) feared the "Ghost of Christmas Yet to Come" who was "mysterious and scary", and he (Q8) needed to "learn that money is not that important". She agreed with Scrooge's changes (Q10) because he "donated a lot of money for the poor and unemployed". Student H4 regarded Scrooge (Q1, Q2) as a "mean" person who had "unhappy memories (Q5)" and feared to "die after meeting the Ghost of Christmas Yet to Come (Q7, Q8)", but learned "sharing (Q10)" at the end of the story.

Students K3 and K4 could give detailed description and explanation of the characters' behaviours. The former liked Fred (Q1) who was "optimistic and kind" and "loved sharing joy with others". He did not feel "unhappy" though "his uncle refused his invitation firmly". He thought Marley's ghost (Q2) "want to make up for" his "wrong", and Scrooge (Q5) was "happy" when he saw families having "happy Christmas dinners" but feared scary things such as "Ghost of Christmas Yet to Come (Q7)". He points out that Scrooge (Q8) "was afraid of death", did not "help the poor and honour the Christmas". Therefore, he regarded the "Ghost of Christmas Yet to Come" as a "spooky" but not an "unfriendly" one who "tried to save Scrooge from

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wearing a chain (Q7)" by showing Scrooge "the grave with his own name (Q8)". Meanwhile, Student K3 shared his own feeling and stated that he "would not be afraid" of seeing a grave with his own name because he had "enjoyed" his "life" and did what he wanted before he "died". Obviously, he was activating his schema and applied his own experience to interpret the thoughts of Scrooge while interacting with the Ghost. After he had read the statement in the last question (Q10), he assimilated Scrooge's changes with the good persons around him nowadays. Scrooge turned to be a good friend as he "bought a big turkey" for Bob who was "in need" of food, a good master as he "helped his employees, Bob, by increasing his salary", a good man as he took care of "the weak" or "children" such as Tiny Tim. Student K3 treated Scrooge as one of his "role models" when he incorporated the new data (Scrooge's character) of the story with his prior knowledge (good personalities). He had developed successfully the schema-based skills to read English text when approaching the end of the Program.

Student K4 did activate schema-based reading skills at the start of the Program. He liked Fred (Q1) who was "very friendly" to invite Scrooge for Christmas dinner, "enjoy himself "in the festival" and "spend time with his family". He also liked the two gentlemen (Q1) who "help the poor and the needy" by doing "charitable works" and raising "money". Scrooge (Q2) was as stingy as Marley who cared about "business but not other people." He realized that Christmas "was a good time for Scrooge to make changes" because it was "a time for blessing each other and caring about other people". He had integrated the new data (fictitious characters' behaviours) with his previous knowledge (good personalities) to make judgment. His own experience led to different interpretation of Scrooge's feeling (Q5) from Student K3. He thought Scrooge "was not happy" and "upset" while staying with "joyful" children

in a "very poor family", "felt sorry about" Tiny Tim and "felt guilty of himself", "wanted to help the poor" but also "wanted to keep his money". As Student K3 thought Scrooge (Q5) was happy, he might have discussion with Student K4 if both of them joined the blog.

To answer the questions near the end of the Program, Student K4 had given detailed description and comments on Scrooge's behaviour. Scrooge (Q7) "feared the Ghost of Christmas Yet to Come" who was mysterious wearing scary clothes and "did not say a word". Also, Scrooge (Q7) "was nervous about" the "coming journey" with that Ghost. The grave with Scrooge's name reminded him (Q8) "how bad he was" and he "determined to help and care about people, be more generous and not to be stingy again." Later, he criticized that Scrooge (Q10) was "miserly" but changed after meeting with the three Spirits in the story. Scrooge (Q10) became a "good friend" to "help other people", be "generous to the gentlemen and apologize to them", be "a good master and man" by raising "his assistant's salary and hoped he could have a merry Christmas". Student K4 criticized Scrooge from the concept of "a good person" already existing in his mind.

6.2.3.2. Textual development with weblogging

The experimental group students could read others' comments when giving responses to questions online. Also, they were sometimes required to give feedback to follow-up questions raised by the researcher on blog. It comes naturally when a student read other's comments, s/he may write something similar to another one. Also, it is an easy job to finish the Program if they just copy or modify other's ideas when giving responses to the questions on blog. However, students' writings on blog in my research did show many distinctive new ideas (Appendices 6.17a-6.20d). Student K2

was the first one to kick off the discussion on blog. He liked Fred (Q1) because he was "a joyful person" who "wanted everyone can feel happy during Christmas", "didn't feel upset" though "he can't celebrate Christmas with his uncle" He thought Scrooge (Q2) need "to enjoy his life" because he "did not care about everything except business". Herein, he was making judgment on Scrooge's behaviour. Scrooge (Q5) was "sad about Tim's death" and "regret" that he "never care about" his helper, Bob. Scrooge (Q7) feared the scary clothes of the "Ghost of Christmas Yet to Come", and "worried about his future (Q8)" when he saw "the grave with his own name". Student K2 agreed with the statement in the last question (Q10) as he thought Scrooge "treat everything more positively, care about every people, and being generous".

Student K1 was the second one to submit his comments on blog. Similar to Student K2, he liked Fred (Q1) because he was "happy". Different from Student K2, he regarded Fred being "optimistic" because he "wishes Scrooge a merry Christmas". Similar to Student K2 again, he tried to make judgment on Scrooge at the start of the Program. He indicated that Scrooge (Q2) needed "to change to a person who was generous". Also, Student K1 thought Scrooge (Q5) being unhappy with Tim's death and he linked the unhappiness with Scrooge's "own words". He further elaborated this point by answering the researcher's question, "Why did Scrooge not feel happy with his own words", and stated that Scrooge found it "offensive" when he heard his own replies to "the two gentlemen who wanted to collect money for the poor". Being encouraged by the feedback from the researcher on blog, he continued to express his criticism at the end of the Program. He said that Scrooge not only feared the scary clothes of the "Ghost of Christmas Yet to Come", but also the impossibility to "change his life" (Q7). In addition, the named grave reminded Scrooge "what will happen on him if he continued his own style of living" (Q8). Finally, Student K1
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realized Scrooge's changes because he "becomes more friendly", "more generously" and "thinks more positively than before". Scrooge "says sorry" to "the two gentlemen" and "wishes Bob a merry Christmas by raising his salary". This corresponded with his comments on "optimistic" Fred at the beginning. Here, Student K1 had activated his schema on good personality to interpret the behaviours of Fred and Scrooge.

Blog discussions can help students to activate the schemata to interpret the text appropriately. This was proven in the case of Student H1 who had misinterpretation of the fictitious characters' behaviours at the start of the Program but could go back to the right track during the process of blogging. It was inaccurate for her to think that Scrooge was brave to talk with a ghost and to see what he did in the past (Q1). Also, she was not aware of the partnership between Scrooge and Marley in the story, and said that she would try to make friends with Scrooge if she were Marley's ghost (Q2). There was a turning point when she told the bloggers that she did not understand the story (Q5) and followed the researcher's advice to read other comments on blog (Figure 6.10). Later, she could relate Scrooge's unhappiness to his "ignorance" (Q5) and realized that Scrooge feared the scary clothes of the "Ghost of Christmas Yet to Come (Q7)". Approaching the end of the Program, she could make sensible judgment on Scrooge and the grave with his own name. She wanted Scrooge to "stop wasting time and do something that is meaningful, such as helping people" who "need help", not to "earn money" only, but to "take care" of "the worker" (Q8). In addition, she regarded Scrooge as "a good master" who gave "a big turkey to Bob", a "good friend" who was not "stingy" and "treat everything more positively" (Q10). Her schema of good personality had been activated to understand Scrooge's changes.

Blogger	Questions and responses
H1	I don't understand the story at all but I think Scrooge is unhappy.
R	Can the comments from Chocolate and Sushi help you understand the story?
H1	Yes. I think Scrooge is unhappy since Scrooge see that Tiny Tim broke his leg and secondly, after the Christmas Present introduce Ignorance and Want this two guy, Christmas Present use Scrooge sentence and a guy who call Ignorance to mendacity him.
R	Very good, Ice-cream! Keep it up!

Figure 6.10. Student H1's responses to the researcher's question

Student H2 was the last one to submit comments on blog but many new ideas could be found in her writings. She said that Fred (Q1) was "a very friendly young man" who "tried to cheer Scrooge up". Similar to Students K1 and K2, she made judgment on Scrooge in the early stage when she joined the blog discussions, but she stressed that she wanted to help Scrooge "change his personality" (Q2). Moreover, she was the only one among the experimental group students to put forward that Scrooge was happy while visiting his nephew's house, but unhappy when foreseeing Tim's death and hearing his own stupid words (Q5). At that moment, she had tried to give feedback to the question from two opposing perspectives different from other students on blog. She repeated to express her distinctive opinions by stating that Scrooge feared "his life" to "end up" with the disappearance of the "Ghost of Christmas Yet to Come" and to have "the same pain of his partner" (Q7). She wanted Scrooge to "repent" (Q8) and regarded him "good" as he "changed his attitude positively" (Q10). It seemed that she would like to share with students some special and new ideas.

The initiatives to share new or special insights could not be found in the writings of the control group students. In addition, the change or improvement in reading skills took place among the experimental group students only. These might be caused by

students' continuing responses to the researcher's comments, preset or follow-up questions, and encouraging words during the process of blog discussions. Moreover, the opportunities to read others' comments might stimulate students to think of some ideas to share. For instance (Figure 6.11), when Student K1 said "Scrooge did not feel happy", the researcher asked him "why", and he replied "because" Scrooge "knew his words so offensive". Then, Student H2 criticized Scrooge's words as "stupid" from another perspective and gave new insights of Scrooge's happy, unhappy, and sad feeling as feedback to the researcher's question, "What Scrooge would say or do". The researcher's words such as "Very good" and "Keep it up" did encourage Student H1 (Ice-cream) to read other comments and thus she could understand the full meaning of the text (Figure 6.10). On the contrary, Students H4 of the control group did not show any changes in the Program. She might have deeper understanding of the fictitious characters if she could read others' comments online.

Blogger	Responses to Q5 and Q6
K1	I think Scrooge did not feel happy because the ghost said that Tiny Tim will die in the future. And At the last of Scrooge and the ghost's travel, there were a boy and a girl. The ghost used Scrooge's words to answer his question. So Scrooge did not feel happy.
R	Why did Scrooge not feel happy with his own words?
K1	It was because he used his own words to reply to the two gentlemen who wanted to collect money for the poor. When he heard these words from the ghost again, he knew that his words was so offensive.
R	I think Scrooge would not say these words to anyone again. Do you think so? Can you imagine what Scrooge would say or do when he met the poor (those without food and money) during Christmas?
H2	I think Scrooge feel happy after he went to his nephew's house ,but he feel unhappy again when he notice some thing strange about the Ghost of Christmas Present because he enjoyed their party and wanted to stay for another while in his nephew's house, but he feel sad about the died of Tiny Tim in the future and the Ghost of Christmas Present answer his question by used Scrooge's words like telling Scrooge is stupid.

Figure 6.11. Researcher's responses to students' comments on blog

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Blogger	Description on the Ghost of Christmas Yet to Come (Q7)
H1	The ghost of Christmas Yet's appearance is horrible since the ghost wore a deep black piece of clothing (such as a sorcerer), which covered it's whole body and only left one pale hand out of the cloth!
K1	The third spirit wore mysterious and scary clothes, covering its whole body.
K2	The Ghost of Christmas Yet's clothes are scarier than other spirits.
H3	This is because it was myterious and scary. It is not like the spirit that showed their face before
K3	His appearance was spooky. It was tall and wore a deep black piece of clothing and outstretched its white hand.
K4	It looked strange that it wore a deep black piece of clothing, which covered its whole body and left nothing of it visible--that's very scared.

Figure 6.12. A picture and students' responses

On the other hand, the control group and experimental group students did overlap in some areas of interpretation. Most of them described the appearance (clothes) of the "Ghost of Christmas Yet to Come" as scary because the ghost "wore a deep black piece of clothing" which could "cover his whole body". Their writings indicated that they had got an impressive image of the Ghost from a picture within the text (Figure 6.12). Apart from the written text, graphics can have some impact on information processing within students' schemata.

6.2.3.3. Schema development without weblogging

Responses to questions on Christmas traditions showed the variations in the level of schema-based reading skills developed among the control group students. Student H3 said that Scrooge was happy when he "played and danced and ate with his friends" to celebrate Christmas in the warehouse (Q3). A traditional English family such as Belles' would celebrate Christmas with "dinner" and "present" (Q4). A poor family could be happy if members had "Christmas Spirit" (Q6). Scrooge bought a big turkey to "compensate to Bob" (Q9). She learned the knowledge of "dinner" and "present"

from the video during the preparation stage, but had not further explained the meaning of Christmas spirit and turkey. She was unable to assimilate the prior knowledge to absorb the new information of the story. Student H4 was not aware of the Christmas celebration in the warehouse (Q3). Just like Student H1 of the experimental group, she wrongly interpreted that Belle was happy to "spend her time with Scrooge" to celebrate Christmas in a family (Q4) at the start of the Program. Coming to the end of the Program, she still could not explain why a poor family such as the Cratchits could "celebrate the Christmas happily" (Q6), and why a turkey could make others happy in Christmas celebration (Q9). It was a pity that she had not joined the blog discussions. Otherwise, she might clarify the relationship between Belle and Scrooge (Q4) after reading others' comments.

Student K3 realized that "Scrooge felt happy when he worked in the warehouse because they had food, music and dance" during the party on "Christmas Eve" (Q3). A traditional English family such as Belles' would celebrate Christmas with "songs", "dinner" and "gifts" (Q4). A poor family would be "joyful" if members had "Christmas Spirit" and he defined "joy" as "living in the world" (Q6). He had assimilated his prior knowledge "joy" to interpret a new term "Christmas Spirit". At the end of the Program, he showed his understanding of Scrooge's "big turkey" as preparing "enough food for the Christmas dinner" and sharing "the joy" with the Cratchits (Q9). He had linked the turkey with a traditional family dinner for celebrating Christmas. Again, he had activated the schema of Christmas celebration to interpret the joy of Scrooge and the Cratchits.

Student K4 thought Scrooge was happy in the warehouse because he was "not just caring about business" during Christmas time (Q3). Scrooge "had many friends" and

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"spent in the office with their boss" for "the merry Christmas Eve" (Q3). A traditional English family such as Belles' would be happy because they celebrated Christmas with "beautiful and fantastic tableau", members "chatting and eating", "singing Christmas carols", "playing games" and "exchanging Christmas gifts", and "the house was decorated by many beautiful decorations, such as Christmas trees, bells and toy angels" (Q4). Student K4 had activated the schema with background knowledge got from the video during the preparation stage to imagine new information about happy Christmas celebration in Belle's family. Similarly, he thought that the Cratchit's family was poor, but members "enjoyed Christmas very much" with "dinner" and children "playing, chatting" in the house (Q6). These were knowledge learned from watching the video. Again, when he thought the Cratchits were "joyful" to have "Christmas Spirit" in hearts because they "thought that God would bless all of them" (Q6), he was applying prior knowledge of "God's blessings" with the joy of Cratchits. However, he had not linked turkey with Christmas dinner and just said it was "generous" for Scrooge to buy it for the Cratchits (Q9). Perhaps he might modify his answer if he joined the blog.

6.2.3.4. Schema development with weblogging

The Experimental group students' comments did show that blog discussions could enrich the content of their writings when they read or responded to other students' and the researcher's comments. For example, it would be quite difficult for students to describe celebration activities in a warehouse since they did not have any working experiences. Hence, Students H2 and K2 did copy the researcher's question and text of the story to indicate that Scrooge felt "happy in the warehouse" as he had a party with "his boss and his family" (Q3). They had not explained why and how Scrooge could be happy, but Student K1 did elucidate that Scrooge was "eating, singing and

dancing" happily with the boss and his family. Obviously, Student K1 learned the knowledge from the video "Christmas in England" and incorporated the ideas to describe Scrooge's situation. After Student H2 had read this idea and the researcher's query (Figure 6.13) on whether Student K1 would like to have a Christmas party at school or home, she further stated that there could be "party and dance" for celebration which was the tradition in her school. While Student H1 ignored these comments at this stage, she could not describe what happened in the warehouse and misunderstood Belle and Scrooge as a married couple in the story.

Blogger	Comments on Q3
K1	I think Scrooge felt happy when he worked in the warehouse because he spent time with his boss and his family on the Christmas Eve. They were eating, singing and dancing. They were happy! This helped Scrooge remember how happy he was in the past.
R	My office will have a Christmas party on 24th December this year! We are going to make a roasted turkey, sausages, potatoes, and chocolate cake for the party. Will you have Christmas party at school or home? What kind of food would you like to have for the party?

Figure 6.13. Researcher's comments on Christmas party

However, Student H1 did note the researcher's feedback to Student K1's comments on making food for Christmas party (Figure 6.13). She imagined that there was "a small but tasty chocolate cake" and children were singing songs to celebrate Christmas in Belle's happy family (Q4). Although she still confused with the relation between Belle and Scrooge, she did express an idea that it was the "family" which brought festival happiness to everyone. She stated that Belle smiled "sweetly" when Scrooge became a "Santa Claus". Other students had also applied the concept of "home festival activities" within their schemata to interpret celebration in Belle's family. Student H2 thought that there was a decorated "Christmas tree" in Belle's family who "sat all together in front of stove" to have "dinner", "sharing", and

prayers. Student K1 imagined there would be "a Christmas meal" and "parties" in Belle's house. Student K2 thought Belle was happy to celebrate with her family members but Scrooge was unhappy as he "sat alone" during Christmas. They had integrated the festival activities within their homes and Christmas celebration activities in the video with fictitious behaviours of the story.

Coming to the question (Q6) on celebration in poor Cratchit's family, the experimental group students should tackle similar problems as found in the question on Scrooge's life in the warehouse (Q3). Their families were not poor and everyone had travelled abroad. It was difficult for them to understand how a poor family in Hong Kong or foreign countries would celebrate Christmas now and then. Also, it was not easy for them to link the happy celebration activities with the poor family conditions in Victorian England as mentioned in the videos. Students K1 and H2 gave their opinions prior than Students H1 and K2. The former (K1 and H2) continued to use good family relation to infer the happiness of a poor family during Christmas. Student K1 assumed the Cratchits "enjoyed" Christmas as they "were having a Christmas meal and the children were running around cheerfully". Student H2 thought everyone of the Cratchits was "joyful" because they "had the Christmas Spirit in their hearts". Her answer had brought an inquiry on Christmas Spirit from the researcher. This was replied by Student H1 who could clarify the relations among the fictitious characters and their behaviours in the story after she had followed the researcher's advice to read others' comments on blog. To give feedback to the researcher, she combined the new concept "Christmas Spirit" with ancient Chinese ideology "contentment" that she had already known. She told the researcher that the poor Cratchit family "enjoy Christmas" since the members could meet each other easily. In other words, the Cratchits were contended with the togetherness of a family. Student

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K2 agreed with her opinion and stated that "the Cratchits enjoy Christmas because they can celebrate together".

It should be noted that students had not mentioned celebration activities such as a big meal, fantastic decoration or Christmas tree, Christmas party, and giving gifts in their answers for the question on poor Cratchit family (Q6). They might think that these things could not be found in a poor family. This could be justified in their comments for the question on turkey (Q9) near the end of the Program. Students did think that a poor family might not have a big turkey for Christmas dinner. Students H1 and K1 treated the turkey as Scrooge's compensation to Bob Cratchit who was "poor" and not "given a holiday" by his master. He wanted Bob "to forgive him", "liked" Tiny Tim but felt "sorry for" the lameness in a poor family, and wanted to buy him a turkey for festival celebration. They judged Scrooge's action by activating only the concept of "poor family" within their schemata. On the other hand, Students H2 and K2 also linked the judgment to the concept of Christmas traditions. Both realized that Scrooge wanted to celebrate Christmas with Bob's family by eating the turkey in a big dinner. When giving feedback to the researcher's question why people needed to have a turkey for Christmas dinner, Student K2 voiced out that turkey "is a traditional food of Christmas". He had successfully integrated the knowledge gained from the preparation stage with the character's behaviours to understand the text of the story.

6.2.4. Weblogging to avoid cultural bias

Both the experimental and control group students had been exposed to the festival culture of England when they started the Program with watching the two videos from Week 1, then proceeded to reading the text of the story and ended with giving responses to at least twelve questions on Web or blog. All these activities were

designed to showcase the common ground and diversities of Christmas celebration between Hong Kong and England. When sample students completed the Program, it was expected that they were able to tell or describe Christmas celebration activities in Victorian England. Recently, they still had some of these activities in schools or families whilst some activities might be unfamiliar to them. It was also expected that sample students could identify as well as respect the similarities and differences between the practices of Chinese people in Hong Kong and English people in England. Their responses to the researcher's questions showed whether they liked or accepted the familiar or unfamiliar activities, and whether their negative attitudes towards specific festival practices could be modified during the Program (Monteith, 1993; Cook, 1994 & 1997; Devine & Zuwerink, 1994; Cox et al., 2012).

The Experimental (Blog) group could identify more keywords about Christmas celebration activities than the control (Write) group while answering the researcher's questions for the Program (Figure 6.14). Some of these concepts (words highlighted in red) had come out when students from the Blog group answered the follow-up questions raised by the researcher. Certainly these keywords might not appear on blog without the conversations between the researcher and the students. More importantly, the Blog group students' comments did involve descriptions about the nature or characteristics of these activities which were absent from the Write group students' writings. For example, Student H1 specified that the cake for Christmas was a "chocolate" cake. Student H2 stated that she wanted to find some "hot and nation, special" food in the Christmas market and Student K1 wanted to buy some "hot" food too. The latter also elaborated the "charity" works as activities to "collect money for the poor". Student K2 pointed out that the "tree" was a "symbol of Christmas", and "turkey" was a "traditional" food in a "traditional" festival dinner. Also, he asserted

that "White Christmas" was his "favorite" song. The experimental group students had shown more in-depth thinking of Christmas activities than the control group.

Group	Christmas celebration keywords in responses to questions	
Write	Dinner, pudding, turkey, food, party, present/gift, charity, music, dance, songs/carols, playing games, decorations, Christmas trees	bells, toy angels
Blog		Cake, Santa Claus, goulash, crepes, stars and lights, White Christmas (song), Christmas markets

Figure 6.14. Keywords identifying Christmas celebration activities in England

Generally, students from both groups did indicate positive attitudes towards the food, decorations, and social gatherings (parties) and functions (charities, carols singing) practiced in England. While the Write Group students mentioned only what kinds of activities they would like to have, the Blog Group students could further elaborate the meanings of these activities and the reasons to join them. For example, the Write group students (H3, K3, K4) wanted to have "Christmas dinner", Student K2 (Blog Group) specified that he wanted to "eat turkey" and "Christmas pudding" for the dinner. Students K3 and K4 wanted to sing Christmas songs, but Student K2 could further indicate that he would "like" to join the carol singers to sing his "favorite" song "White Christmas". His reply was a feedback to the researcher's follow-up question on which song he would like to sing with the carol singers. Moreover, none of the Write Group students could tell why there should be a Christmas tree at home and turkey in Christmas dinner. However, the Blog Group Students K1 and K2 could identify the tree as a "symbol of Christmas" and "turkey" as a "traditional" food for Christmas dinner. Again, their replies were the feedback to the researcher's questions whether students liked to have Christmas tree at home and why turkey was important to a family during Christmas. More importantly, the Blog Group Students H2 and K1 could explain why they would like to visit the Christmas markets. Both students

wanted to have their "favorite" hot food in the markets, and the latter even specified the food as "goulash and crepes". These ideas came out when they gave feedback to the researcher's comments on the stores and food in the Christmas markets of London.

Besides the new ideas of the Blog Group generated during the online conversations with the researcher, there were chances offered to students to express some true but negative stereotypes which could be noted by the researcher to help them get modifications as soon as possible. For instance, Student K1 said that he would not like to be the host of Christmas party at home because he did not want to prepare everything all by himself. He would like to attend his friends' or relatives' party instead. Indeed, it was not the usual practice of the Chinese people in Hong Kong to hold parties at homes and Student K1 could not incorporate the "sharing" culture of Christmas in England into his own situation. However, he changed his attitude when the researcher reminded him of the usual practice of families (preparing snacks, drinks, or feasts for visitors) during the Chinese New Year. He had been asked whether his relatives or friends would visit him during this yearly event and then he responded the researcher that it was no problem for him to hold a Christmas party if someone could help him. His decision had been supported by the researcher with a reply that someone would be glad to help him as he was friendly and generous. This change of attitude might not happen without the discussions on blog.

6.2.5. Reflective learning within community of practice

Posttest interviews of sample students (Appendices 21a-28d) found that the experimental group had significant change of attitudes towards "sharing" after joining blog discussions. Before the blog test, both the control group and experimental group

students showed unwillingness to share reading experiences of the story "Camel and Bull" with others (Figure 6.3). During the posttest interviews, sample students were required to read another short story "Jackdaw" from Aesop's Fables. They all understood the story though there were some unfamiliar vocabularies. After they had read the story and told the researcher the moral of the story, they were asked whether they would like to share the meaning of the story with their classmates or friends. Majority of the experimental group students (H1, H2, K2) did show initiatives to share with others the moral they had learned from the story. Student K1 said that he would do it only if he met someone who behaved as the same as "Jackdaw" in the story. Unlike the experimental group, all of the control group students were still conservative to express their ideas to others after the test. Student K3 said "No" as the story was not impressive. Student K4 said "Perhaps" if he met someone impractical or pursuing vanity as the "Jackdaw". Student H3 indicated that she did not get used to share ideas with others whilst Student H4 stated that she did not have the habit to bring out an issue spontaneously.

Contrary to the conservative attitudes of the control group, the experimental group students (H1, H2, K1, K2) did show ambitions to share ideas with the peers or even the strangers such as students from another school or native speakers of English from another country. Student K1 suggested the researcher to arrange meetings among the bloggers before the test to facilitate the conversations later on blog. He also indicated that he wanted to ask the native speaker something about the food in England. However, he had forgotten the participation of that native speaker in blog discussions and eventually did not ask him/her any questions. Student H2 forgot the native speaker too. Otherwise, she would ask him/her the current practices of Christmas celebration in England so as to check any differences with the activities mentioned in

the video of the Program. She also thought that it was not necessary to involve only close friends in a blog because it was good to exchange ideas with the unfamiliar ones. In addition, she stated that she appreciated the good writings of other students on blog, especially those showing fantastic imagination of Belle's celebration of Christmas. Perhaps this was why she voted for the passage on Belle written by another student after the Program (Figure 6.15). Although Student H2 had told the researcher during the pretest interview that she did establish a blog with her classmates when she was studying in primary school, she still refused to share actively with others the meaning of the story "Camel and Bull" before the Program. She had changed a lot after joining the blog discussions of the Program for six weeks.

Writer	Favorite words	Voter
K3	I agree with the statement because a good friend always helps his friends when they are in need. For instance, as he thought Bob didn't have enough food for Christmas Dinner, he bought a big turkey for him. In addition, he was a good master. A good master always helps his employees and servants. Scrooge helped his employees, Bob, by increasing his salary to help him solve his problem of out of money. Eventually, he was a good man. A good man always take care the weak or his children. Although Scrooge didn't have a son or daughter, he looked after his "son", Tiny Tim. I think Scrooge changed a lot too and now he is one of my role models.	K1, K2, K3
K4	Yes, I can imagine that beautiful and fantastic tableau when Belle's happy family was celebrating Christmas. Belle was sitting among her parents, husbands and children, and chatting and eating happily with them; the children there were lovely, they were singing Christmas carols, playing games with each other and exchanging Christmas gifts; the house was decorated by many beautiful decorations, such as Christmas trees, bells and toy angels, the house was full of Christmas atmosphere and vitality, and is lively buzzing with excitement---what a wonderful tableau! Although Belle's family might have not been very rich, there was a complete family with warmth and heartiness, I think that's sufficient.	H1, H2, H4, H3, K4

Figure 6.15. Voting results for "My Favorite Words" after the Program

On the other hand, it was interesting to see all the experimental group students (H1, H2, K1, K2) voted for the favorite words written by students of another group but

Students H3 and H4 of the control group voted for their own words respectively (Figure 6.15). After the sample students had finished the Program, they were invited to join an activity "Vote for your favorite words". Each student selected one favorite version from his/her responses to the twelve questions throughout the Program. Total eight versions of favorite written works had been selected by the eight students and posted on Web (Appendix 6.29). Each student voted for one favorite version within one week and the result had been released on Web (Appendix 6.30a-b). The experimental group students could vote for their own writings but they did not. The voting results implied that they had learned to appreciate others' writings through the blog activities. This corresponded with their feedback during the posttest interviews in which they told the researcher that they liked to read others' comments on blog. Meanwhile, they seemed to be aware of the value of discussion or sharing for SLL. Students H1 and K2 found the comments on blog being helpful for them to understand the text. The former further stated that she would send the website address of the Program to students who were going to read "A Christmas Carol" and encourage them to join the discussions on blog. Student K1 realized that he knew more about Christmas from others' comments and something in the comments he had never heard of. Student H2 indicated that she had read others' comments before answering the questions on blog. In addition, she thought that blog sharing was interesting and bloggers could learn more from it. Unlike these four students, all of the control group students hesitated to join any blog activities in future. Students K3 and K4 would join if only their close friends were involved in the blog community. Student H3 firmly refused to join a blog and Student H4 did not care about the processes and outcomes of blog discussions.

When the control group students were not interested in blog discussions, they did

show desires to express their own opinions in their book reviews for school assignments (Appendices 31a-34). Student H3 liked "Madlyn" in "The Beasts of Clawstone Castle" because the girl was nice and clever. She also learned to treasure people around her and to love her mother after she had read "For one more day". Student H4 appreciated Jane Eyre who had a tolerant, peaceful and patient heart. Student K3 thought that it was interesting and exciting to know the identity of "George Eliot" in the book "What's in a name". Student K4 had learned the importance of family and friends from the story "Scavenger Hunt". The control group students were able to make personal judgment on the fictitious characters for their school assignments. As they could apply similar practice to understand the text and then gave responses to the questions on the story "A Christmas Carol", they ignored the significance of discussions or sharing in SLL. They did not care what the other students had written for the Program. Hence, their writing styles in the Program corresponded with those in their school assignments.

Alternatively, the experimental group students performed better in the Program than in school assignments (Appendices 35a-38). Student H1 could not get the main theme of the story "Pirate Pandemonium" and gave irrelevant judgment in her book review. Although she had made similar mistakes in the early stage of the Program, she could clarify the wrong concepts and give appropriate judgment about the fictitious characters' behaviours in the story "A Christmas Carol" after reading other students' comments on blog. Student H2 transcribed ideas in the text when she needed to judge "Mr Fox" in Roald Dahl's story for her school assignment, but she could put forward new ideas while imagining the festival celebration activities of the fictitious families in "A Christmas Carol" as other students had done on blog for the Program. Students K1 and K2 just summarized the text for their book reviews on "The Dolphin Caller"

and "Vanished" respectively. They had not put any personal judgment in their assignments. However, they had made comments on Fred, Scrooge, Belle's and Cratchit's families while giving responses to the questions on blog. They had thought of some new ideas which could not be found in the text. The experimental group students had experienced how blog discussions could help them understand the text and express their ideas. They recognized that knowledge could be gained through reflective learning within an online blog community (Wenger, 1998; Moon, 1999; Brown & Duguid, 2000; Clarke, 2003; Watts, 2003; Peltier, Hay & Drago, 2005; Chen et al., 2011; Dymoke, 2013). Hence, all of them had shown interests to join a blog community again during the posttest interviews.

Besides different attitudes towards practicing reading skills within an online community between the two groups, sample students did show similarities in three aspects of SLL when they talked with the researcher during the posttest interviews. First, they did not mind how many words they should write to express their opinions for each question on Web or blog. They just wrote what they liked and they were happy to do that. Second, they liked to play the online interactive word games for learning vocabularies in the Program. All the male students (K1, K2, K3, K4) and one female student (H2) found the crossword puzzle very interesting though a bit difficult. "Climb the Pyramid" was interesting to Student H4 but difficult to Student H1 who found "Catch the Fish" interesting. Third, they liked to read the graphics on Web or blog while interpreting the themes of text although one student (H3) did not find the graphics useful. Student K1 stated that the graphics helped him understand the text. Student K2 found that he could learn more about Christmas traditions from the graphics. Student K3 realized that the graphics gave him a clearer picture of what had happened in the story. Student K4 said that the graphics enriched his imagination

while giving responses to the questions online. Student H1 liked the two photos ("My Nephew's Christmas Tree 2012" and "Christmas Eve 2012 – Party in My Office") posted by the researcher on blog, and pictures on blog or within the text could help her understand the story. Student H2 specified that the picture showing the grave with Scrooge's name in Part 4 of the story helped her imagine the scene of "A Christmas Carol". Student H4 thought of something about Christmas after she had seen the graphics on Web and those pictures within the text made her feel funny to read. In short, sample students wanted to learn L2 reading in a happy environment. They enjoyed joining either the blog or Web activities which could stimulate them to think about the meanings of text.

6.3. Quantitative weblog statistics analysis

This section analyzes the statistical data generated during the processes sample students joining the Web or blog activities for the Program. They had visited the websites or blog repeatedly, read the text of the story "A Christmas Carol" in five parts, played five online interactive word games, and submitted certain amount of written words during the six weeks of the Program. Also, they had had conversations with the researcher as well as had finished ten multiple choices questions (MCQ) on Christmas traditions in London during the pretest and posttest interviews. Quantitative data generated from these activities can be analyzed by statistical calculation methods and item response theory (IRT) has been applied specifically to interpret MCQ results (Hambleton, Swaminathan & Rogers, 1991; Haladyna, 2004; Ding & Beichner, 2009). Similar to the previous section on qualitative analysis, there are comparisons between the performances of the control group and the experimental group. It is expected that the quantitative results obtained from this section can serve as evidences to support or further explain the findings in the qualitative analysis section.

6.3.1. Level of language learned

To evaluate the level of English language learned from online reading activities of Chinese students, there was a competition "Excellent Readers" running parallel with the "Online Read and Write Award Program" in my research. Sample students had been divided into the Blog (experimental) Group and Write (control) Group. They were reminded that contribution from each member was decisive for the group to win the competition. The winner was the group who had gained the highest credits at the end of the Online Read and Write Award Program. A member could gain full credit (two credits) for a week if s/he could complete the word game and submit answers for the two preset questions. Watching videos instead of playing word game had been counted credits for the first week. If both groups gained the same credits at the end of the Program, total number of words written for the Program could be counted for the winner. Apart from competing for the winning group, individual sample student could gain the award of weekly or overall "Outstanding Reader" within his/her own group. There was a weekly "Outstanding Reader" award for a student who was the quickest one to gain full credits (two credits) or had submitted the highest number of words for particular week. Overall "Outstanding Reader" should have gained twelve credits and written the highest number of words throughout the six weeks of the whole program. Weekly reports and final result of the competition (Figure 6.16) had been sent to sample students via emails.

The more the number of words that a sample student could write for answering the preset questions on Web or blog, the higher the level of language that s/he had learned from the online reading activities. As a result, the control group had won the competition by submitting 2,610 words for the program. They wrote 318 words more than the experimental group who submitted 2,292 words. However, individual

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students in the Write Group did not perform better than those in the Blog Group. This could be verified by analyzing the statistics summarizing the progress of sample students in the six weeks of the Program (Figure 6.17). All students in the Blog Group had obtained "Outstanding Reader" award for at least one week but a student (H4) in the Write Group had never got it throughout the Program. The former might have the advantage to read when and what other students had submitted on blog. They had modified their strategies and could win the award for the Program. For example, Student H2 was the first one to obtain full credits in the fifth week, and Student H1 had submitted the highest number of words in the sixth week. They were stimulated by other students' performance on blog and desired for improvement during the final stage of the Program. While Student H4 in the Write Group could not read others' writings on Web, she did not bother to have any changes in her performance.

*Full credits ☺ Outstanding Reader ☙ Winning Group

Group		Blog				Write			
School		H		K		H		K	
Student		H1	H2	K1	K2	H3	H4	K3	K4
Out-standing Reader (OSR)	Week1	*	*	*☺	*	*	*	*	*☺
	Week2	*	*	*	*☺	*	*	*☺	*
	Week3	*	*	*☺	*	*☺	*	*	*
	Week4	*	*	*☺	*	*	*	*	*☺
	Week5	*	*☺	*	*	*	*	*☺	*
	Week6	*☺	*	*	*	*	*	*	*☺
Overall OSR	Week1 | Week6	*	*	*☺	*	*	*	*	*☺
Winning Group		48 Credits (2,292 Words Submitted)				☙48 Credits (2,610 Words Submitted)			

Figure 6.16. Final result of the competition "Excellent Readers"

	Blog Group					Write Group				
Week	H1	H2	K1	K2	Sub-total	H3	H4	K3	K4	Sub-total
1	79	73	159	98	409	77	42	75	202	396
2	87	70	73	89	319	89	37	53	204	383
3	65	97	164	76	402	64	31	66	216	377
4	81	102	113	45	341	63	32	77	226	398
5	149	68	67	72	356	59	46	191	197	493
6	196	58	138	73	465	59	36	202	266	563
Grand Total	657	468	714	453	2292	411	224	664	1311	2610

Figure 6.17. Words submitted by sample students for the Program

Meanwhile, blogging did motivate students to pursue for a higher level of performance in writing after reading. Student H1 in the Blog Group and Student K3 in the Write Group had doubled the number of words that they submitted for the Program in the final stage. From the first to the fourth week of the Program, they had submitted around 70 words for each week. During the fifth and sixth week, they did submit over 140 words weekly. Student H1 indicated during the posttest interview that she could write more words for answering the preset questions because she had read other students' comments on blog and got the full meaning of the text. Student K3 did receive the website address of the blog by mistake when the researcher sent weekly report of the Program to sample students via emails in the fourth week. He admitted during the posttest interview that he would consider how many words to be written for the preset questions after being informed and counting how many words the other students wrote. Obviously, other students' writings on blog did motivate him to upgrade his performance in the competition.

	Blog Group				Write Group			
Student	H1	H2	K1	K2	H3	H4	K3	K4
Words	657	468	714	453	411	224	664	1311
Rank	4	5	2	6	7	8	3	1
Mean	613							
Standard Deviation	325							
Deviation from Mean	+1σ	-1σ	+1σ	-1σ	-1σ	-2σ	+1σ	+2σ
Above (A) / Below (B) Average (AVE)	A	B	A	B	B	B	A	A

Figure 6.18. Word performance of sample students

On the other hand, the experimental group did achieve a better level of performance than the control group in the average number of words submitted for the program. This could be verified by ranking and calculating the deviation of individual student's performance from the average level (Figure 6.18). The mean was 613 for the total words submitted by the eight sample students, and the standard deviation was 325. Two students (H1, K1) in the Blog Group performed plus one standard deviation (+1σ) above average while only one student (K3) in the Write Group achieved that. Another two students (H2, K2) in the Blog Group performed minus one standard deviation (-1σ) below average while only one student (H3) in the Write Group had same performance. Although one student (H4) in the Write Group reached plus two standard deviation (+2σ) above average and was ranked the top contributor, another member (H4) performed minus two standard deviation (-2σ) below average and submitted the least number of words for the Program. The results indicated that individual student's performance might have a greater deviation from the average performance without blogging. Students joining the blog community could adjust and thus achieve similar level of performance.

Blogging effect could be further illustrated by the numerical data showing students' abilities to understand the keywords in the text of the story "A Christmas Carol" when they played the weekly online word games from the second to the sixth week of the Program. There were five vocabularies in each game for students to guess (Appendices 6.39-6.43). It was supposed that each student should have given total twenty-five correct answers at the end of the Program if they could get the meanings of these words from the text. Consequently, the Write Group gained higher scores than the Blog Group (Figure 6.19). However, individual students did show improvement in the Blog Group only. This could be justified by calculating the deviation of individual student's performance from the average level (Figure 6.20) as well as comparing the result with one's performance in the number of words submitted for the Program (Figure 6.18). Student H1 got the lowest score among the eight students in the word games and performed minus two standard deviation (-2σ) below average. However, she was ranked the fourth and performed plus one standard deviation ($+1\sigma$) above average by submitting 657 words for the Program. She told the researcher during the posttest interview that she did not understand some of the text (including vocabularies) of the story but other students' comments on blog did help her get appropriate meanings of the vocabularies and themes of the text. She might not submit the number of words above average level without blogging. Alternatively, Student H2 performed minus one standard deviation (-1σ) below average in the number of written words but got average performance (no standard deviation) in the word games. She told the researcher during the posttest interview that she found some of the text difficult to understand and it was not easy for her to answer some questions on blog without reading others' comments. She might not get the average performance in the word games without blogging. Comments on blog did help and motivate these two experimental group students to pursue for a higher level of

performance. Without blogging, Student H4 in the Write Group performed below average in both the word games and number of words submitted for the Program. Although Student H3 in the same group achieved outstanding performance in the word games, she did not have the motivation to upgrade her level of performance and was ranked below all the Blog Group students by submitting only 411 words for the Program.

Game	Blog Group					Write Group				
	H1	H2	K1	K2	Sub-total	H3	H4	K3	K4	Sub-total
1	5	4	5	5	19	5	2	4	5	16
2	5	5	5	5	20	5	5	5	5	20
3	4	5	5	3	17	5	4	5	5	19
4	5	5	5	5	20	5	5	5	5	20
5	1	4	5	3	13	5	5	5	5	25
Grand Total	20	23	**25**	21	89	25	21	24	**25**	95

Figure 6.19. Correct answers submitted by students

		Blog Group				Write Group			
Student		H1	H2	K1	K2	H3	H4	K3	K4
Correct answers		20	23	25	21	25	21	24	25
Mean		23							
Standard Deviation		2							
Deviation from Mean		-2σ	--	$+1\sigma$	-1σ	$+1\sigma$	-1σ	$+1\sigma$	$+1\sigma$
Above (A) / Below (B) Average (AVE)		B	AVE	A	B	A	B	A	A

Figure 6.20. Word games performance of students

6.3.2. Association of new knowledge in schema

Sample students had attempted the same set of ten MCQ during the pretest and posttest interviews. Analysis of their answers (Appendices 6.44a-6.51b) in this section purports to measure students' growth of knowledge in Victorian or current Christmas traditions in England. On top of the mean and standard deviation calculation methods to evaluate the abilities of sample students, the concept of IRT is adopted as the ten items in the MCQ are not equally difficult. Questions 1, 5, 8, and 10 were supposed to be easy to both groups in my research since the eight sample students could get the correct answers after watching the video "Christmas in England, 21st century" posted on Web or blog at the first week of the Program. Questions 4 and 9 were supposed to be easy to the Experimental group only as these students (H1, H2, K1, K2) might give the right choices if they had joined the discussions and noted the comments posted on blog. IRT can help explain whether the statistical results of students' choices in MCQ reflect the changes of their knowledge and attitudes after the Program.

Majority of the sample students in my research performed better in the posttest interviews than the pretest interviews when they made choices for the ten MCQ (Figure 6.21). Generally, students (except H4) got more correct answers when responding to the MCQ in the posttest stage than in the pretest stage. The Blog Group students performed better than the Write Group when comparing their mean scores of correct answers obtained during the pretest and posttest stages (Figure 6.22). Both groups got the mean score of 3 during the pretest stage. The Blog Group got the mean score of 9 during the posttest stage while the Write Group got 5 only. There was 300% of growth in the average scores attained by the Blog Group students in the posttest stage, but only 167% by the Write Group. While the total score of correct answers obtained by the eight students was 54 in the posttest stage, the mean score was 7, and

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the standard deviation was 2 (Figure 6.23). All the Write Group students performed below average but the Blog Group equivalent to or above average. Three students (H3, K3, K4) in the Write Group fell between minus one standard deviation (-1σ) and one student (H4) between minus two standard deviation (-2σ) below average. Alternatively, one Blog Group student (H2) fell between plus two standard deviation ($+2\sigma$); two students (H1, K1) fell between plus one standard deviation ($+1\sigma$) above average; and one student (K2) showed average performance.

			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
Blog	H1	Pre							✓				1
		Post		✓	✓	✓	✓	✓	✓	✓		✓	8
	H2	Pre	✓		✓	✓			✓	✓			5
		Post	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
	K1	Pre										✓	1
		Post	✓	✓	✓	✓	✓	✓		✓	✓	✓	9
	K2	Pre	✓		✓	✓				✓			4
		Post	✓	✓	✓	✓			✓	✓		✓	7
Write	H3	Pre	✓			✓		✓	✓				4
		Post	✓			✓		✓	✓	✓			5
	H4	Pre	✓			✓			✓		✓		4
		Post	✓						✓	✓	✓		4
	K3	Pre							✓		✓		2
		Post	✓	✓					✓	✓	✓		5
	K4	Pre	✓										1
		Post	✓				✓		✓	✓	✓	✓	6

Q: Question   Pre: Pretest Stage   Post: Posttest Stage

Figure 6.21. Correct choices of sample students for the MCQ

Group	Pretest	Posttest	Growth (%)
Blog	3	9	300
Write	3	5	167

Figure 6.22. Mean Scores of Correct choices for the MCQ

	Blog Group				Write Group			
Student	H1	H2	K1	K2	H3	H4	K3	K4
Correct choices	8	10	9	7	5	4	5	6
Mean	7							
Standard Deviation	2							
Deviation from Mean	+1σ	+2σ	+1σ	--	-1σ	-2σ	-1σ	-1σ
Above (A) / Below (B) Average (AVE)	A	A	A	AVE	B	B	B	B

Figure 6.23. Posttest MCQ performance of students

The justification would be fair when the statistical calculation was based on IRT. Indeed, the eight students had indicated during the pretest interviews that they knew nothing about the Christmas traditions and therefore they had chosen the answers randomly for the ten MCQ. Their choices during the posttest interviews reflected how much they had learned from the information posted on Web or blog of the Program. There were four difficult questions (Q2, Q3, Q5, Q7) that both groups might not know the answers even though they had joined the Program. Another two questions (Q4, Q9) were easy for the Blog Group students who might have learned the knowledge from the comments on blog. According to the concept of IRT, both groups were able to get correct answers for the four easy questions (Q1, Q6, Q8, Q10) after the Program. Hence, two students (H2, K1) in the Blog Group got all the four answers correct but none of the students in the Write Group could achieve that (Figure 6.24). When comparing with the pretest stage, three students in the Blog Group (H1, H2, K1) got over 150% of growth of knowledge by choosing the correct answers after they had participated in the Program, but only one student (K4) in the Write Group achieved that. The Blog Group did perform better than the Write Group, though all the eight sample students had shown increasing awareness of the cultural knowledge about Christmas celebration in England during the posttest interviews.

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Again, the concept of IRT helped to forecast that the Blog Group students should be able to make correct choices for six questions (Q1, Q4, Q6, Q8, Q9, Q10) after the Program, and the Write Group could get good marks for four questions (Q1, Q6, Q8, Q10) only. The Blog Group still performed better when the percentage of correct choices was counted for individual students' performance in answering six and four questions respectively (Figure 6.25). Two students (H2, K1) in the Blog Group got 100% correct answers for the six questions while four students (H3, H4, K3, K4) in the Write Group got only 75% correct answers for the four questions. The mean percentage of correct answers for the eight sample students was 80, and the standard deviation was 13 (Figure 6.26). The four students in the Write Group and two students (H1, K2) in the Blog Group fell between minus one standard deviation (-1σ) below average. However, two students (H2, K1) in the Blog Group fell between plus two standard deviation (+2σ) above average. Blogging did contribute in helping students learn the new knowledge.

			Q1	Q6	Q8	Q10	Total	Growth
Blog	H1	Pre					0	
		Post		✓	✓	✓	3	300%
	H2	Pre	✓		✓		2	
		Post	✓	✓	✓	✓	4	200%
	K1	Pre				✓	1	
		Post	✓	✓	✓	✓	4	400%
	K2	Pre	✓		✓		2	
		Post	✓		✓	✓	3	150%
Write	H3	Pre	✓	✓			2	
		Post	✓	✓	✓		3	150%
	H4	Pre	✓			✓	2	
		Post	✓		✓	✓	3	150%
	K3	Pre			✓	✓	2	
		Post	✓		✓	✓	3	150%
	K4	Pre	✓				1	
		Post	✓		✓	✓	3	300%

Figure 6.24. Pretest and posttest correct choices for MCQ (4 items)

Blog Group Student	Q1	Q4	Q6	Q8	Q9	Q10	Total	%
H1		✓	✓	✓		✓	4	67
H2	✓	✓	✓	✓	✓	✓	6	100
K1	✓	✓	✓	✓	✓	✓	6	100
K2	✓	✓		✓		✓	4	67

Write Group Student	Q1		Q6		Q8		Q10		Total	%
H3	✓		✓		✓				3	75
H4	✓				✓		✓		3	75
K3	✓				✓		✓		3	75
K4	✓				✓		✓		3	75

Figure 6.25. Posttest correct choices for MCQ (6 or 4 items)

	Blog Group				Write Group			
Student	H1	H2	K1	K2	H3	H4	K3	K4
Correct choices (%)	67	100	100	67	75	75	75	75
Mean	80							
Standard Deviation	13							
Deviation from Mean	-1σ	+2σ	+2σ	-1σ	-1σ	-1σ	-1σ	-1σ
Above (A) / Below (B) Average (AVE)	B	A	A	B	B	B	B	B

Figure 6.26. Posttest MCQ (6 or 4 items) performance of students

6.4. Summary of qualitative and quantitative analysis

The experimental group did show better performance than the control group according to the analyzed results of both qualitative and quantitative data in my research. All the four sample students joining blog discussions had successfully obtained the background knowledge necessary for understanding new concepts embedded in the text from the introductory materials prepared by the researcher. One student in the control group failed to do that. The four Blog Group students could fully understand the vocabularies and relate them to explain the situations and characters' behaviours in the story. There was only one student in the Write Group could do that. Meanwhile, the control group students showed great variations in the level and quality of interpreting the themes of the text. Two students could partially understand the text and failed to integrate the prior knowledge with new concepts in the story. Another two students showed deeper understanding of the text and could activate their schemata to understand the text. Four students in the experimental group could get the full meaning of the text and associate the new concepts with the existing knowledge in their schemata to interpret the themes of the text. They might not be able to do that in some situations without reading other students' comments on blog. Additionally, they might not have the chances to disclose and modify their attitudes

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(including negative stereotypes) towards the culture associated with target language if they had not joined the blog discussions. Students in the control group missed these chances as they could not get any feedback after submitting their writings on Web. Likewise, they did not get the opportunities to improve the level and quality of language from reflective learning among group members. Contrary to this, the experimental group students got improvement from reflective learning within the blog community of practice. Reflection from group members within the blog community had stimulated them to think about the themes of the text, correct some wrong concepts, and more importantly, generate new ideas while interpreting the text.

The quantitative analyzed results provide statistical evidence to further explain why the experimental group performed better than the control group in the experiment of my research. Four students in the experimental group did achieve a higher level of language learned from reading activities than those in the control group with regard to the average number of words submitted for the program. Comments on blog did enrich the contents of individual student's writings and thus increase the number of words submitted for the Program. Students in the Write Group could not take this advantage and kept writing consistent number of words when answering the preset questions on Web. Meanwhile, four students in the Blog Group did show significant growth of new knowledge in their schemata by making more correct choices for the posttest MCQ. Improvement was also found in individual students who could fully recognize the meanings of certain vocabularies of the text after reading other students' comments on blog and thus obtained good marks in playing the online word games. Contrary to this, improvement could not be found in individual students in the control group. In short, blogging contributes to help students get improvement when they read the text in second language.

Chapter 7   Discussions on research results

The research results have provided valid and reliable evidences to address the four research questions that aim at exploring the relationship between weblogging (or blogging) and textual language development of Chinese students who learn English as a second language (L2) in Hong Kong. Although the control group (Write Group) had won the competition in the experiment entitled "Online Read and Write Award Program", individual students in the experimental group (Blog Group) always performed better than those in the control group. This could be verified by integrating the qualitative analyzed research results with the quantitative ones (Figure 7.1). Majority of the students in the Blog Group had shown changes of attitudes and advancement of performance after joining the reading activities of the Program, but most of the Write Group students all the time showed consistency in both attitudes and performance throughout the Program. Theoretically, blogging was the sole factor making these differences. However, observations and conversations with sample students found that some other factors also contributed to produce the results. Discussions in this chapter purport to investigate the reasons and possible factors leading to different performance and behaviours of individual students as well as the differences between the two groups of students. The investigation not only gives answers to the following four research questions on how far blogging can contribute to help develop schema-based English reading skills of Chinese students, but also shows to what extent my research results extend or refute the theories in literature.

1.   How is weblogging used in written language development contexts?

2.   How do these uses shape the quality and level of language learned by this means?

3. Can functions of the weblog activate Chinese students' schemata to understand English text?

4. What other elements of weblogging contribute to textual language development?

Pr1 – Pretest: Share actively with others after reading a story
Po1 – Posttest: Share actively with others after reading a story
Y – Yes. N – No. Y/N – Depends on situations
Pr2 – Pretest: Interest in reading English text (full mark: 10)
Po2 – Posttest: Interest in reading English text (full mark: 10)

	Student	Pr1	Po1	Pr2	Po2	Words	OSR	Games	MCQ
Blog Group	H1	N	Y	0	1	657	☺	20	8
	H2	N	Y	8	8	468	☺	23	10
	K1	N	Y/N	7	9	714	☺☺☺	25	9
	K2	N	Y	7	8	453	☺	21	7
Write Group	H3	N	N	7	7	411	☺	25	5
	H4	N	Y/N	6	7	224	--	21	4
	K3	N	Y	7	7	664	☺☺	24	5
	K4	N	Y/N	7	9	1311	☺☺☺	25	6

Words – Total number of words submitted for the Program
OSR – Number of weekly "Outstanding Reader" award gained
Games – Total scores gained for the five online interactive word games
MCQ – Correct answers for posttest MCQ

Figure 7.1. Integration of qualitative and quantitative analyzed results

7.1. How weblogging is used in written language development contexts

Blogging had been used as a useful means to facilitate written English language development of Chinese students when my research design was built on a solid foundation integrating different learning theories. Richards (2001) suggested online communication effective for learning English as a L2, and Mompean (2010) realized that effective learning came from meaningful interactions on blog. Fox's studies (2001) concluded constructivism essential for learning. My research linked up constructivist theory with L2 learning when blogging offered a learning environment

encompassing concepts leading to growth of knowledge and thus enhancing English language acquisition and reading skills of Chinese students. Constructivist concepts led to changes in attitudes of some sample students towards learning English as a L2 through discussions or sharing after the Program and more obvious changes could be seen in the Blog Group (Figure 7.1). During the pretest interviews, the eight sample students did not want to share actively with their peers what they had learned after reading a story. During the posttest interviews, majority of the experimental group students (H1, H2, K2) showed initiatives to share their reading experiences with the peers though Student K1 would like to do it only when he met similar situations as those in the story. However, one student (H3) in the control group student would not like to share her opinions actively while another two students (H4, K4) hesitated to do so. Only Student K3 who had read the blog comments by mistake would like to share his opinions after reading.

These research results verified that students participating in blog activities could easily realize the benefits gained from social interaction of learners as highlighted in the constructivist theory. According to Bandura (1997), learners learned within a sociocultural model. Cobb and Bowers (1999) found that social learning was privileged by acquisition of skill and knowledge, but in this current research, this was specified by the way in which the social actions were refined. Lantolf and Thorne (2006) shed light on this process by arguing that only at a certain level of language could skills be refined, and the results of my research suggested that process strongly. Sample students did actively absorb information and construct knowledge through communication among them as described by Unesco (2011); blogging did offer the situations in which learners could achieve acquisition and refinement of skills and knowledge within a sociocultural model of second language learning (SLL).

Meanwhile, my research further elaborated the ways of using blogging for textual development within sociocultural setting far beyond the scopes mentioned in the literature. Anderson (2013) saw literacy as a form of situated social practice, McDonough (2001) realized the social nature of knowledge and its acquisition, Hausfather (2001) found that the process of learning lied the roots of learners' understanding of the content of knowledge, and De Bot (2008) placed language development in the wider perspective of societal change and interaction with cultural and material aspects of the environment. However, they did not guarantee the success of learning in this social process. My research emphasized social interaction leading to success by integrating the process of SLL with the theories of community of practice (Lave & Wenger, 1991; Wenger, 1998). Blogging had been used to situate SLL of sample Chinese students in a community practicing continuously and collaboratively similar skills and knowledge.

Since learning only made sense when it was considered in the context of the learner's society (Bruner, 1996), this current study pinpointed meaningful SLL only taking place in social networks as mentioned by Brown and Duguid (2000), Maybin (2012), Reinhardt and Zander (2011). According to Watts (2003), a small world of people network over the Internet could help students solve problems through conversations. During the language learning process in my research, communication and practice through discussions or sharing of ideas within blog community became the central element that shaped and supported SLL. Sample students in the Blog Group took active roles to interact so as to have dialogues, to solve problems and to make sense of new ideas; they were able to use old and new concepts to answer questions or discuss interpretations of the text. Consequently, majority of the students (H1, K1, K2) in the Blog Group had given higher rate to the interest in reading English text during the

posttest interviews than the rate given during the pretest interviews. Only half of the students (H4, K4) in the Write Group gave increasing rate. Obviously, greater changes could be found in the experimental group students who had joined blog discussions for six weeks. These students told the researcher during the posttest interviews that they treasured the sharing opportunities provided by blogging and would encourage their friends to write comments on blog in future. They liked sharing their opinions because they had experienced the happiness of blogging and found the comments useful for understanding English text.

7.2. How the uses of weblogging shape the quality and level of language learned

Discussions or sharing of ideas within a virtual community could generate reflective learning to enhance the quality and level of language learned through blogging. The research results extended the theories in literature by specifying how reflective learning could be practiced fruitfully in real situations. Theoretically, reflective learning meant learning from experiences (Boyd & Fales, 1983; Boud, Keogh, & Walker, 1985), and reflection throughout one's practice was to take conscious look at current actions, then added this to existing experience so as to draw out new knowledge (Schon, 1995). These theories did not show the ways to solve the problems that some learners might encounter when they integrated new experience with the existing one during reading. To solve these problems, my research linked reflective process with schema theory in the context of SLL. According to Ushiro (2013), readers could predict certain development of a story with the prior knowledge within their schemata. Carrell (1988) found that insufficient background knowledge resulted in students' apparent reading problems. Kramsch (1993) and Savage (1998) specified that cultural background knowledge was needed to decode vocabularies and comprehend text in literature. My research further linked their findings with

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collaborative sharing (Fisher & Frey, 2004) to facilitate readers to acquire sufficient cultural background knowledge as well as new concepts in text.

By integrating past and present experiences in schemata, sample students joining blog discussions in my research gained new cultural background knowledge and attained full interpretation of the text in the final stage of the Program. They had gone through different levels of reflection from surface learning of superficial perception or observation, then making sense and meaning, and lastly to deep learning by actively integrating new ideas into their cognitive structures as described by Moon (1999), Sugerman and others (2000), McAlpine and Weston (2002), De Vita and Bernard (2011). These students could reach deep learning level when they turned to be active learners to talk with peers online by answering the researcher's questions and reading others' feedback to these questions. According to Bourner (2003), reflective questions and answers could motivate students to learn actively. Chi (2009) mentioned that only active learners were constructive to produce additional output containing content-relevant ideas beyond the information given. The experimental group had constructed new knowledge through the reflective process on blog. Without blogging, some sample students in the control group failed to assimilate previous knowledge with new concepts in schemata and hence could not achieve smooth transitions from superficial to deep learning through reflection.

Success of the experimental group further pointed out the significance of using both journal writing and peer feedback on blog to facilitate reflective learning. These two concepts were usually treated separately in the literature. Hiemstra (2001) viewed journaling as a means for recording personal thoughts, daily experiences, and evolving insights. Andrusyszyn and Davie (1997) claimed that journal writing

facilitated reflective learning. Siles (2012) found that online diary writing was useful for bloggers to identify self and process self-information. My research agreed with their viewpoints by offering both the control and experimental group opportunities to do online writing so that students could externalize their reasoning and reflections on experiences and lastly reframed these experiences within their own learning context. However, individual students in the Write Group were unable to attain the quality and level of language as those in the Blog Group. For instance, there was a student (H4) in the Write Group who had misunderstood some of the text, submitted only 224 words for the Program, and could not gain an "Outstanding Reader" award within the six weeks. Alternatively, each student of the experimental group had submitted more than 400 words for the Program and achieved the "Outstanding Reader" award for at least one week. Comments on blog did encourage them to read and write continuously. Reflection from peers helped correct the wrong concepts of individual students and led to improvement. For example, an experimental group student (H1) could have appropriate interpretation of the text and wrote more words for answering the preset questions after she had read other students' comments on blog. Ward (2004) realized that peer reviews on blog assisted language learning. Ladyshewsky and Gardner (2008) identified blogging as useful strategy for peers to develop reflective practice in learning. Chen and others (2011) concluded that peer feedback through blogging enhanced students' writing. My research results revealed the necessity to use both peer feedback and journal writing to help students achieve high level and quality of language learned through reflective process.

7.3. Use weblog functions to activate Chinese students' schemata in reading

Reflective learning generated from discussions and sharing addressed the third research question by highlighting the communicative function of weblog and clarifying the role of its informative function to activate students' schemata in reading. Traditionally, scholars treated informative function playing the same role as communicative one in blogging. Campbell (2003) suggested teachers to use weblogs to provide students English reading materials or hyperlinks to English websites, and encouraged them to use comment buttons for online verbal exchange. Pomerantz and Stutzman (2006) made use of weblogs to offer students reference reading materials and platform of sharing. Thomas and Brown (2011) realized that learning materials and peer-to-peer dialogues on blog could lead to cultivation of knowledge. Different from these theoretical perspectives, my current study argued that communicative function not only worked together with informative function, but also strengthened the latter while activating Chinese students' schemata to read and interpret English text. Sample students in the Blog Group all the time performed better than the Write Group while following three steps in the Program to activate their schemata in reading through communication.

First, multimedia pre-reading materials had been posted online for both groups. Marshall (1995), Little and Box (2011) considered pre-reading materials valuable to bridge the existing concepts in students' schemata with the new knowledge embedded in the text. Carney (2007) and Richardson (2010) claimed that blog exchange was effective for intercultural learning and improving linguistic competence. Blogging should generate effective learning outcomes when pre-reading materials were posted on blog to prepare students with the cultural background knowledge necessary for interpreting the text in target language. It was true when both groups in my research

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got certain cultural background knowledge after viewing the introductory materials presented in two videos online. However, the experimental group students showed more in-depth understanding and empathy with the culture in England associated with the text. New ideas always came out when they joined blog discussions by giving responses to the researcher's preset and follow-up questions about the videos. Social interactions with peers or the researcher on weblog had provided them collaborative learning environment to facilitate the acquisition of cultural background knowledge as stated in the studies of Gedera (2012), Ojala (2004), Seitzinger (2006), Levet and Waryn (2006).

Second, textual or graphical information had been posted online to help both groups learn new concepts embedded in vocabularies of the text when they observed and recognized these words through existing concepts in the slots of their schemata. Lems, Miller and Soro (2010) treated word recognition as essential step for full comprehension of text. Tseng and others (2012) regarded concept maps as useful learning tools for knowledge acquisition. Hudson (1982) found that using prior knowledge in schema could produce anticipated meaning of words while reading L2 text. My current study utilized concept map in minds to help sample students identify the relationships among their existing component parts and got the meanings of new vocabularies in the text. The research outcomes indicated that four students in the Blog Group had used some of the keywords in the word games to answer the questions about the text, but one student (H4) in the Write Group had not done that throughout the Program. The former got the full meanings of the vocabularies and made use of the new words to express their opinions after they had read and responded to comments on weblog.

Third, sample students were required to read a story online and retrieve full meaning of the text. Rumelhart (1980), Carrell and Eisterhold (1983), Escandón and Sanz (2011) mentioned that both top-down and bottom-up information processing took place when the component parts at the bottom level of schema had been fitted with new concepts of vocabularies and then searched for general concept at the top level for interpreting the themes of the text. They regarded text interpretation as mental activity within oneself only. My research argued that it was necessary to integrate information processing with social interaction of language learning. Bruner (1990) expected learners to obtain unconsciously the knowledge containing informal and stereotypical views about things and people through social interactions. Swain and Lapkin (1995) realized that social interaction facilitated students learn concepts in words, meanings and language of the text. Langer de Ramirez (2010), Chapelle and Jamieson (2008) further put forward that social networking on blog could empower English learning of students. Experimental group in my current study had been exposed to social interaction with peers and the researcher on blog. Observing and thinking about peers' and the researcher's comments on blog ensured that students interpreted appropriately the themes of the text during the final stage of the Program. Without social interaction on blog, two control group students (H3, H4) did not understand some part of the text and could only give brief description of the fictitious characters' behaviours and Christmas traditions in Victorian England throughout the Program. Although another two control group students (K3, K4) could give detailed description and explanation of the characters and traditions in the text, they did not present any new ideas. Contrary to this, the experimental group students were confident to present new ideas, make judgment, and express their opinions about the text. They helped and encouraged one another to get the full meanings of the text by submitting and reading continuously written dialogues on weblog.

The research results also proved that it was necessary for some students, in particular the deficit readers, to have mutual help and encouragement during the process of communication so that they could make use of the informative functions to activate their schemata to understand the text. This had not been mentioned in the literature but could be explained by the performance of individual sample students. Student K1 of the experimental group and K4 of the control group had written the highest number of words while replying the questions on blog and Web respectively. They had got full marks (25 correct answers) for the word games and achieved "Outstanding Reader" award for three weeks within their own groups. Both students had successfully activated their schemata to understand the English text. While Student K4 could benefit from informative function and submitted consistently over 200 words weekly, Student K1 did show advancement after joining the discussions on blog. Communicative function had stimulated the latter to submit more words and express new ideas on blog. He could not get that achievement without blogging. Meanwhile, comments on blog had helped a deficit reader (Student H1) being aware of her misunderstanding of the relationship between the characters in the story. After she had got appropriate understanding of the text, she wrote more words for each question on blog. Finally, she had submitted 657 words and was ranked the second highest contributor in the experimental group. Also, her interest rate in reading English text had been increased after the Program. Although the text was difficult and she got the lowest score in the word games, she was encouraged to move on and pursue higher performance by sharing her ideas on blog. On the contrary, Student H4 of the control group did not know that she had made similar mistakes and consequently submitted the lowest number of words for the Program. She might correct the errors and performed better if she could read other students' writings online.

7.4. Explore cultural and human factors in weblogging

To address the fourth research question, evidences could be drawn from the distinctive performance and changes of attitudes of the experimental group students so as to explain how human and cultural factors in weblogging contributed to textual language development. The research outcomes refuted the theories in literature by arguing that human intervention played a key role in cultural bias avoidance during the process of activating students' schemata for reading L2 text. Theoretically, it was necessary for a L2 learner to learn the culture affiliated with target language. Byram, Fleming and Pieper (2012) drew attention to a holistic vision of language education by demanding the development of competence of students in using different languages whilst understanding and accepting other ways of living and thinking beyond their home culture. Colin (2011) claimed that bilingual education involved the access to two cultures. Unfortunately, cultural bias inevitably came out during the SLL process. According to Devine (1989), Coutant and others (2011), both low- and high-prejudiced students were vulnerable to the automatic activation of the cultural stereotype (knowledge) associated with a particular group in their schemata. Monteith and others (1994), Brodish and Devine (2009) identified the stereotype as the legacy on one's socialization experiences and had been learned earlier than the development of personal beliefs (attitudes) that were less accessible cognitive structures than stereotypes. Negative stereotype appeared when a student in my research automatically activated his/her schema to interpret the vocabularies or text in target language but refused to change or modify the existing ideas to accommodate new concepts different from his/her cultural setting. For instance, Student K1 refused to be the host of Christmas party after reading the text about similar activity in a warehouse. It was not the usual practice of his family to hold a party for relatives or friends

during Christmas. However, blogging eventually brought changes to his concepts and attitudes.

Intentional controlled processes had been employed to inhibit the unintentional automatic processing of stereotype-based responses of Student K1 through blogging. Pedersen (2000 & 2002) mentioned that the controlled processes involved three stages of development including awareness, knowledge and skills; these processes allowed learners to have time and cognitive capacity to modify their personal beliefs. Rogers and others (2013), Woodcock and Monteith (2013) recognized that these processes should provide learners the opportunity to interact with others and develop empathy with their culture associated with the target language. My current study linked these processes directly to blogging that gave students opportunities to express their opinions and emotions online as described in the studies of Levet and Waryn (2006), Gleaves and Walker (2010), Dillon and others (2013). Far more than this, it demonstrated how the researcher, playing the role as a facilitator, could intervene to bring changes of student's concepts and attitudes during these processes.

The three stages of development (awareness, knowledge and skills) could not help learners develop non-prejudiced personal beliefs automatically. Human intervention was needed. Belz and Thorne (2006), Kern and others (2004) found that blogging could bring together a multiplicity of information to learners and enable communication involving interactions with multiple materials and multiple partners beyond the classroom. Online written dialogues in my research blog made use of such communication to help students avoid cultural bias while reading and understanding textual information. During the awareness stage, preset questions stimulated Student K1 to think of the social life and customs of people in England. However, he was not

aware of the English festival practice different from his own practice. While proceeding to knowledge stage, he was exposed to the related cultural information that he could obtain by following guided reading activities on word recognition and text interpretation. Again, he could not see the difference. Only when he came to the skills stage, negative stereotypes were modified and non-prejudiced attitudes were developed when he got reflection and clarification of knowledge through written dialogues on blog. Two weeks after Student K1 had expressed his reluctance to be the host of Christmas party, he changed his mind as the researcher recalled his memory by using blog comments to ask how he prepared food for his relatives during their home visits in the Chinese New Year (Appendix 7.3c). He had successfully integrated the new concept (festival celebration in England) with the existing knowledge (Chinese New Year practices) in his schema when he changed his attitudes to accept the culture different from his own setting. Blogging offered him opportunities to disclose his personal beliefs or stereotypes and got modifications to accommodate new cultural knowledge in his schema while reading the text in target language.

Peers of Student K1 in the Blog Group also benefitted from online discussions. They had greater increase in cultural knowledge about Christmas celebration in England than those in the Write Group. The former got more number of correct answers for the posttest multiple choices questions (MCQ) after reading the researcher's comments posted during the discussions on blog (Figure 7.1). As students in both groups stated during the pretest interviews that they knew nothing about the Christmas celebration activities in the ten MCQ, the posttest results verified that discussions made the experimental group students being aware or interested in learning the cultural knowledge associated with the text in target language. However, the result was opposite to Carney's (2007) study in which there was often a lack of continuous

communicative blog exchange on a specific topic and hence discussions could not generate effective learning outcome. The difference was made by the facilitator's intervention in current study. As stated by Richardson (2010), language teachers could use appropriate pedagogy to involve students participating actively in blog conversations. My research demonstrated how a facilitator could bring continuous online discussions involving both the active and passive students. Indeed, sample students were passive and reluctant to share their ideas as they stated during the pretest interviews. Not more than two students submitted brief comments on blog at the beginning. Additionally, none of them had raised any questions throughout the Program. Discussions on a single topic in my research blog would be discontinued if students only gave answers to the preset questions. It was the facilitator who posted relevant information and gave encouraging feedback at the right time, and raised follow-up questions to guide the discussions on blog continuously. Under the guidance of the researcher, the Blog Group students were willing to write more and share their feelings or viewpoints in the later stage of the Program. Also, they could gradually construct and refine their own understanding of the culture different from their own cultural setting. Without blogging, the control group could not reach same level of understanding of cultural knowledge as the experimental group.

7.5. Summary of discussions

In a nutshell, some sample students had changed their attitudes towards the ways of learning English and developing L2 reading skills after the Program. The overall performance of the experimental group was better than the control group. Performance of individual students depended on the level and scope of schema-based reading skills that they had developed through the Program. This could be proven by integrating the qualitative discourse analysis results with the quantitative statistical

findings. When a student could assimilate the new information of the text with the background knowledge already stored in his/her schema, s/he could get the full meaning of the vocabularies or text and achieved good performance in the written works, word games, and MCQ. When a student failed to do that, s/he had been left behind. It was possible for a student to perform well in either the experimental or the control group provided that s/he had successfully developed the schema-based reading skills. Discussion in blogging was not the only means for sample students to develop these skills, but it did provide them the opportunities to improve and enhance the skills. When a student joined the discussions and read continuously others' comments on blog, s/he might know his/her weaknesses and try to modify his/her reading skills. However, discussion in blogging was useful and unique in helping sample students avoid cultural bias while activating their schemata to read and understand the text. This could be verified by the experimental group students' comments showing their understanding and appreciation of the culture associated with target language. By the end of the Program, the Blog Group students were aware of participating in discussions and sharing as useful means for SLL.

Therefore, the research analysis and results can give explicit answers to address the four research questions set at the beginning. First, blogging can be used to create an online learning environment focusing discussions and sharing of ideas within a virtual community to facilitate written language development by fostering social interactions within a sociocultural model of SLL. This extends the theories in literature. Second, reflective learning generated from situating discussions within a community can enhance or upgrade the quality and level of language learned by using blogging as a means for SLL. Again, this extends the theories in literature. Third, the informative function of the blog can help activate Chinese students' schemata to understand

English text, but the communicative function can strengthen the informative one to smooth the reflective learning process as well as guarantee appropriate activation and integration of new concepts with existing background knowledge within schema. This is different from the theories in literature considering informative function of the blog as important as its communicative function. Fourth, cultural and human factors are decisive to make blogging contribute to textual language development as good facilitator/s can guide the discussions to help L2 learners avoid bias while activating their schemata to read the text and learned the cultural knowledge associated with target language of the text. This refutes the theories in literature by giving prominence to human intervention as the key element for students to learn the target language and its culture during the process of communication within a sociocultural SLL environment created by blogging.

Chapter 8   Conclusion and recommendations

By conducting and analyzing the weblog (or blog) experiment, I have accomplished my research purposes to examine the dynamics of textual language development through weblogging (or blogging) as well as to gain an in-depth understanding of blogging as it is used in informative and communicative textual English language contexts by Chinese students. Based on an assumption that reading, schema, and blogging can interact with each other and produce effective learning outcomes in second language learning, I had done literature review of theories and recent research on language development, reading, schema, constructivist learning theory, blogging, and sociocultural model of second language reading. After I had decided to put the focus of my research on communication through discussions or sharing of ideas within the framework of a sociocultural model, I proceeded to select appropriate methodology for my research. A mixed methods approach had been adopted. Case study and experimental study methods were selected to collect both qualitative and quantitative data. To facilitate the collection procedures, I had run a pilot study on blog from late December 2011 to March 2012. Having had gained the experience from the pilot study, I designed an "Online Read and Write Award Program" which served as an experiment to testify the theories in the main stage of my research. The Program had been conducted from late November 2012 to early January 2013. Data collection started from recruiting sample students in late October 2012 and finished by posttest interviews of students in early February 2013. After that, thematic discourse analysis had been applied to analyze qualitative data and statistical calculation methods and the concept of item response theory to interpret quantitative data. It is expected that the analysis results can give answers to the following four research questions which I have set for achieving my research purposes for exploring the relationship between blogging and textual language development.

1. How is weblogging used in written language development contexts?

2. How do these uses shape the quality and level of language learned by this means?

3. Can functions of the weblog activate Chinese students' schemata to understand English text?

4. What other elements of weblogging contribute to textual language development?

8.1. Major findings of the study

As what I have expected, the analysis results provide strong evidences for me to address the four research questions on the relationship between blogging and textual development. First, blogging can be a useful means for students to develop skills in reading second language text by providing them a learning environment focused on communication through discussions or sharing of ideas. Second, it is possible for students to enhance or achieve high quality and level of reading through reflective learning generated from the discussions or sharing in blogging. Third, information being posted on blog as well as communicative functions (discussions or sharing) of blogging can activate Chinese students' schemata to understand English text; and communicative functions strengthen informative functions to facilitate schema development during the process of reading. Fourth, cultural and human elements of blogging may contribute to smooth the progress of interpreting the meanings of text when students activate their schemata to read the text in target language. The usefulness of blogging to develop schema-based English reading skills of Chinese students implies that it is a right choice to build the framework of my research design on the foundation of a sociocultural model of second language learning centered on constructivist theory.

8.1.1. Constructivist theory links up reading, schema, and weblogging

Reading, schema, and blogging are the three core concepts which have been integrated by the constructivist theory to function effectively within a sociocultural model emphasizing communication for second language learning in my research. Constructivists regard discussions or sharing essential for generation of knowledge. Performance and attitudes of the experimental group students in my research had proven that constructivists' ideas could be applied in the context of second language learning to develop schema-based reading skills through blogging. First, new ideas had been generated through discussions on blog which helped students activate their schemata for text interpretation during the process of reading. Second, tremendous growth of knowledge could be found in students' responses to multiple choices questions after the experiment. Students had gained the cultural knowledge of Christmas traditions of England from the researcher's and other students' comments on blog. Third, modifications or correction of concepts through reflective learning had been seen in the comments on blog. A student found that she had wrongly interpreted the text and made correction by adjusting the new concept with the existing one in her schema after reading others' comments and the text again. Another student modified his interpretation of the text by assimilating the English Christmas celebration with the festival activities of his home country in his schema after reading the comments on blog. Fourth, students had shown their willingness to express their own opinions after reading as well as appreciate others' ideas about the text within an online community. They were ready to incorporate the new concepts with those in their schemata while reading the text and others' writings.

8.1.2. Weblogging facilitates schema development in reading

The four types of schema-based reading skills had been well developed among the experimental group students through blogging. These skills include background knowledge preparation, vocabularies recognition, themes interpretation, and cultural bias avoidance. Discussions among bloggers did help them prepare the background knowledge of traditions in England necessary for understanding of the text to be read. By joining the word games on blog as well as making use of these words in writing comments for blog discussions, students could fully understand the meanings embedded in vocabularies and the text. While interpreting the main themes of the text, blog discussions had facilitated the top-down and bottom-up thinking processes within students' schemata. The bloggers knew whether they had appropriate interpretation of the text after reading others' comments and writing feedback on blog. They could make adjustment of the concepts already existed in their schemata, modified the old concepts to accommodate the new ones, and justified the meanings of the text from different perspectives. It was also possible for students joining the blog discussions to avoid cultural bias while interpreting the text written in target language. Blogging provided them chances to express some true but negative stereotypes of thoughts through submitting comments online. Both the researcher and other students participating in blog discussions could help modify and change these negative stereotypes. Hence, students could successfully associate the new knowledge with the old concept in their schemata during the process of reading text in second language.

8.1.3. New definition of weblogging

My research process and outcomes make blogging no longer being only an act of posting contents or comments to express one's opinions and provide a platform for discussion as described by scholars in the Literature Review Chapter. A clearer and more precise definition can be given to blogging in terms of their specific affordances and capabilities of accommodating various kinds of online learning activities centered but not limited to discussion. In addition to submitting own comments and giving feedback to others' comments, sample students in my research were exposed to watching videos, playing word games, voting favorite words, viewing photos or graphic images, and reading the text of a story within a virtual environment. Some learning activities had been conducted in the weblog. When some activities needed to be run in other websites with special Web programming, sample students were directed to particular locations by clicking embedded hyperlinks in the weblog. More importantly, they could join these online activities at their own paces anytime and anywhere when they were available. All the sample students chose to finish each of the proposed online learning activities during evening in weekdays or holidays after they had finished the school assignments at home.

On the other hand, privacy had been protected in the weblog as students were allowed to submit comments with pseudonyms. Without disclosing the real identities, a student was brave to express the difficulties in understanding the text. Another student was honest to refuse being the host for a Christmas party. The active involvement and successful completion of the research experiment were partly subjected to the flexible learning environment that blogging could afford and be capable of maintaining the interaction safely and continuously within a virtual community. Blogging was better than other online tools that could not accommodate both discussion and various kinds

of learning activities simultaneously. The specific affordances of blogging and the unique capabilities assigned to it in my research made blogging the preferred means to facilitate English textual development of Chinese students.

8.1.4. Contribution of technology to second language learning

As blogging was testified to be a useful means in developing schema-based English reading skills of Chinese students, any kinds of technology that possess similar affordances and capabilities should facilitate second language learning with the focus on textual development. The case study and experiment in my research helped explain how and why particular technologies could be used for specific learning purposes. Sample students in my research took part in four kinds of planned weblog activities that eventually led to their full development of four types of schema-based reading skills. Each activity was designed and tailor-made to meet the interests and abilities of sample students so that they could obtain specific reading skills through particular activities. Similar affordances of well-planned learning activities within an online platform other than weblog should also bring similar learning outcomes to students. Meanwhile, my research results indicated that desirable learning outcomes could only be generated within the context of a sociocultural model of second language learning centered on constructivist theory. The theory worked effectively when blogging was assigned the capabilities to direct sample students to attain new knowledge through reflective learning within a virtual community practicing continuously the reading skills. Sharing and discussion on weblog not only gave students opportunities to express and modify their own opinions, but also helped them improve their levels of understanding the main themes of the text. Hence, sample students could learn new concepts and give new insights while justifying the text. When particular technologies were assigned similar capabilities by integrating with the constructivist theory, they

should also work effectively to generate similar fruitful outcomes within the context of a sociocultural model of second language learning that linked all kinds of activities to sharing and discussion. While blogging had been chosen and used for written language development in my research, similar technologies could also be selected and applied to help students achieve specific learning purposes.

8.2. Suggestions for future development

My research results indicated that students might come across problems while joining the discussions on blog. Some students might be distracted from the core issues of discussions on blog. Some students might have negative stereotypes towards the cultural practices of people speaking the target language. Some students might have misinterpretation of the text and make irrelevant judgment in the comments. These students needed to be guided during the discussions on blog. It was necessary to involve an experienced second language learner or teacher in blog discussions so that s/he could give guidance to students or help them solve the problems (Appendices 7.1a-7.6e). Meanwhile, my research results found that students did want to share their feelings or ideas. However, some students needed encouragement to express their opinions, whilst some students would like to share with their close friends only. As to these students, it was important to group them in a blog community of which members were familiar with each other. When Chinese students felt comfortable and happy to share in an online environment, they could make use of blogging to develop their schema-based English reading skills so as to achieve effective learning in second language learning.

Obviously, the teacher or facilitator can play an important role in the Program for my research. S/he can make technology being well used for second language learning, in particular developing schema-based reading skills of Chinese students. It is the teacher or facilitator who initiates the discussions on blog, plan and design online reading activities and discussions commensurate with the level, characters, and expectations of students joining the blog community. My Program serves as a good example for education practitioners who want to integrate advanced technology, especially blogging, with second language learning of students. It emphasizes the steps for conducting online reading activities that both teachers and students feel comfortable to follow. These activities start with introductory materials to prepare background knowledge necessary for interpreting the text to be read, then highlights with interactive activities including online games and discussions to get the full meanings of vocabularies and the text, and finally evaluation of the Program with students. Cultural bias avoidance is also concerned as this determines whether the attitudes of students can allow them to accommodate new knowledge after reading the text in target language. It is expected that students can learn second language and develop reading skills effectively and happily by participating in these activities within a virtual community on blog.

Similar skills can be transferred to other learning environment and contribute to one's development as an educational practitioner or action-researcher. For instance, I was responsible to be the facilitator leading a group of eight First-year undergraduate students from Computing/Engineering Department to complete a Common Reading Program of the University in late 2012. We did have three face-to-face discussion sessions on the book "Tuesdays with Morrie" within two months. Our sharing and discussion activities started with the introductory materials of YouTube videos

describing the current living and working environment of the characters in the United States. These materials prepared students background cultural knowledge for text interpretation. Understanding of the main themes of the text was highlighted with our interaction through debate, lucky draw on "You raised questions, I give answers", and a crossword puzzle online. I participated in each activity to motivate students joining discussions actively by posting questions at the beginning, intervening when follow-up questions were needed, and giving comments when students were distracted from focus on areas other than the main themes of the book. My presence and participation were important to students as they had asked my opinions on certain areas in the book. This indicated that they desired to interact with an experienced learner and my sharing encouraged them to have in-depth discussion. During the three discussion sessions, a student did tell her worries about a relative's illness and got comfort from other students immediately. Another student said that he was satisfied with his poor living condition as he could stay with his family members. Some students would like to pursue for a meaningful life in future, not just to earn money after graduation. The outcomes confirm my belief that online or offline sharing and discussion can help develop the second language reading skills of students. Other researchers or practitioners can apply the procedures and activities in my research to their own settings for similar studies beneficial to students.

8.3. Summary

The research results address the research questions by giving evidences to support blogging as an effective means to develop schema-based English reading skills of Chinese students. Blogging provides an online platform for discussions or sharing of ideas that are useful for written English language development of Chinese students. Discussions or sharing on blog can generate new ideas among students and help them make judgment from different perspectives through reflective learning. After students have read others' comments on blog, they can modify their reading strategies or writing styles and also enrich contents of their writings. Consequently, blogging provides students chances to improve or enhance the quality and level of English language that they have learned for reading and writing. Meanwhile, communicative function of blog can strengthen its informative function and help activate Chinese students' schemata to fully understand English text. A student may know immediately on blog whether s/he can interpret the text appropriately when s/he compares his/her comments with others. Sometimes, graphical presentations such as videos, pictures, and photos prepared by the teacher or facilitator on blog can help students get the abstract concepts and prepare the background knowledge necessary for them to understand the text. On the other hand, students can learn the cultural knowledge associated with English language when there are native or native-like speakers familiar with English customs joining the blog discussions that are led and guided by a teacher or facilitator.

The usefulness of blogging has been proven by the evidences evolved from my research results. Experimental group students joining the blog discussions in my research performed better than the control group students who had not joined the blogging activities. Although some students in the control group could activate their

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schemata after reading the text and information on Web, they missed the chances to express and modify their stereotypes and learn the new cultural knowledge associated with target language. Therefore, blogging is not the only means but can be a useful means to develop schema-based English reading skills of Chinese students. However, it is useful and unique to help Chinese students avoid cultural bias through discussions when they activate their schemata to interpret the text in English language. With the careful planning, design, and participation of a teacher or facilitator, blogging can contribute to textual language development, in particular schema-based English reading skills development of Chinese students in the context of second language learning.

Appendix 3.1a

Pre-test Interview Checklist (Date:)

1. Personal data of sample student
   - Preferred pseudonym: email address:
   - Age: Sex: Class:
   - Favourite subject/s in school:
   - Unfavourite subject/s in school:
   - School subjects learned through English:
   - School subjects learned through Chinese:
   - Travelling experiences outside Hong Kong:

2. Reading habit of sample student
   - When and what was the first English story book that you read?
   - Did you enjoy reading it? Why or why not?
   - How many English story books do you read every year?
   - Did you read English materials other than story books and textbooks in schools?
   - What are these English materials? Did you enjoy reading them? Why or why not?
   - How many Chinese story books do you read every year?
   - Did you read Chinese materials other than story books and textbooks in schools?
   - What are these Chinese materials? Did you enjoy reading them? Why or why not?

3. Schema usage of sample student
   - A short story (about 70 words) will be given to student to read.

   The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

   - Have you heard about the story or similar stories before?
   - Do you find the story interesting? Why or why not?
   - Would you like to know something more about the story? What are these things?
   - Would you like to share with your classmates or friends what you read from the story? What would you share with them

Appendix 3.1b

4. Blog usage of sample student
   - How frequently do you go online? Daily, weekly, monthly, or occasionally?
   - What are the purposes for you to go online? For school assignments or circulars, Hong Kong or global news, leisure, or others?
   - How often do you use email? Daily, weekly, monthly, or occasionally?
   - What are the purposes for you to use email? For school communication, contact with friends, or others?
   - Would you like to join online discussion group/s? Why or why not?

Appendix 3.2a
<u>Post-test Interview Checklist</u> **(Date:)**

1. Personal data of sample student
    - Preferred pseudonym: email address:
    - Age: Sex: Class:
    - Favourite subject/s in school:
    - Unfavourite subject/s in school:
    - School subjects learned through English:
    - School subjects learned through Chinese:
    - Travelling experiences outside Hong Kong:

2. Reading experience of sample student
    - Could you finish reading each chapter of 'A Christmas Carol' on schedule?
    - Did you enjoy reading the story? Why or why not?
    - Which chapter/phrases/words of the story did you find impressive? Why?
    - Would you recommend 'A Christmas Carol' to your friends/classmates? Why or why not?
    - Did you read any other English story book/s while reading 'A Christmas Carol'?
    - If yes, why did you read it/them? What is/are the title/s for the English story book/s? Did you enjoy reading it/them? Why or why not?
    - Did you read any other Chinese story book/s while reading 'A Christmas Carol'?
    - If yes, why did you read it/them? What is/are the title/s for the Chinese story book/s? Did you enjoy reading it/them? Why or why not?

3. Schema usage of sample student
    - A short story (about 140 words) will be given to student to read.

    JUPITER DETERMINED, it is said, to create a sovereign over the birds, and made proclamation that on a certain day they should all present themselves before him, when he would himself choose the most beautiful among them to be king. The Jackdaw, knowing his own ugliness, searched through the woods and fields, and collected the feathers which had fallen from the wings of his companions, and stuck them in all parts of his body, hoping thereby to make himself the most beautiful of all. When the appointed day arrived, and the birds had assembled before Jupiter, the Jackdaw also made his appearance in his many feathered finery. But when Jupiter proposed to make him king because of the beauty of his plumage, the birds indignantly protested, and each plucked from him his own

feathers, leaving the Jackdaw nothing but a Jackdaw. (*Aesop's Fables*)

- Have you heard about the story or similar stories before?
- Do you find the story interesting? Why or why not?
- Would you like to know something more about the story? What are these things?
- Would you like to share with your classmates or friends what you read from the story? What would you share with them?

4. Blog usage of sample student
   - How frequently do you go online? Daily, weekly, monthly, or occasionally?
   - What are the purposes for you to go online? For school assignments or circulars, Hong Kong or global news, leisure, or others?
   - How often do you use email? Daily, weekly, monthly, or occasionally?
   - What are the purposes for you to use email? For school communication, contact with friends, or others?
   - Did you enjoy the online activities for 'A Christmas Carol'? Why or why not?
   - Did you find any kind/s of online activities help you understand 'A Christmas Carol'? Why or why not?

Appendix 3.3a

<u>Multiple Choices Questions</u>

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre
   __ Tower of London
   __ Southwark Bridge
   __ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   __ Westminster Cathedral
   __ Harrods Department Store
   __ Victoria Coach Station
   __ Buckingham Palace
   __ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes
   __ Chicken
   __ Pudding
   __ Apples
   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   __ Dried fruits
   __ Brussel sprouts
   __ Pork sausages
   __ Black rice
   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on
    Christmas day?
    __ A bar of chocolate
    __ A piece of paper with a joke
    __ A British two pound coin
    __ A pair of gloves
    __ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas
    day?
    __ Mashed potatoes
    __ Dried tomatoes
    __ Marshmallow
    __ Ginger
    __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
    __ The palace
    __ The prison
    __ The church
    __ The school
    __ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
    __ Pine cones
    __ Crystals
    __ Roses
    __ Plastic toys
    __ Candles

9. Which kind of hot food can you buy in London Christmas markets?
   __ Crepes
   __ Spring rolls
   __ Beef sausages
   __ Roasted chicken
   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
    __ Money
    __ Clothes
    __ Hot meals
    __ Pets
    __ Training courses

Chapter 1 – Marley's Ghost

Jacob Marley and Ebenezer Scrooge were business partners once. But then Marley died and now their firm belonged to Scrooge, who was a stingy and heartless old man. Once upon a time, on Christmas Eve, old Scrooge sat busy in his office. It was very cold outside and in Scrooge's office it was not much warmer either. Suddenly, a cheerful person entered the office. It was Scrooge's nephew.

"A merry Christmas, uncle! God save you!" Fred said.
"Bah!" said Scrooge, "Humbug!"
"Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure?"
"I do," said Scrooge. "What's Christmas time to you? You have to pay bills without money! You're a year older but not an hour richer! Keep Christmas in your way, and let me keep it in mine."
"Keep it? But you don't keep it," said Scrooge's nephew, who was a very friendly young man. He even tried to cheer Scrooge up and invited him for dinner on Christmas Day. But Scrooge said no and sent him out.

When Scrooge's nephew left, two gentlemen came in to collect money for the poor who had no place they could go. Stingy Scrooge, however, didn't give the gentlemen any money. "Are there no prisons? Are there no workhouses?" he asked sarcastically and told them to leave the office.

When it was time to close the office, Scrooge talked to his clerk, Bob Cratchit.
"You want all day off tomorrow, don't you?" said Scrooge.
"If that is okay, Sir," answered the clerk.
"It's not okay," said Scrooge, "and it is not fair. After all, I have to pay you for the day although you don't work. But if it must be, I want you to start work even earlier the following morning."
Cratchit promised that he would; and the two went home.

Scrooge lived all alone in an old house. The yard was very dark and scary that night and when Scrooge wanted to unlock the door, he had the feeling that he saw Marley's face there. This was rather spooky, but Scrooge was not frightened easily. "Humbug," he said, opened the door and walked in. He locked himself in, however, which he

usually didn't do. But then he felt safe again and sat down before the fire.

Suddenly, Scrooge heard a noise, deep down below, as if somebody was dragging a heavy chain. The noise came nearer and nearer, and then Scrooge saw a ghost coming right through the heavy door. It was Marley's ghost, and his chains were long; they were made of cash-boxes, keys and heavy purses.

"Who are you?" said Scrooge
"In life I was your partner, Jacob Marley."
"But why do you come to me now?"
"I must wander through the world and I wear the chains because I was so stingy in life. I only cared about business but not about the people around me. Now, I am here to warn you. You still have a chance, Ebenezer. Three spirits will come to you. Expect the first tomorrow, when the bell tolls one." When he had said these words, Marley's ghost disappeared; and the night became quiet again. Scrooge went straight to bed, without undressing, and fell asleep immediately.
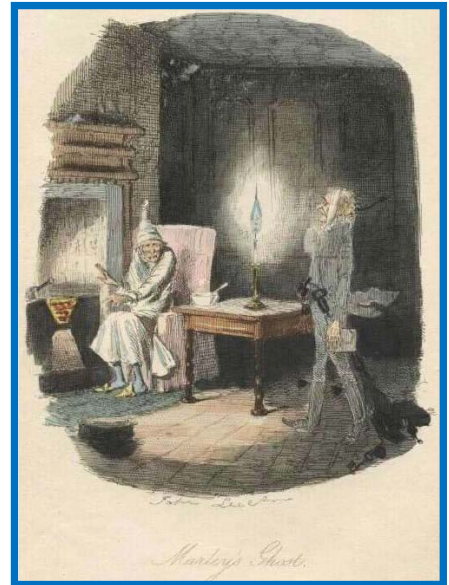
Chapter 2 – The First of the Three Spirits

When Scrooge awoke, it was still very foggy and extremely cold, and there was no noise of people in the streets. Marley's ghost bothered him. He didn't know whether it was a dream or not. Then he remembered that a spirit should visit him at one o'clock. So Scrooge decided to lie awake and wait what happens.

Suddenly, the clock struck one. Light flashed up in the room and a small hand drew back the curtains of his bed. Then Scrooge found himself face to face with the visitor. It was a strange figure – like a child: yet not so like a child as like an old man. Its hair, which hung about its neck and down its back, was white as if with age; and yet the face had not a wrinkle in it.

"Who and what are you?" Scrooge asked the ghost.
"I am the Ghost of Christmas Past. Rise and come with me."

The ghost took Scrooge back in time, to a place where Scrooge was a boy. There Scrooge could see his younger self playing with other children. They were cheerfully running around the Christmas tree; and although they were poor, they had lots of fun.
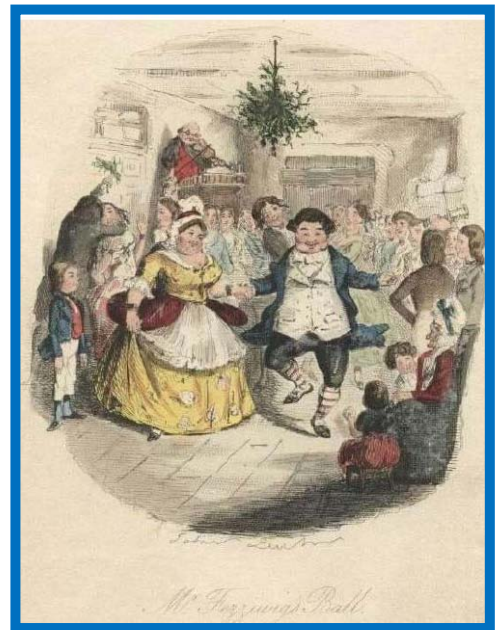
The spirit also took Scrooge to a warehouse, where Scrooge was an apprentice. Scrooge saw the merry Christmas Eve they spent in the office with their boss Mr Fezziwig and his family. There was food and music and dancing and everybody was happy.

Then the spirit took Scrooge to yet another place. Scrooge was older now. He was not alone, but sat by the side of a beautiful young girl, Belle. There were tears in her eyes. "It is sad to see," she said, softly, "that another love has displaced me – the love of gold. Your heart was full of love once, but now …? I think it is better for us to part. May you be happy in the life you have chosen."

"Spirit," said Scrooge, "show me no more. Take me home. Why do you torture me?"
"One shadow more," said the ghost.

They were in another scene and place; a room, not very large or handsome, but full of comfort. There was a happy family celebrating Christmas with all their warmth and heartiness. Scrooge recognized Belle, his former girlfriend. She was married now and had children. "Belle," said her husband with a smile, "I saw an old friend of yours this afternoon. Mr. Scrooge it was. I passed his office window; and as it was not shut up, and he had a candle inside, I could see him there. His partner is dying, I hear; and there he sat alone. Quite alone in the world, I do believe."

"Spirit," said Scrooge in a broken voice, "Take me back! I cannot bear it any longer."He struggled with the ghost to take him back. And finally Scrooge found himself in his own bed again. He was very exhausted and sank into a heavy sleep.

Chapter 3 – The Second of the Three Spirits

Scrooge woke up in the middle of a snore, just before the clock struck one again. He sat up in his bed and waited for the second ghost to come. And there it was – the Ghost of Christmas Present. It had curly brown hair, sparkling eyes and it wore a simple green robe with white fur. Its feet were bare and on its head it wore a holly wreath.
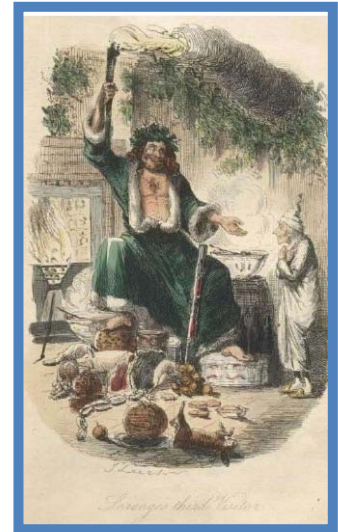
The ghost took Scrooge to Bob Cratchit's house – a very poor little dwelling. In the kitchen you could see Mrs Cratchit preparing Christmas dinner. Her children were cheerfully running around. Then the door opened and Bob Cratchit came in with Tiny Tim upon his shoulders. Tiny Tim was Bob Cratchit's youngest son. He bore a little crutch and had an iron frame around his limbs.

"On our way home, Tiny Tim told me that he hoped the people saw him in the church, because he was a cripple. It might be pleasant to them to remember on Christmas Day, who made lame beggars walk and blind men see." Bob's voice trembled when he said this. Then Christmas dinner was ready, and everyone sat down at the table. As the Cratchits were very poor, it was not much they had for Christmas dinner. But still everyone was joyful and you could feel that they all had the Christmas Spirit in their hearts.

"A Merry Christmas to us all, my dears! God bless us!" said Bob Cratchit.
"God bless us every one!" said Tiny Tim.
He sat very close to his father's side upon his little stool. Bob held his little hand, as if he feared to lose him.
"Spirit," said Scrooge, who felt sorry for the boy, "tell me if Tiny Tim will live."
"I see an empty seat," replied the ghost, "and a crutch without an owner. If these shadows don't change in the future, the child will die."

This made Scrooge very sad, but the spirit went on and took Scrooge to his nephew's house. Fred and his friends had a very cheerful party and played games. Scrooge really enjoyed their party and wanted to stay for another while but in a second it all faded and Scrooge and the spirit were again on their travels.

They visited many homes in many places: they saw sick people who were cheerful; people in foreign lands who were close at home, poor people who felt rich that day – all because of the Christmas Spirit. Suddenly, Scrooge noticed something strange about the ghost. Two children-like figures were at the ghost's feet – a boy and a girl. But, they looked old and dreadful, like little monsters. Scrooge was shocked.

"Spirit, are they your creatures?" Scrooge asked.
"They are Man's creatures," said the spirit "The boy is Ignorance. The girl is Want. Beware them both, but most of all beware this boy" said the spirit.
"Have they no place they can go?" asked Scrooge.
"Are there no prisons? Are there no workhouses?" the spirit turned on Scrooge with his own words.
The bell struck twelve. The Ghost of Christmas Present disappeared. And at the last stroke of the bell, Scrooge saw the third ghost coming towards him.

The Last of the Spirits.
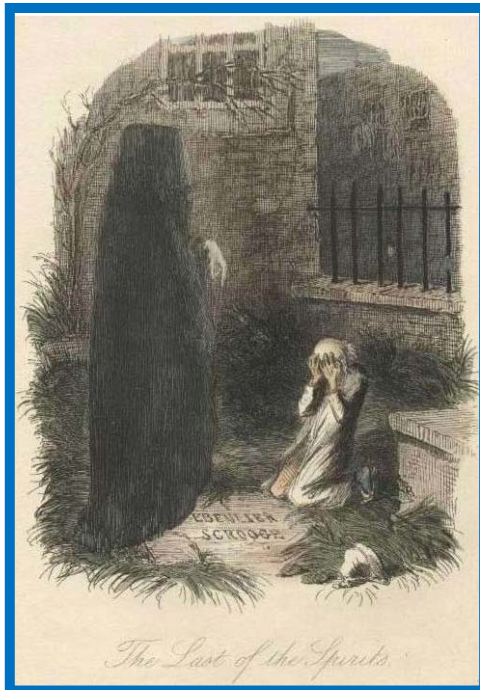
Chapter 4 – The Last of the Spirits

Slowly and silently the ghost came nearer. It was very tall and wore a deep black piece of clothing, which covered its whole body and left nothing of it visible but one outstretched hand. "Are you the Ghost of Christmas Yet to Come?" asked Scrooge, "I fear you more than any other spirit." The ghost did not say a word, and Scrooge was really scared. They wandered through the city and Scrooge heard some men talking about a person who had died. Scrooge knew the men and wanted to find out, whom they were talking about. But the spirit moved on.

They next stopped in an area where thieves and liars lived. They had stolen things with them and made fun of the person who once owned those things. "Ha, ha!" laughed a woman, "He frightened everybody away from him when he was alive, to profit us when he was dead! Ha, ha, ha!"

After that, the ghost led Scrooge through streets that were familiar to him; and as they went along, Scrooge looked here and there to find himself, but nowhere was he to be seen. They entered poor Bob Cratchit's house and found the mother and the children by the fire. Quiet. Very quiet. The noisy little Cratchits were as still as statues. When Bob Cratchit came in, the children hurried to greet him. Then the two young Cratchits got upon his knees and laid their little cheeks against his face as if to say, "Don't mind it, father. Don't be sad."

"You went there today?" said his wife. "Yes, my dear," returned Bob. "I wish you could have gone. It would have done you good to see how green the place is. But you'll see it often. I promised him that we would walk there every Sunday. My little, little child," cried Bob, "My little child." He broke down in tears. He couldn't help it. If he could have helped it, he and his child would have been farther apart perhaps than they were.

The ghost moved on and took Scrooge to a churchyard. The spirit stood among the graves and pointed down to one. Scrooge slowly went towards it and following the ghost's finger read upon the stone of the grave his own name, Ebenezer Scrooge.

"Spirit!" Scrooge cried, "hear me. I am not the man I was! I will not be the man I must have been so far! Why show me this if I am past all hope? Good Spirit, I will honour Christmas in my heart, and try to keep it all the year. I will live in the past, the present, and the future. The spirits of all three shall be within me. I will not ignore the lessons that they teach. Oh, tell me that I may change my fate!"

Full of fear, Scrooge caught the spirit's hand. But the spirit suddenly changed – it shrunk and faded and finally turned into a bedpost.

Chapter 5 – The End of It

Yes! And the bedpost was his own. The bed was his own, the room was his own. Best and happiest of all, the time before him was his own, and he could make the best of it. "I will live in the past, the present, and the future." Scrooge repeated, as he got out of bed. "I don't know what to do! I am as happy as an angel! I don't know what day of the month it is. I don't know how long I've been among the spirits. Hallo! Hallo there!"

He ran to the window, opened it, and put out his head.

"What's today?" cried Scrooge, calling downward to a boy in Sunday clothes.

"Today?" replied the boy. "Why, Christmas Day!"

"It's Christmas Day!" said Scrooge to himself. "I haven't missed it! The spirits have done it all in one night. Hallo, my fine fellow! Do you know the poulterer's at the corner? And do you know whether they've sold the big turkey that was hanging up there?

"What, the one as big as me?" returned the boy. "It's still hanging there now."

"Is it!" said Scrooge. "Go and buy it! I am in earnest. Go and buy it and come back with the man that I may give them the direction where to take it. I'll give you a shilling for it. Come back with the man in less than five minutes and I'll give you half-a-crown!"

The boy was off like a shot.

"I'll send it to Bob Cratchit," whispered Scrooge cheerfully. "It's twice the size of Tiny Tim."

He dressed himself all in his best, and at last got out into the streets. He had not gone far, when he came towards the two gentlemen, who had walked into his office the day before.

"My dear Sir," said Scrooge, "How do you do? I fear I wasn't pleasant to you yesterday. Allow me to ask your pardon. And will you have the goodness to …", here Scrooge whispered in his ear.

"Lord bless me!" cried the gentleman, "My dear Mr Scrooge, are you serious? I don't know what to say to such generosity."

Scrooge then went to church, and walked through the streets, and watched the people. He had never dreamed that anything could give him so much happiness. In the afternoon he went to his nephew's house.

"Fred," said Scrooge, "It's your uncle Scrooge. I have come to dinner. Will you let me in, Fred?"

Of course, Fred let him in; it was a very hearty welcome and they all had a wonderful party.

But Scrooge was early at the office next morning. Oh, he was early there, if he could only catch Bob Cratchit coming late. And he did it; yes, he did. Bob was full eighteen minutes and a half behind his time. Scrooge sat with his door wide open, that he might see him come in.

"Hallo!" growled Scrooge, in his usual way. "What do you mean by coming here at this time of day? I am not going to stand this sort of thing any longer. And therefore," he continued, jumping from his stool, "and therefore I am about to raise your salary. A merry Christmas, Bob."

Scrooge and Bob Cratchit

Bob Cratchit was very surprised, and so were many people who found Scrooge so changed. Scrooge became a better person. To Tiny Tim, who did not die, he was a second father. Scrooge became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city or town in the good old world.

It was always said of Scrooge, that he knew how to keep Christmas well. May that be truly said of us, and all of us! And so, as Tiny Tim would say, God bless us, every one!

~The End~

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Appendix 5.6. Word game 1

Game 1 - Get the Candies

Fill in the blanks with text from Chapter 1. If the answer is correct, you will get the candies!

Example: Unwilling to spend money ➡ S [ting] y ➡ Go ➡

Q.1. December 24th ➡ C [____] Eve [Go]
[Model Answer]

Q.2. Buildings for criminals ➡ P [____] ns [Go]
[Model Answer]

Would you like to get more candies? Finish following five questions, input your email address, click "Submit" to send!

Q.3. Two persons closely involved in business ➡ P [____] ers

Q.4. Strange and frightening ➡ S [____] y

Q.5. Spirit of a dead person ➡ G [____]

Q.6. Not worrying about other people ➡ H [____] less

Q.7. Buildings where very poor people in Britain used to work, in the past (Victorian period, 1837-1901), in exchange for food and shelter ➡ Work [____] es

Your email address [_____] [Submit]

Giving correct answer for Q1/Q2   Giving wrong answer for Q1/Q2

Bingo   Wrong answer

Fail

Go Back!   Try Again!

Getting one candy for one correct answer, Q3-Q7
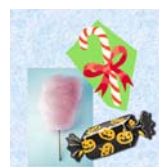
1.Five correct   2.Four correct   3.Three correct   4.Two correct   5.One correct

Appendix 5.7. Word game 2
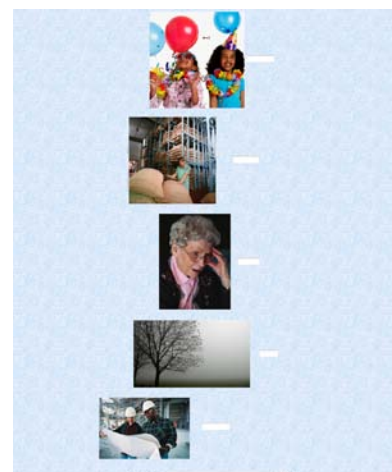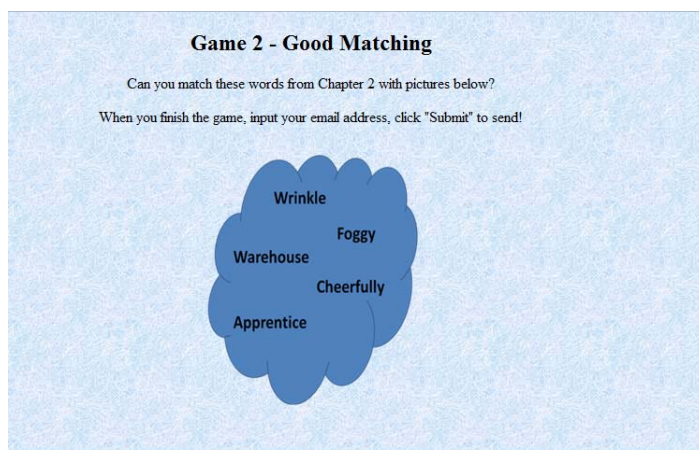
Game 2 - Good Matching

Can you match these words from Chapter 2 with pictures below?

When you finish the game, input your email address, click "Submit" to send!

Wrinkle
Foggy
Warehouse
Cheerfully
Apprentice

Message comes out when finishing and submitting five answers

Good job! Check the answers at http://myweb.polyu.edu.hk/~lbrebecy/ans2game.png

Good! Hope you get all the answers correct!

Cheerfully Warehouse Wrinkle

Foggy Apprentice
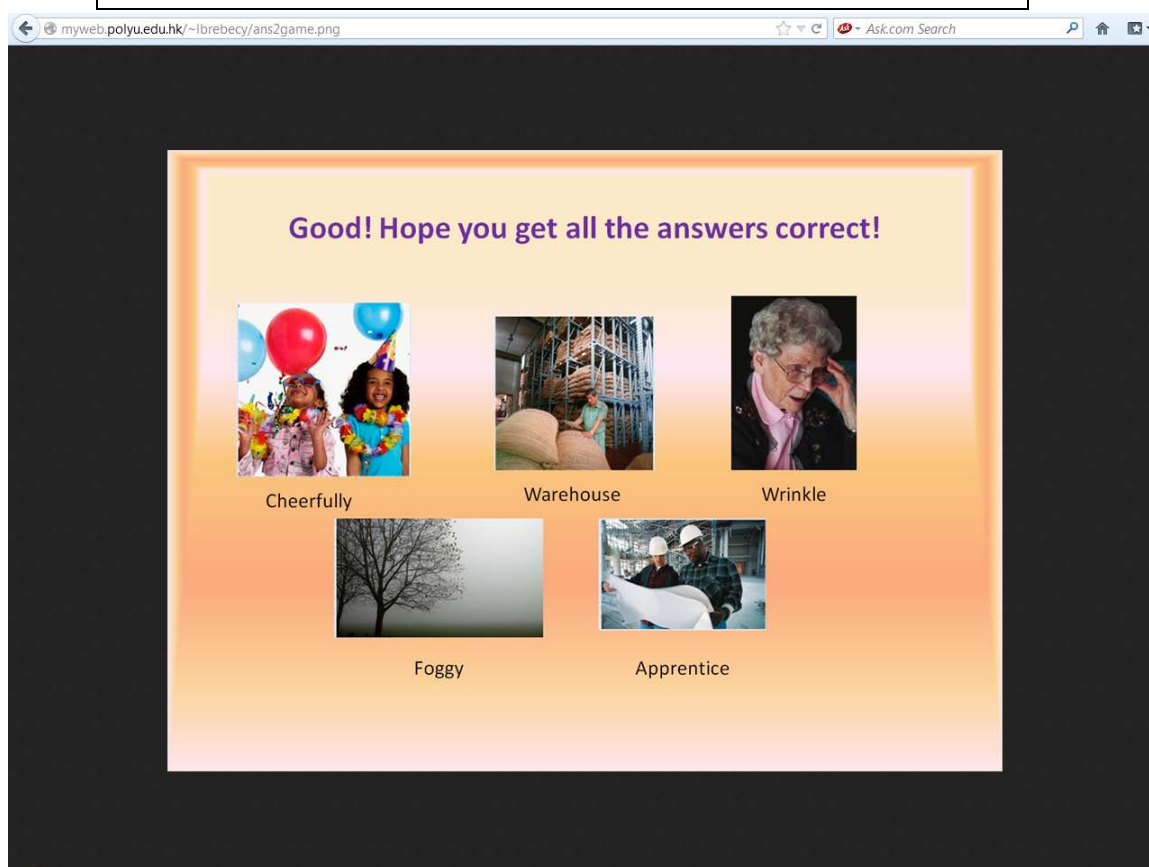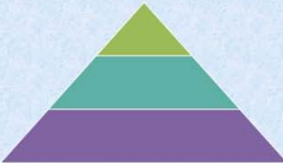
Appendix 5.8a. Word game 3

Game 3 - Climb the Pyramid

How many pyramids can you climb? Can you reach the top of each pyramid? Fill in the blanks with text from Chapter 3.
When you finish the game, input your email address, click "Submit" to send!

e.g., A house to live in ➡ D [____] [Go]
(Click the pyramid if you need help!)

Arms or legs ➡ [Limbs]

Breathe in a noisy way while sleeping ➡ [Snore]

A person who cannot walk with his legs ➡ C [____] le

A stick under the arm to support a person to walk ➡ C [____] h

A seat without any support for the back ➡ [Stool]

Lack of knowledge about something ➡ Ig [____]

Frightening creatures or living things ➡ M [____] s

Unable to walk ➡ L [____]

Your email address [_____] [Submit]

Giving correct answer "Dwelling" to the example

Bingo

Congratulations!
You reach the top!

Go Back!

Giving wrong answer to the example

Wrong answer

Fail

Try Again !

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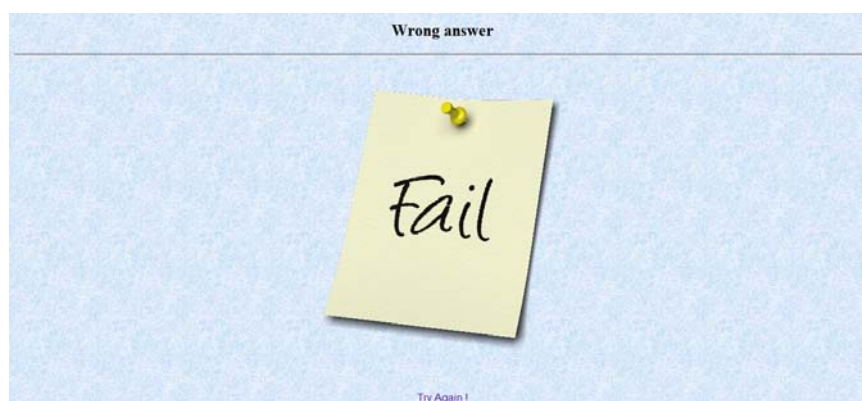
Appendix 5.8b. Word game 3

Message comes out when clicking the pyramid for help
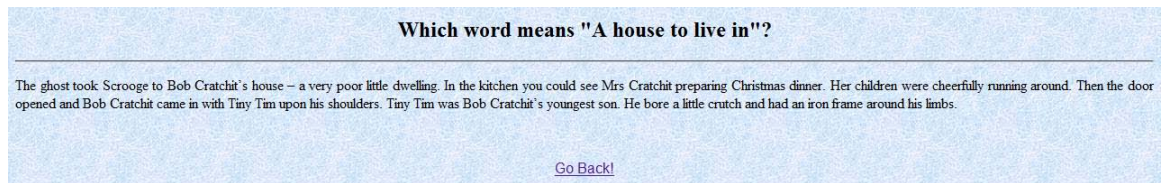
Which word means "A house to live in"?

The ghost took Scrooge to Bob Cratchit's house – a very poor little dwelling. In the kitchen you could see Mrs Cratchit preparing Christmas dinner. Her children were cheerfully running around. Then the door opened and Bob Cratchit came in with Tiny Tim upon his shoulders. Tiny Tim was Bob Cratchit's youngest son. He bore a little crutch and had an iron frame around his limbs.

Go Back!

Message comes out when finishing and submitting five answers

Good job! Check the answers at http://myweb.polyu.edu.hk/~lbrebecy/pyramid3.png
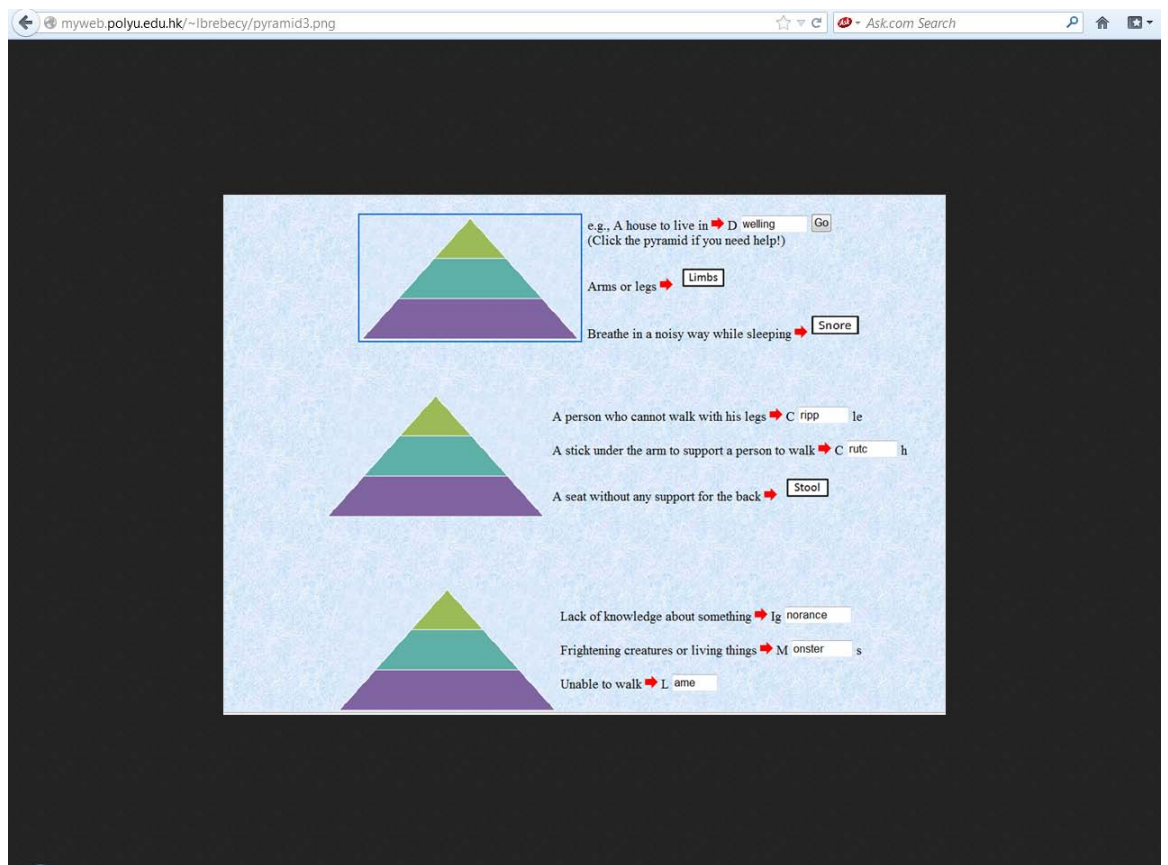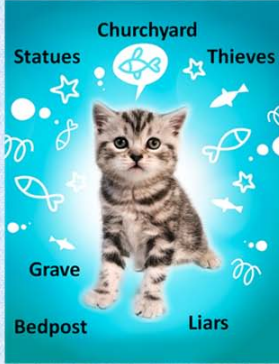
Appendix 5.9a. Word game 4

Game 4 - Catch the Fish

How many fishes can you catch for the cat?

Churchyard
Statues   Thieves

Grave

Bedpost   Liars

Example: Persons who steal ➡️   T[   ] [Go]

Fill in the blanks with text from Chapter 4, input your email address, click "Submit" to send!

Q.1. Someone who tell lies ➡️   [   ]

Q.2. Objects made from stone, looking like persons ➡️   [   ]

Q.3. Area of land around a church for the burial of dead bodies ➡️   [   ]

Q.4. A place in the ground for the burial of dead persons ➡️   [   ]

Q.5. One of the four corner poles that support a bed ➡️   [   ]

Your email address [   ] [Submit]

Giving correct (Thieves) or wrong answer to the example

Bingo   Wrong answer

Fail

Go Back!   Try Again!

Appendix 5.9b. Word game 4

Message comes out when finishing and submitting five answers

Great! See how many fishes you caught at http://myweb.polyu.edu.hk/~lbrebecy/catfish.png!

Appendix 5.10. Word game 5

Game 5 - Be the Winner

Can you complete the crossword puzzle with words from Chapter 5?

Put your words in the box following each clue, input your email address, and click "Submit" to send!
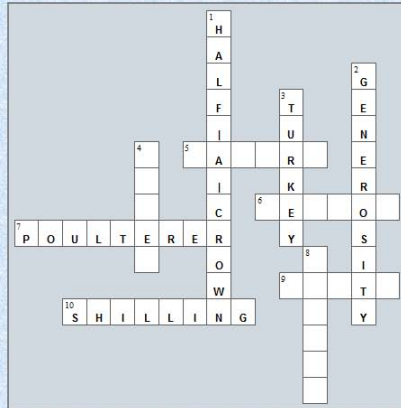
Across

5. A fixed amount of money agreed every year or month as pay for an employee

6. Someone who has the same job or interests as you
7. One that deals in birds such as chickens
9. A social event where a group of people meet to talk, eat, drink, or dance

10. A unit of money used in Britain until 1971

Down

1. A coin formerly used in Great Britain, worth two shillings and six pence
2. Willing to give money, help, kindness, etc., especially more than is usual or expected
3. A large bird grown for its meat on farms
4. A good spiritual creature in stories or some religions, usually represented as a human with wings
8. A person who has control over or responsibility for someone or something

Your email address   Submit

Message comes out when finishing and submitting five answers

Well Done! See whether you can win at http://myweb.polyu.edu.hk/~lbrebecy/winner5.png!

Can You Win?

The **winner** is often the **person** who lasts the longest!

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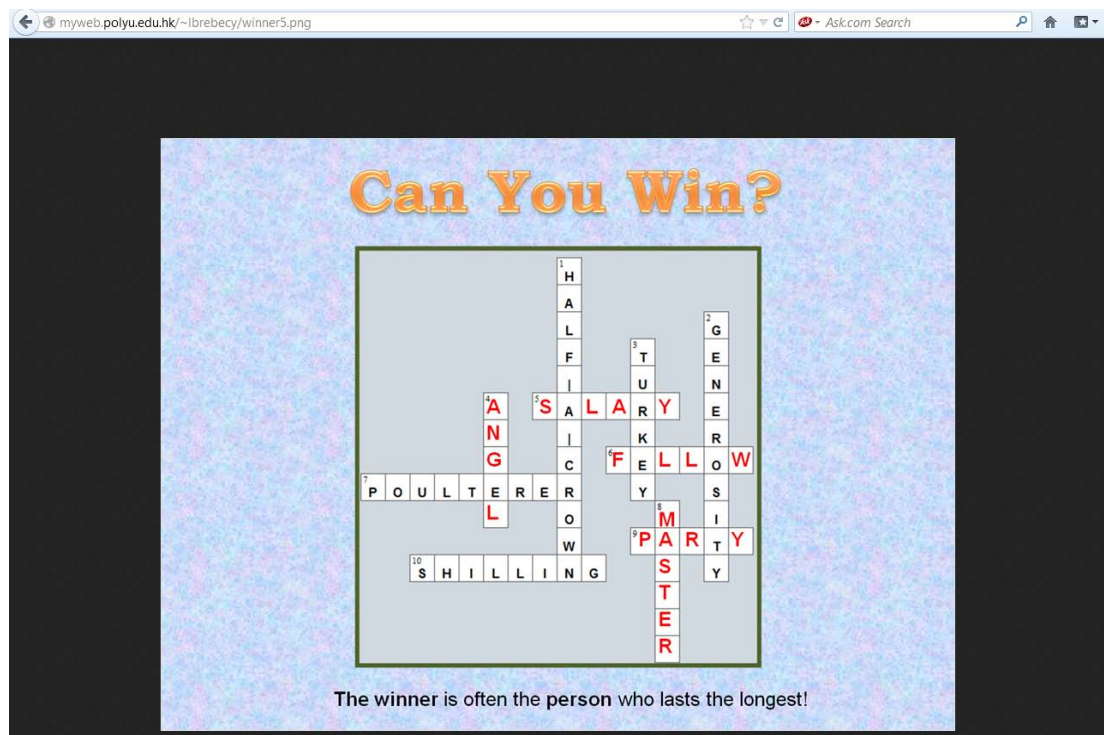
Appendix 5.11. Twelve questions for six weeks

Week	Task	Description (Q/A)	Credit
1	V1	Video: Life of Dickens Question: What would you write in "A Christmas Carol" if you were Charles Dickens? Why?	1
	V2	Video: Christmas in England, 21st century Question: Which celebration activity/activities would you like to join during Christmas? Why?	1
2	Q1	Which of the followings is/are your favorite character/s in Chapter 1? Why do you like him/them?	0.5
	Q2	Would you come to Scrooge on Christmas Eve if you were Marley's ghost? Why?	0.5
3	Q3	Do you think Scrooge feel happy when he worked in the warehouse? Why?	0.5
	Q4	Can you imagine and describe how Belle's happy family celebrated Christmas?	0.5
4	Q5	Do you think Scrooge feel happy while walking around with the Ghost of Christmas Present? Why?	0.5
	Q6	The Cratchits were very poor! Do you think the family enjoy Christmas? Why?	0.5
5	Q7	Why did Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit?	0.5
	Q8	Why did the Ghost show Scrooge the grave with his own name?	0.5
6	Q9	Why did Scrooge want to buy a big turkey?	0.5
	Q10	Do you agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man"? Why?	0.5

Appendix 5.12. Schedule for the experimental group students

Blog Schedule

	Story	Word Game / Videos	Discussions
Week 1 (22/11-)	The Author *	Dickens, Christmas *	Blog
Week 2 (29/11-)	Chapter 1	Game 1	Blog (Q1, Q2)
Week 3 (6/12-)	Chapter 2	Game 2	Blog (Q3, Q4)
Week 4 (13/12-)	Chapter 3	Game 3	Blog (Q5, Q6)
Week 5 (20/12-)	Chapter 4	Game 4	Blog (Q7, Q8)
Week 6 (27/12-)	Chapter 5	Game 5	Blog (Q9, Q10)

*You may download the video script by clicking here the titles of the two videos: Life of Dickens, Christmas in England.

When the video is running, you may click the right hand corner [Full screen 0:00] to view it in full screen.

Vote for your favourite words (28 January 2013 ~ 1 February 2013) after School Examination!

Appendix 5.13. Blog discussions – Week 1

Appendix 5.14. Blog discussions – Week 2

Appendix 5.15. Blog discussions – Week 3

Read and Write

Wednesday, 5 December 2012

Week 3 Discussions

Good! You have finished reading Chapter 2!

Click the "comments" function to give your opinions!

Q3. Do you think Scrooge feel happy when he worked in the warehouse? Why?

Q4. Can you imagine and describe how Belle's happy family celebrate Christmas?

Posted by Roseapple Yu at 12:20

M B t F 8 +1 Recommend this on Google

No comments:

Post a Comment

Enter your comment...

Blog Archive

▼ 2012 (7)
 ▼ December (4)
  Week 6 Discussions
  Week 5 Discussions
  Week 4 Discussions
  Week 3 Discussions
 ▶ November (1)
 ▶ October (2)

About Me

Roseapple Yu
View my complete profile

Appendix 5.16. Blog discussions – Week 4

Read and Write

Week 4 Discussions

In Chapter 3 of the story "A Christmas Carol", Scrooge visited many places with the Ghost of Christmas Present!
Click the "comments" function to give your opinions!

Christmas Party and Dinner

Q5. Do you think Scrooge feel happy while walking around with the Ghost of Christmas Present? Why?

Q6. The Cratchits were very poor! Do you think the family enjoy Christmas? Why?

Posted by Roseapple Yu at 14:53

Recommend this on Google

No comments:

Post a Comment

Enter your comment...

Blog Archive

▼ 2012 (7)
  ▼ December (4)
    Week 6 Discussions
    Week 5 Discussions
    Week 4 Discussions
    Week 3 Discussions
  ► November (1)
  ► October (2)

About Me

Roseapple Yu
View my complete profile

Read and Write

Tuesday, 18 December 2012

Week 5 Discussions

Scrooge met the last of the three Spirits in Chapter 4 of the story "A Christmas Carol".
Click the "comments" function to give your opinions!

CHRISTMAS WREATH

Q7. Why did Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit?
Q8. Why did the Ghost show Scrooge the grave with his own name?

Would you like to know more about traditional Christmas food in England? Click food to read the details!

CHRISTMAS EVE 2012
PARTY IN MY OFFICE

Posted by Roseapple Yu at 10:35

Blog Archive

▼ 2012 (7)
  ▼ December (4)
    Week 6 Discussions
    Week 5 Discussions
    Week 4 Discussions
    Week 3 Discussions
  ► November (1)
  ► October (2)

About Me

Roseapple Yu
View my complete profile

Appendix 5.18. Blog discussions – Week 6

Appendix 5.19. Schedule for the control group students

🔔 Write Schedule 🎄

	Story	Word Game / Videos	Questions
Week 1 (22/11-)	The Author *	Dickens ,Christmas*	Two Questions
Week 2 (29/11-)	Chapter 1	Game 1	Two Questions (Q1, Q2)
Week 3 (6/12-)	Chapter 2	Game 2	Two Questions (Q3, Q4)
Week 4 (13/12-)	Chapter 3	Game 3	Two Question (Q5, Q6)
Week 5 (20/12-)	Chapter 4	Game 4	Two Question (Q7, Q8)
Week 6 (27/12-)	Chapter 5	Game 5	Two Question (Q9, Q10)

*You may download the video script by clicking here the titles of the two videos: Life of Dickens, Christmas in England.
When the video is running, you may right click the screen and choose "zoom" to view it in full screen.

Vote for your favourite words (28 January 2013 ~ 1 February 2013) after School Examination!

Appendix 5.20. Questions for the control group students on Web – Week 1

Christmas and Charles Dickens

Video 1: Christmas in England, 21st century. Video 2: Life of Dickens.
(You may download the video script by clicking the titles of videos.
When the video is running, you may right click the screen and choose "zoom" to view it in full screen.)

Would you like to say something about the videos?
Write your opinions in the boxes, input your email address, click "Submit" to send!

Which celebration activity/activities would you like to join during Christmas? Why?

What would you write in "A Christmas Carol" if you were Charles Dickens? Why?

Your email address [   ] Submit

Appendix 5.21. Questions for the control group students on Web – Week 2

Carol and I - Chapter 1

Good! You have finished reading Chapter 1 of the story "A Christmas Carol"!
Give your opinions in the boxes, input your email address, click "Submit" to send!

Which of the followings is/are your favorite character/s in Chapter 1?
Why do you like him/them?

Scrooge / Fred / Two gentlemen / Bob Cratchit / Marley's ghost

Would you come to Scrooge on Christmas Eve if you were Marley's ghost? Why?

Appendix 5.22. Questions for the control group students on Web – Week 3

Carol and I - Chapter 2

Good! You have finished reading Chapter 2 of the story "A Christmas Carol"!
Give your opinions in the boxes, input your email address, click "Submit" to send!

Do you think Scrooge feel happy when he worked in the warehouse? Why

Can you imagine and describe how Belle's happy family celebrate Christmas?

Appendix 5.23. Questions for the control group students on Web – Week 4

Carol and I - Chapter 3

In Chapter 3 of the story "A Christmas Carol", Scrooge visited many places with the Ghost of Christmas Present!
Give your opinions in the boxes, input your email address, click "Submit" to send!

Q5. Do you think Scrooge feel happy while walking around with the Ghost of Christmas Present? Why?

Q6. The Cratchits were very poor! Do you think the family enjoy Christmas? Why?

Appendix 5.24. Questions for the control group students on Web – Week 5

Carol and I - Chapter 4

CHRISTMAS
WREATH

Scrooge met the last of the three Spirits in Chapter 4 of the story "A Christmas Carol".
Give your opinions in the boxes, input your email address, click "Submit" to send!

Q7. Why did Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit?

Q8. Why did the Ghost show Scrooge the grave with his own name?

Appendix 5.25. Questions for the control group students on Web – Week 6

Carol and I - Chapter 5

Scrooge became a better person in Chapter 5 of the story "A Christmas Carol".
Give your opinions in the boxes, input your email address, click "Submit" to send!

Q9. Why did Scrooge want to buy a big turkey?

Q10. Do you agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man"? Why?

Appendix 5.26. Award certificate for sample students

Award Certificate

presented to

for

Achieving full credits and Outstanding Reader (1st, 4th, 6th week) of
the Online Read and Write Award Program, 22 November 2012 ~ 3 January 2013.

Dr Alan Walker -Gleaves	Mr Kwok But	Dr Sue Beverton
Supervisor of the Program	The Principal	Supervisor of the Program
University of Durham	Sing Yin Secondary School	University of Durham

(The Program was designed by Ms Yu Yuet Ngor Rebecca, a research student from the University of Durham.)

Appendix 6.1. Invitation poster for recruitment of sample students

Appendix 6.2a. Pretest interview – H1

Date: 6 / 11 /12

1. My favorite food: ice-cream.   email address:
2. Age: 13   Sex: F   Class: 2A
3. Favourite subject/s in school: P.E.
4. Unfavourite subject/s in school: English
5. School subjects learned through English: English, History, Geog, IS, LS, H.E.C, Math,
6. School subjects learned through Chinese: Chinese, P.T.H., R.S.C, Chinese,History.
7. Travelling experiences outside Hong Kong: Tai Wan.
8. Frequency of going online: __ Daily   __ Weekly   ✓ Monthly
                                          __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   __ Weekly   __ Monthly
                                          __ Occasionally   ✓ Others (never)

C, P,
P.E,

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   ✓ Tower of London
   __ Southwark Bridge   __ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   ✓ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   __ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British
   family on Christmas day?
   __ Potatoes   ✓ Chicken   __ Pudding
   __ Apples   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British
   family?
   __ Dried fruits   ✓ Brussel sprouts   __ Pork sausages
   __ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

  ✓ A bar of chocolate   __ A piece of paper with a joke

   __ A British two pound coin   __ A pair of gloves

   __ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

   __ Mashed potatoes   __ Dried tomatoes   __ Marshmallow

   ✓ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

   __ The palace   __ The prison   __ The church

   __ The school   __ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

   __ Pine cones   __ Crystals   __ Roses

   __ Plastic toys   ✓ Candles

9. Which kind of hot food can you buy in London Christmas markets?

   __ Crepes   __ Spring rolls   __ Beef sausages

   ✓ Roasted chicken   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

   __ Money   __ Clothes   __ Hot meals

   __ Pets   ✓ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.2c. Pretest phone interview – H1 (Date: 8 Nov 2012, 8:15-8:30 pm)

5. Reading habit of sample student
    - When and what was the first English story book that you read?
      Form 1, I forgot the title.
    - Did you enjoy reading it? Why? No, I didn't like learning English.
    - How many English story books do you read every year? About ten. It is required by the School to read one English story book for a monthly book report.
    - How did you select an English story book to read? Attractive book cover and interesting illustration such as cartoon or caricature.
    - Did you read English materials other than story books and textbooks? Yes.
    - What are these English materials? Did you enjoy reading them? Why? Information for school projects. I did not enjoy reading these materials because I didn't like learning English.
    - What would you do if you find unfamiliar vocabularies while reading English text? Ignore the word/s and keep on reading.
    - How many Chinese story books do you read every year? About 100. I did read 44 Chinese story books in a month and receive award from the School Library.
    - What kind of Chinese story books do you like to read? Science fiction, detective stories.
    - Do you like to read science fiction or detective stories in English? Yes.
    - Did you read Chinese materials other than story books and textbooks? Yes.
    - What are these Chinese materials? Did you enjoy reading them? Why or why not? Newspapers, information for school projects. Yes, I enjoy reading these materials because I like learning Chinese.
    - Would you buy English or Chinese books if you get free book vouchers? I would buy Chinese books.

6. Schema usage of sample student - A short story (*Aesop's Fables*)
    - Have you heard about the story "Camel and Bull"? No.
    - Do you find the story interesting? Why? Not really, I don't like learning English.
    - Did you find any unfamiliar vocabularies in the story "Camel and Bull"? Yes. However, I can understand the meaning of the story.
    - Would you like to share with your classmates or friends what you read from the story? No.

7. Blog usage of sample student

    - What are the purposes for you to go online? For school assignments, to play an online game "Tetris 俄羅斯方塊".

    - Would you like to communicate with friends by email? No, we usually talk on phone or Facebook. My email account was established when the Mathematics teacher in F.1 asked me to do so.

    - Have you ever joined blog discussions? No.

    - Would you like to join coming online blog discussion for the "Read and Write" Award Program? Yes.

Appendix 6.3a. Pretest interview – H2

Date: _6 / 11_

1. My favorite food: Chocolate   email address:
2. Age: 13   Sex: F   Class: S.2A
3. Favourite subject/s in school: HEC
4. Unfavourite subject/s in school: PTH
5. School subjects learned through English: SCI, History
6. School subjects learned through Chinese: ⟋
7. Travelling experiences outside Hong Kong: Tai Wan , Mainland
8. Frequency of going online: __ Daily ✓ Weekly __ Monthly
   __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily ✓ Weekly __ Monthly
   __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   __ Tower of London
   __ Southwark Bridge   ✓ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   ✓ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   __ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes   __ Chicken   __ Pudding
   __ Apples   ✓ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   ✓ Dried fruits   __ Brussel sprouts   __ Pork sausages
   __ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

   __ A bar of chocolate   __ A piece of paper with a joke

   __ A British two pound coin   __ A pair of gloves

   _✓_ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

   _✓_ Mashed potatoes   __ Dried tomatoes   __ Marshmallow

   __ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

   __ The palace   __ The prison   _✓_ The church

   __ The school   __ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

   _✓_ Pine cones   __ Crystals   __ Roses

   __ Plastic toys   __ Candles

9. Which kind of hot food can you buy in London Christmas markets?

   __ Crepes   __ Spring rolls   __ Beef sausages

   _✓_ Roasted chicken   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

   __ Money   _✓_ Clothes   __ Hot meals

   __ Pets   __ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.3c. Pretest phone interview – H2 (Date: 8 Nov 2012, 9-9:15 pm)

1.Reading habit of sample student

- When and what was the first English story book that you read?

Primary 3, "Roaddahl" for book report.

- Did you enjoy reading it? Yes.

- How many English story books do you read every year? Over twenty. It is required by the School to read one English story book for a monthly book report.

- How did you select an English story book to read? Attractive book title, good comments from book reviews.

- Did you read English materials other than story books and textbooks in schools? Yes.

- What are these English materials? Did you enjoy reading them? Why? Information for school projects, news online, TV program. I like reading materials written or broadcasted in English which is easy for me to understand.

- What would you do if you find unfamiliar vocabularies while reading English text? Refer to dictionary, consult family members, or ignore the word/s and guess the meaning of text.

- How many Chinese story books do you read every year? Over 400

- Did you read Chinese materials other than story books and textbooks in schools? Yes.

- What are these Chinese materials? Did you enjoy reading them? Why or why not? Newspaper, school publications (e.g., collection of writings, bulletin/magazine).

- How do you like reading English and Chinese story books? (*Full mark: 10)* I would give 8 to English and 7 to Chinese.

2.Schema usage of sample student - A short story (*Aesop's Fables*)

- Have you heard about the story or similar stories before? No.

- Do you find the story interesting? Why? Not really, the Camel is silly.

- What would you do if you were the Camel? I would say, "Bull, I have humps on my back but you don't!"

- Would you like to share with your classmates or friends what you read from the story? What would you share with them? Yes. If I find my friend is as silly as the Camel, I will share with her my thoughts.

Appendix 6.3d. Pretest phone interview – H2

3.Blog usage of sample student

- What are the purposes for you to go online? For school assignments, Hong Kong or global news in Yahoo.

- Would you like to communicate with friends by email? No, we usually talk on phone or Facebook.

- Have you ever joined blog discussions? Yes, I did establish a blog with classmates in Primary school and write comments on it.

- Would you like to join coming online blog discussion for the "Read and Write" Award Program? Yes.

Appendix 6.4a. Pretest interview – K1

Date: _1 / 11_____

1. My favorite food: Sushi   email address:
2. Age: 13   Sex: M   Class: 2D
3. Favourite subject/s in school: IS
4. Unfavourite subject/s in school: Art
5. School subjects learned through English: English, Maths, History, EPA, IS, Geography, Music
6. School subjects learned through Chinese: Chinese, Chinese History, PE,
7. Travelling experiences outside Hong Kong:
8. Frequency of going online: ✓ Daily   __ Weekly   __ Monthly
                              __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   ✓ Weekly   __ Monthly
                              __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   ✓ Tower of London
   __ Southwark Bridge   __ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   __ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   ✓ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British
   family on Christmas day?
   ✓ Potatoes   __ Chicken   __ Pudding
   __ Apples   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British
   family?
   __ Dried fruits   __ Brussel sprouts   __ Pork sausages
   ✓ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

    __ A bar of chocolate   __ A piece of paper with a joke

    __ A British two pound coin   ✓ A pair of gloves

    __ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

    __ Mashed potatoes   __ Dried tomatoes   __ Marshmallow

    ✓ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

    __ The palace   __ The prison   __ The church

    ✓ The school   __ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

    __ Pine cones   __ Crystals   __ Roses

    __ Plastic toys   ✓ Candles

9. Which kind of hot food can you buy in London Christmas markets?

    __ Crepes   __ Spring rolls   ✓ Beef sausages

    __ Roasted chicken   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

    __ Money   __ Clothes   ✓ Hot meals

    __ Pets   __ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.4c. Pretest phone interview – K1 (Date: 18 Nov 2012, 2:00-2:20 p.m.)

- Have you heard about the story "Camel and Bull"? No.
- What do you think about the Camel, Bull, and Jupiter in the story? Camel is greedy to ask for Bull's horns. If I were Jupiter, I would take away Camel's speech ability rather than portion of ears.
- How many unfamiliar vocabularies did you find in the story? About 4.
- Would you like to know something more about the story? What are these things? I would like to know more about Jupiter.
- Would you like to share with your classmates or friends what you read from the story? What would you share with them? I may say something about the story if I meet someone as greedy as Camel.

- When and what was the first English story book that you read? I forgot the title of the first English story book that I read in Primary 2 or 3.
- Did you enjoy reading it? Why? A bit, there were unfamiliar vocabularies in the story.
- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 7. Primary: 4.
- How many English story books do you read every year? I read about 3 stories for writing school book reports.
- What kinds of English story books do you like to read? I like to borrow interesting story books about men and animals from the library.
- Did you read English materials other than story books and textbooks? No.
- How many Chinese story books do you read every year? 3 or 4.
- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read interesting topics in Chinese newspapers.
- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 7. Chinese: 7.

- What are the purposes for you to go online? I will play online games or read friends' activities in Facebook.
- What are the purposes for you to use email? I will check whether there are any messages for me.
- Would you like to join blog discussion? Yes.

Appendix 6.5a. Pretest interview – K2

1. My favorite food: beef   email address:
2. Age: 13   Sex: M   Class: 2D
3. Favourite subject/s in school: IS
4. Unfavourite subject/s in school: Music
5. School subjects learned through English: English, IS, Maths, & History
6. School subjects learned through Chinese: Chinese, P.E., Chinese History, PTH
7. Travelling experiences outside Hong Kong:
8. Frequency of going online: __ Daily   ✓ Weekly   __ Monthly
           __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   __ Weekly   ✓ Monthly
           __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   __ Tower of London
   __ Southwark Bridge   ✓ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   __ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   ✓ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes   ✗ Chicken   __ Pudding
   __ Apples   ✓ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   ✓ Dried fruits   __ Brussel sprouts   __ Pork sausages
   __ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

___ A bar of chocolate   ___ A piece of paper with a joke

✓ A British two pound coin   ___ A pair of gloves

___ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

✓ Mashed potatoes   ___ Dried tomatoes   ___ Marshmallow

___ Ginger   ___ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

___ The palace   ___ The prison   ___ The church

___ The school   ✓ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

✓ Pine cones   ___ Crystals   ___ Roses

___ Plastic toys   ___ Candles

9. Which kind of hot food can you buy in London Christmas markets?

___ Crepes   ___ Spring rolls   ___ Beef sausages

✓ Roasted chicken   ___ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

___ Money   ___ Clothes   ___ Hot meals

___ Pets   ✓ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.5c. Pretest phone interview – K2 (Date: 18 Nov 2012, 2:30-2:50 p.m.)

- Have you heard about the story "Camel and Bull"? No.
- What do you think about the Camel, Bull, and Jupiter in the story? Camel does not understand that "happiness consists in contentment". Bull cherishes what he has. Jupiter is God who helps people to be perfect. However, I don't agree with his reactions to Camel's request. I think Jupiter should give a chance to Camel.
- How many unfamiliar vocabularies did you find in the story? About 3.
- Would you like to know the meanings for the unfamiliar vocabularies? No, I can guess and understand the meaning of the story.
- Would you like to share with your classmates or friends what you read from the story? What would you share with them? I may tell them the meaning of the story.

- When and what was the first English story book that you read? I read "The Wizard of Ox" in Primary 5 or 6 for writing book report.
- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 8. Primary: 6.
- How many English story books do you read every year? 10-15.
- Did you read English materials other than story books and textbooks? What are these English materials? Yes. I read English newspapers, books about natural disasters and animals.
- How many Chinese story books do you read every year? About 20.
- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read Chinese newspapers.
- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 7. Chinese: 7.

- What are the purposes for you to go online? I will read news in English or Chinese, and information for school projects.
- How did you search related information for projects? I read information in websites recommended by teachers.
- What would you do if you find unfamiliar vocabularies in the websites? I would guess the meanings for these words or refer to printed dictionaries. I did not use online dictionaries.
- What are the purposes for you to use email? Sometimes I need to send files for assignments.
- Would you like to join blog discussion? Yes.

Appendix 6.6a. Pretest interview – H3

Date: $^{12}/_{11}$

1. My favorite food: email address:
2. Age: 13   Sex: Female   Class: 2C
3. Favourite subject/s in school: Science, Mathematics
4. Unfavourite subject/s in school: Visual Art
5. School subjects learned through English: ~~Eng~~
6. School subjects learned through Chinese:
7. Travelling experiences outside Hong Kong: Singapore, Japan, Tai Wan.
8. Frequency of going online: ✓ Daily   __ Weekly   __ Monthly
          __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   ✓ Weekly   __ Monthly
          __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   - __ Westfield Shopping Centre
   - __ Southwark Bridge
   - __ Piccadilly Circus Train Station
   - __ Tower of London
   - ✓ Oxford Square

2. Where will you see Santa Claus during Christmas?
   - ✓ Westminster Cathedral
   - __ Victoria Coach Station
   - __ Hyde Park
   - __ Harrods Department Store
   - __ Buckingham Palace

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   - ✓ Potatoes
   - __ Apples
   - __ Chicken
   - __ Prawns
   - __ Pudding

4. Which of the followings will be used to make Christmas pudding for a British family?
   - ✓ Dried fruits
   - __ Black rice
   - __ Brussel sprouts
   - __ Smoked salmon
   - __ Pork sausages

Appendix 6.6b. Pretest interview – H3

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?
___ A bar of chocolate   ___ A piece of paper with a joke
✓ A British two pound coin   ___ A pair of gloves
___ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?
___ Mashed potatoes   ___ Dried tomatoes   ___ Marshmallow
___ Ginger   ✓ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
___ The palace   ___ The prison   ✓ The church
___ The school   ___ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
___ Pine cones   ___ Crystals   ✓ Roses
___ Plastic toys   ___ Candles

9. Which kind of hot food can you buy in London Christmas markets?
___ Crepes   ___ Spring rolls   ___ Beef sausages
✓ Roasted chicken   ___ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
___ Money   ✓ Clothes   ___ Hot meals
___ Pets   ___ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.6c. Pretest interview – H3 (Date: 12 Nov 2012, 3:45-4:10 p.m.)

- Have you heard about the story "Camel and Bull"? No.
- What do you think about the Camel, Bull, and Jupiter in the story? Camel is different from Bull in size and appearance. I think Camel is greedy when he makes the request, and Jupiter gives sensible response to Camel's request.
- Would you like to know something more about the story? What are these things? I would like to know what Camel will do or say after receiving Jupiter's judgment.
- Would you like to share with your classmates or friends what you read from the story? What would you share with them? I don't think so. I have never shared what I read with classmates. However, I may say something about the story if I meet Bull or Camel in future.

- When and what was the first English story book that you read? I forgot the title of the first English story book that I read in kindergarten.
- Did you enjoy reading it? Why? Yes, there were pictures in the story.
- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 9. Kindergarten: 8.
- How many English story books do you read every year? I read about 5 stories for writing 2 school term book reports and 1 report in summer holiday.
- Did you read English materials other than story books and textbooks? What are these English materials? Yes, I read English newspapers and Times magazine purchased by my father.
- Do you find articles in Times easy to understand? No, there are lots of unfamiliar words. Usually I won't finish reading the whole article, just focus on the title and some portions.
- How many Chinese story books do you read every year? 30-40.
- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read Chinese newspapers, and magazines on cookery.
- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 7. Chinese: 9.

- What are the purposes for you to go online? To read online materials for leisure or entertainment, to communicate with friends and upload photos in Facebook.
- What are the purposes for you to use email? I have never used emails to communicate with friends. Sometimes I need to use emails to send big size files for school assignments or projects.
- Would you like to join online discussion group/s? Why? No, there are too much work involved in online discussions.

Date: 12 Nov 2012

1. My favorite food: ice cream   email address: ▮
2. Age: 13   Sex: Female Class: 7 2A
3. Favourite subject/s in school: Chinese
4. Unfavourite subject/s in school: English, Mathematics
5. School subjects learned through English:
6. School subjects learned through Chinese:
7. Travelling experiences outside Hong Kong: Australia
8. Frequency of going online: √ Daily   __ Weekly   __ Monthly
   __ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   √ Weekly   __ Monthly
   __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   __ Tower of London
   __ Southwark Bridge   √ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   __ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   √ Buckingham Palace
   __ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes   __ Chicken   √ Pudding
   __ Apples   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   √ Dried fruits   __ Brussel sprouts   __ Pork sausages
   __ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

✓ A bar of chocolate   __ A piece of paper with a joke

__ A British two pound coin   __ A pair of gloves

__ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

✓ Mashed potatoes   __ Dried tomatoes   __ Marshmallow

__ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

__ The palace   __ The prison   ✓ The church

__ The school   __ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

__ Pine cones   __ Crystals   __ Roses

__ Plastic toys   ✓ Candles

9. Which kind of hot food can you buy in London Christmas markets?

__ Crepes   __ Spring rolls   __ Beef sausages

✓ Roasted chicken   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

__ Money   __ Clothes   ✓ Hot meals

__ Pets   __ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

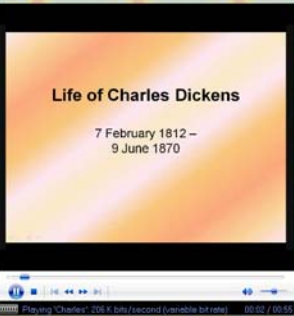Appendix 6.7c. Pretest interview – H4 (Date: 12 Nov 2012, 3:45-4:10 p.m.)

- Have you heard about the story "Camel and Bull"? No.
- What do you think about the Camel, Bull, and Jupiter in the story? Camel is different from Bull in physical appearance, and therefore I think Camel does voice out irrational request.
- Would you like to know something more about the story? What are these things? I would like to know what Jupiter will say to Camel after taking a portion of his ears.
- Would you like to share with your classmates or friends what you read from the story? What would you share with them? I don't think so. I have never shared what I read with classmates. However, I may say something about the story if I meet Bull or Camel on trip.

- When and what was the first English story book that you read? I forgot the title of the first English story book that I read in kindergarten.
- Did you enjoy reading it? Why? Yes, it is easy for me to understand
- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 8. Kindergarten: 7.
- How many English story books do you read every year? I read about 5 stories for writing 2 reports for two school terms and 1 report for the summer holiday.
- Did you read English materials other than story books and textbooks? What are these English materials? Yes, I read English newspapers and computing magazines.
- How many Chinese story books do you read every year? 30-40.
- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read Chinese newspapers, editorials, and magazines.
- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 6. Chinese: 9.

- What are the purposes for you to go online? To read online materials for leisure, to communicate with friends and upload photos in Facebook.
- What are the purposes for you to use email? I have never used emails to communicate with friends. Sometimes I need to use emails to send school assignments.
- Would you like to join online discussion group/s? Why? No, I don't want others to read my opinions on Web.

Appendix 6.8a. Pretest interview – K3

Date: \underline{\text{1/11/2012}}

1. My favorite food: fish   email address:
2. Age: 13   Sex: M   Class: 2D
3. Favourite subject/s in school: J.S.
4. Unfavourite subject/s in school:
5. School subjects learned through English: Maths, Geog, J.S, Eng, &Col., Hist
6. School subjects learned through Chinese: P.E. , CHist
7. Travelling experiences outside Hong Kong:
8. Frequency of going online: __ Daily   __ Weekly   __ Monthly
                                   ✓ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   __ Weekly   __ Monthly
                                   ✓ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   ✓ Westfield Shopping Centre   ✓ Tower of London
   __ Southwark Bridge   __ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   ✓ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   __ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes   ✓ Chicken   __ Pudding
   __ Apples   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   __ Dried fruits   ✓ Brussel sprouts   __ Pork sausages
   __ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

   ✓ A bar of chocolate   __ A piece of paper with a joke

   __ A British two pound coin   __ A pair of gloves

   __ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

   __ Mashed potatoes   __ Dried tomatoes   __ Marshmallow

   ✓ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

   __ The palace   __ The prison   __ The church

   __ The school   ✓ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

   ✓ Pine cones   __ Crystals   __ Roses

   __ Plastic toys   __ Candles

9. Which kind of hot food can you buy in London Christmas markets?

   __ Crepes   __ Spring rolls   __ Beef sausages

   ✓ Roasted chicken   __ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

   __ Money   __ Clothes   ✓ Hot meals

   __ Pets   __ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.8c. Pretest phone interview – K3 (Date: 18 Nov 2012, 3:30-3:45 p.m.)

- Have you heard about the story "Camel and Bull"? Yes, somebody told me the story when I was studying in primary school.

- What do you think about the Camel, Bull, and Jupiter in the story? Camel is greedy, does not know how to appreciate himself, but admires what the others have. I think Jupiter should explain and teach Camel how to appreciate himself.

- How many unfamiliar vocabularies did you find in the story? About 4.

- Would you like to know the meanings for the unfamiliar vocabularies? No, I can guess and understand the meaning of the story.

- Have you ever shared with others that story you heard in childhood? No.

- Will you share with your classmates or friends what you read from the story? What will you share with them? I will not tell them the story that I read. However, I may share with them the meaning I learned from the story.

- When and what was the first English story book that you read? I forgot the title of the first English story book that I read in Primary 3 or 4.

- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 8. Primary: 5 or 6.

- How many English story books do you read every year? About 20. Usually I borrow English story books from school. I need to write minimum 100 words for a school book report biweekly.

- Would it be difficult for you to finish the task (biweekly report)? Not difficult.

- Did you read English materials other than story books and textbooks? What are these English materials? Yes. I read English newspapers and magazines purchased in school.

- How many Chinese story books do you read every year? About 50. I need to write 6 or 7 Chinese book reports in a school year. There will be minimum 100 words for each report.

- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read Chinese newspapers and science magazines on physics.

- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 7. Chinese: 8.

- What are the purposes for you to go online? I read school news and join Facebook online. I seldom write in Facebook. I like to write English in Facebook which is easy for me to input and express myself.

- What are the purposes for you to use email? I will check whether there are any messages for me from the "Rescue Team".

- Would you like to join blog discussion? No.

Appendix 6.9a. Pretest interview – K4

Date: __1ˢᵗ November, 2013__

1. My favorite food: Chicken Wing   email address: [REDACTED]
2. Age: 13   Sex: Male   Class: 2D
3. Favourite subject/s in school: Maths / Integrated Science
4. Unfavourite subject/s in school: Putonghua
5. School subjects learned through English: English, Maths, IS, HIST, geography, Economic & Public Affairs, Music,
6. School subjects learned through Chinese: Chinese, 中史, 普通話,
7. Travelling experiences outside Hong Kong: 深圳, 河源, 廣州州
8. Frequency of going online: __ Daily   __ Weekly   __ Monthly
                              ✓ Occasionally   __ Others (_____)
9. Frequency of using emails: __ Daily   __ Weekly   ✓ Monthly
                              __ Occasionally   __ Others (_____)

Multiple Choices Questions

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   __ Westfield Shopping Centre   __ Tower of London
   __ Southwark Bridge   ✓ Oxford Square
   __ Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   __ Westminster Cathedral   __ Harrods Department Store
   __ Victoria Coach Station   __ Buckingham Palace
   ✓ Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   __ Potatoes   __ Chicken   ✓ Pudding
   __ Apples   __ Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   __ Dried fruits   __ Brussel sprouts   __ Pork sausages
   ✓ Black rice   __ Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

  ✓ A bar of chocolate   __ A piece of paper with a joke

  __ A British two pound coin   __ A pair of gloves

  __ A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

  __ Mashed potatoes   ✓ Dried tomatoes   __ Marshmallow

  __ Ginger   __ Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

  __ The palace   __ The prison   __ The church

  __ The school   ✓ The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

  __ Pine cones   __ Crystals   ✓ Roses

  __ Plastic toys   __ Candles

9. Which kind of hot food can you buy in London Christmas markets?

  __ Crepes   __ Spring rolls   __ Beef sausages

  __ Roasted chicken   ✓ Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

  __ Money   ✓ Clothes   __ Hot meals

  __ Pets   __ Training courses

Read the story below.

The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honors. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears. (*Aesop's Fables*)

Appendix 6.9c. Pretest phone interview – K4 (Date: 18 Nov 2012, 3:00-3:16 p.m.)

- Have you heard about the story "Camel and Bull"? No.
- What do you think about the Camel, Bull, and Jupiter in the story? Camel admires the others but does not know how to improve himself. I think Jupiter is a god. However, I don't agree with his reactions to Camel's request. Jupiter is cruel to take away the belongings of Camel. If I were Jupiter, I would warn Camel and teach him the ways for self-improvement.
- How many unfamiliar vocabularies did you find in the story? About 4.
- Would you like to know the meanings for the unfamiliar vocabularies? No, I can guess and understand the meaning of the story.
- Would you like to share with your classmates or friends what you read from the story? What would you share with them? I may share with them the positive meaning of the story if I meet similar situations.

- When and what was the first English story book that you read? I forgot the title of the first English story book that I read in Primary 1. It was distributed by teaching for reading during the class.
- How will you rate (*full mark: 10*) the level that you enjoy reading English story books now and then? Now: 8. Primary: 6.
- How many English story books do you read every year? About 20. Usually I borrow 1 English story book for 1 cycle from the ERS Box in school. It is the requirement of the school. However, it is not necessary for me to finish reading each book.
- Did you read English materials other than story books and textbooks? What are these English materials? Yes. I read English newspapers, and books about science.
- How many Chinese story books do you read every year? About 50.
- Did you read Chinese materials other than story books and textbooks? What are these Chinese materials? Yes, I read Chinese newspapers and books about astronomy or mathematics.
- How will you rate (*full mark: 10*) the level that you enjoy reading English and Chinese materials? English: 7. Chinese: 9.

- What are the purposes for you to go online? I watch movies (Chinese), read news (Chinese), play games, and browse Facebook. I did upload 1 photo in Facebook.
- What are the purposes for you to use email? I will check whether there are any messages for me.
- Would you like to join blog discussion? No.

Appendix 6.10. Videos posted on Web and Blog

Appendix 6.11a. Script of video "Christmas in England, 21st century"

Appendix 6.11b. Script of video "Christmas in England, 21st century"
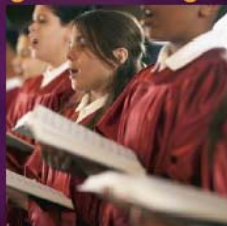
Appendix 6.11c. Script of video "Christmas in England, 21st century"
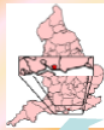
Appendix 6.12. Script of video "Life of Charles Dickens"

Appendix 6.13a. Responses to questions - Student H3

Week	Task	Script	Word	Credit
1	V1	If I were Charles Dickens, I would write more about the story of the poor children. My family was poor and I would observe the life of other poor children. As I knew much about poor life, I could write more about it.	43	1
	V2	I would like to join the traditional Christmas dinner because I have never eaten a traditional Christmas dinner. I have not eaten a Christmas Pudding before and I would like to try it out.	34	1
2	Q1	I like Fred most because he is so nice that he wanted his uncle to be happier. He even invited Scrooge to his christmas party though Scrooge did not have a good temper.	33	0.5
	Q2	I would come to Scrooge on Christmas Eve if I was Marley\'s ghost because I would like to remind my friends to be more generous. I would not like to see my friend become just like me when he is dead. I hoped Scrooge will be a generous person and do not act just like me.	56	0.5
3	Q3	Yes. I think he was happy because when he was in the warehouse, he didn\'t care money as much as his girlfriend,Belle. Also, he played and danced and ate with his friends. So I think he was happy.	38	0.5
	Q4	I think Belle will have a christmas dinner, with her dear husband. Belle will receive a present from her husband too. They had a happy Christmas.	26	0.5
4	Q5	I don't think he feel happy when he was walking around with the Ghost of Christmas Present. This is because when he passed through Bob's house, he felt sorry for Tiny Tim. He worried about him.	36	0.5

Appendix 6.13b. Responses to questions - Student H3

	Q6	Yes, I think they enjoy Christmas. This is because they had a Christmas spirit. They didn't have much food though, they enjoy themselves in the Christmas dinner.	27	0.5
5	Q7	This is because it was myterious and scary. It is not like the spirit that showed their face before, so Scrooge would fear of the "Ghost of Christmas Yet to Come".	31	0.5
	Q8	This is because the Ghost wanted to let him know that he would die later. He wanted to let him to learn that money is not that important.	28	0.5
6	Q9	This is because he wanted to be a good master. He thought that he was bad to Bob before so he want to compensate to Bob.	26	0.5
	Q10	Yes, I agree. This is because he became the second father of Bob's son, and became a good master of Bob. Also, he donated a lot of money for the poor and unemployed.	33	0.5

Appendix 6.14. Responses to questions - Student H4

Week	Task	Script	Word	Credit
1	V1	I would like to having a class christmas celebration, because Ithink it is very fun to stay with my friends.	20	1
	V2	Yes, because I would share my joy and happiness to the other, and also to tell people the fun that I have.	22	1
2	Q1	Marley\'s ghost is my favorite character in chatper 1. Because it tell Scrooge to don\'t be mean.	17	0.5
	Q2	Yes, because it is a good time for telling Scrooge to don\'t be mean to the other, before the Christmas.	20	0.5
3	Q3	Yes, because he meet Belle and live happily although they are in a poor life.	15	0.5
	Q4	Yes, she is very happy in the family celebrate Christmas, she spend her time with Scrooge.	16	0.5
4	Q5	No, it is because Scrooge have saw the unhappy memories while walking around with the Ghost of Christmas present.	19	0.5
	Q6	Yes, because although they were very poor, they still celerbrate the Christmas happily.	13	0.5
5	Q7	Because he afraid thet this Christmas may be the last Christmas of him, and he may die after meeting the Ghost of Christmas Yet to Come.	26	0.5
	Q8	Because the Goust want Scrooge to know this Christmas may be the last Christmas, and ask him to be sharing.	20	0.5
6	Q9	Because he want to celebrate the Christ, as with the other happily.	12	0.5
	Q10	Yes, because he know that he should be sharing to the other, be a good friend, a good master and also a good man.	24	0.5

Appendix 6.15a. Responses to questions - Student K3

Week	Task	Script	Word	Credit
1	V1	If I were Charles Dickens, I would write about a child who was poor and when he grew up he became rich and had Christmas party and gave gifts to the poor in "A Christmas Carol" because I want everyone can have a warm Christmas.	30	1
	V2	I would like to join the charity work during Christmas because Christmas is a warm festival but homeless people can't have mildness. Therefore, I want to share warm with them.	45	1
2	Q1	Fred is my favourit character because he was a optimistic and kind person. Although his uncle refused his invitation firmly, he wasn\'t feeling unhappy. Also, he loved sharing joy with others.	31	0.5
	Q2	If I were Marley\'s ghost, I would come to Scrooge on Christmas Eve because I want to make up for my wrong.	22	0.5
3	Q3	Yes, I think Scrooge felt happy when he worked in the warehouse because they had food, music and dance on the Christmas Eve. They all had a smile on their faces and felt warm and heartiness.	36	0.5
	Q4	Yes, I can imagine and describe how Belle\'s happy family celebrate Christmas. They sang Christmas song loudly together, had Christmas dinner with lot of warmth and exchanged their gifts excitedly.	30	0.5
4	Q5	I think Scrooge feels happy while walking around with the Ghost of Christmas Present because he would also feel joyful when he saw many houses that had happy Christmas dinners although they were poor or sick.	36	0.5

Appendix 6.15b. Responses to questions - Student K3

	Q6	Yes, I think the family enjoys Christmas because according to the page, it says they were joyful and you could feel that they all had the Christmas Spirit in their hearts. Also, I think living in the world is a joy.	41	0.5
5	Q7	Scrooge feared the \\'Ghost of Christmas Yet to Come\\' more than any other spirit because his appearance was spooky. It was tall and wore a deep black piece of clothing and outstretched its white hand. I think when I saw its long white hand and its black body, I would be very scared. However, I don\'t think the \\'Ghost of Chritmas Yet to Come\\' is a unfriendly ghost because although he was very spooky, he tried to save Scrooge from wearing a chain. So, may be I won\'t be scare or he may have a friendly face!	97	0.5
	Q8	The Ghost showed Scrooge the grave with his own name because he wanted to let him know he was afriad of death and threat him to help the poor and honour the Christmas. Also, it wanted to let him know what would happen when he was dead so he would think about himself more seriouly. I think if I saw my grave with my own name, I would not be afraid because I think I have already enjoyed my life and do what I want before I died. However, I think this is imposible.	94	0.5

Appendix 6.15c. Responses to questions - Student K3

6	Q9	Scrooge wanted to buy a big turkey because he wanted to give a suprise to Bob Cratchit and Tiny Tim and he thought they might not have enough food for the Christmas Dinner. He wanted to share the joy with them, especially Tiny Tim. If I got this present, I think I would really suprised and excited because I haven\'t seen a turkey two times as a little children. Also, I reckon I need four days to eat the whole turkey.	81	0.5
	Q10	I agree with the statement because a good friend always helps his friends when they are in need. For instance, as he thought Bob didn't have enough food for Christmas Dinner, he bought a big turkey for him. In addition, he was a good master. A good master always helps his employees and servants. Scrooge helped his employees, Bob, by increasing his salary to help him solve his problem of out of money. Eventually, he was a good man. A good man always take care the weak or his children. Although Scrooge didn't have a son or daughter, he looked after his "son", Tiny Tim. I think Scrooge changed a lot too and now he is one of my role models.	121	0.5

Appendix 6.16a. Responses to questions - Student K4

Week	Task	Script	Word	Credit
1	V1	I would write about how did some poor people live in London, how poor they were and how helpless they were, to the public. Some children in London didn't have parents, some of them didn't have enough money to buy books to learn, and even buy necessities and something to eat. Also, I will wrote some Christmas carols encouraging, blessing and wishing happiness to those poor children in order to let them happier and they would no longer feeling hopeless. Furthermore, I would call the people to raise money for the needy so that they could get out of predicament, and also tell them that they should treasure what they had now.	112	1
	V2	I would like to join in some charity works ,such as singing Christmas carol for fund raising. I want to join in this activity because I love singing and listening to Christmas carols very much, because when I listen to these songs, it can make me relax and let me enjoy Christmas more for its great festival ambiance. The most important point is that the event is meaningful and it may be a charity work for raising money to help the needy or the poor ,I'll be happy for that.	90	1

Appendix 6.16b. Responses to questions - Student K4

| 2 | Q1 | I like Fred an the two gentlemen the most. In my opinion, Christmas is a festival for helping the poor and the needy, enjoying ourselves with our family, commemorating blessing each other for happiness. I like Fred as he was very friendly that he invited Scrooge to have a Christmas dinner, and that he was enjoy himself in the festival and he knew he should spend time with his family. I like the two gentlemen because they remembered and implemented the spirit of Christmas---to help the poor and the needy. They did charitable works and denate their to raise money to help the poor. | 105 | 0.5 |
| | Q2 | Yes, I would come to see Scrooge if I was Marley\'s ghost. As I was so stingy in my living time, I only cared about my business but not other people---including my family, the life after I died was very poor. Scrooge, my only business partner, did like what I had done before. So, I had to warn him about that, so that he could make changes. Christmas is the end of the year, that was a good time for Scrooge to make changes. Also, Christmas is a time for blessing each other and caring about other people. | 99 | 0.5 |

Appendix 6.16c. Responses to questions - Student K4

| 3 | Q3 | Yes, I think he would be very happy whe he was working in the warehouse. From the first shadow, I know that Scrooge was happy when he was a child, as he had friends to be with, although he was poor. When he was working in the warehouse, he was also happy he still had many friends. He enjoyed himself in Christmas and celebrated it, not just caring about business! Also, he saw the merry Christmas Eve they spent in the office with their boss and his family---this also shows that he enjoy very much as he spent time with other people and he was happy. | 107 | 0.5 |
| | Q4 | Yes, I can imagine that beautiful and fantastic tableau when Belles happy family was celebrating Christmas. Belle was sitting among her parents, husbands and children, and chatting and eating happily with them; the children there were lovely, they were singing Christmas carols ,playing games with each other and exchanging Christmas gifts; the house was decorated by many beautiful decorations, such as Christmas trees, bells and toy angels, the house was full of Christmas atmosphere and vitality , and is lively buzzing with excitement---what a wonderful tableau! Although Belle\'s family might have not been very rich, there was a complete family with warmth and heartiness, I think that\'s sufficient. | 109 | 0.5 |

	Q5	I think Scrooge was not happy but he was upset when he was walking around with the Spirit.They went to a very poor family, the children there was poor but joyful, but Scrooge cared only about business and had no happiness. Tiny Tim was a very poor and optimistic boy, and his father loved him very much that he feared to lose him. Scrooge felt sorry about the boy and felt guilty of himself. Also, the ghost told him that the child would die, which made him very sad. He wanted to help the poor, but he also wanted to keep his money. When he saw some cheerful parties, he even wanted to join in but he could not.	119	0.5
	Q6	I think the family enjoyed Christmas very much. Firstly, the whole family spent their time in Christmas--Mrs Cratchit prepared dinner for her children. tThe children enjoyed themselves in Christmas the most happily. The went around in the house cheerfully, playing, chatting--they felt happy with the arrival of Christmas. They also felt hopeful but not helpless when Cristmas came, as they thought that god would bless all of them. Everyone there was joyful and we can feel that they had the Christmas Spirit in their heart. Only Mr. Cratchit feared to lose his favourait and youngest son, but he still thought that god would bless him.	107	0.5

endix 6.16e. Responses to questions - Student K4

| 5 | Q7 | He feared the\"Ghost of Christmas Yet to Come\" more than any other spirit for several reasons. Firstly, the ghost came silently and slowly, this gave people a feeling of fear and mystery. Secondly, it looked strange that it wore a deep black piece of clothing, which covered its whole body and left nothing of it visible--that\'s very scared. Thirdly, when Scrooge spoke to him, talking about how scary it was, he did not say a word. Also, as Scrooge had seen the spirits before and felt bad, he was nervous about his coming journey. | 95 | 0.5 |
| | Q8 | As the spirit had showed him that thieves stole things and talked and laughed about the owner of the property--they thought that he was fool, Scrooge may have been wondering who that person was. The spirit showed him his name to told and warned him not to be fool and be more generous. Also, Scrooge knowed that Tiny Tim, the boy who he felt soory for, had died, he felt guilty and upset. The name reminded him of how bad he was, and he was determined to help and care about people ,be more generous and not to be stingy again. | 102 | 0.5 |

Appendix 6.16f. Responses to questions - Student K4

6	Q9	Scrooge wanted to buy the big turkey to send it to others. As he knew that it was Christmas Day that day and that he felt sorry about his past fool and helpless behaviour and attitude, he decided to do some generous thing that would loved by other people, to make up for his guilt. He asked a boy about the big turkey, and then sent it to Bob Cratchit's house to Tiny Tim, the boy who he felt sorry for and made him realise his fool. He was very cheerful and happy that he could help other people, especially the poor guys, like Tiny Tim. He thought his life would be changed and he would be happy after receiving this big turkey-- it was twice the size of Tiny Tim.	131	0.5
	Q10	Yes, I agree with the statement. Scrooge was very stingy, he was a miserly person that he cared about neither other people nor his assistant and his family-- he cared about business and money only. Also, he didn't help any poor people. Luckily, after the journey, in which he and the three spirits travelled to the world in the past, present and the future, he realised his fault and bad behaviour. After that, he became a completely different person. He tried to care about, think about and help other people. He became a good and friendly friend--he sent the big turkey to Tiny Tim, he became generous to the gentlemen and apologise to them. He became a good master and man--he raised his assistant\'s salary and hoped he could have a merry Christmas.	135	0.5

Appendix 6.17a. Responses to questions - Student H1

Week	Task	Script	Word	Credit
1	V1	I will put "join to the world" this song since this song is popular, I think each school in Christmas may play this song too. Alsothis song is related to the God, therfore in those school which is have religious backgroung school will use this song for example,so I thing this song put in to 'Christmas Carol" is meaningful.	59	1
	V2	I would like to have singing song celebration activity since I think singing songs can more easily express our feeling.	20	1
2	Q1	I like Scrooge this character in Chapter 1 because he is brave in talking with a ghost ,I think if other saw a ghost, they may scream and run away ,not like Scrooge that ask the ghost who are you. Mat be yes.(I think)	40 5	0.5
	Q2	I would like to come to Scrooge on Christmas Eve if I were Marley's ghost since I'm a ghost,not everyone such Scrooge brave to talk to me, and I am want to try that a human and a ghost be a friend.	42	0.5
3	Q3	I think Scrooge feel happy when he worked in the warehouse since he has a beautiful girlfriend after that she become Scrooge housewife too.They also have children to celebrate Christmas.	30	0.5

Appendix 6.17b. Responses to questions - Student H1

	Q4	I think that they may eat a small but tasty chocolate cake and the children use their lovely voice to sing some Christmas songs.Scrooge will become a Santa Claus, and Belle stay and smile sweetly.	35	0.5
4	Q5	I don't understand the story at all but I think Scrooge is unhappy. I think Scrooge is unhappy since Scrooge see that Tiny Tim broke his leg and secondly, after the Christmas Present introduce Ignorance and Want this two guy, Christmas Present use Scrooge sentence and a guy who call Ignorance to mendacity him. Yes.	13 41 1	0.5
	Q6	Although the Cratchits were very poor, I think their family enjoy Christmas since they easily to get meet. As the ancient China saying that goes contentment.	26	0.5
5	Q7	Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit it was because the ghost of Christmas Yet's appearance is horrible since the ghost wore a deep black piece of clothing (such as a sorcerer), which covered it's whole body and only left one pale hand out of the cloth!You try to thing that if something such as Christmas Yet, I thing you may scared too, so how about Scrooge, he also a human so why he would not be afraid?	85	0.5

	Q8	The Ghost show Scrooge the grave with his own name it was because the Christmas Yet want Scrooge to stop wasting time and do something that is meaningful, such as helping people when they are need help, don't always only wanted earn the money he must also take o the worker too. the last sentence is :he must also take care the worker too.	52 12	0.5
6	Q9	Scrooge want to buy a big turkey I think it is because Scrooge feels sorry to Bob since although Bob are poor, Scrooge still told Bob to buy a big turkey to him, also after he sew Tiny Tom this incident he feel more and more sorry that himself even don't give Bob a holiday, so in order to give them compensate, so he give Bob a big turkey.	69	0.5
	Q10	I agree with the statement, "Scrooge became as good a friend , as good a master, and as good a man".It is because the first reason is he don't be harsh to Bob again, we can see the reason from he give a big turkey to Bob and Scrooge also has a reflection on himself too. Second he can be a good friend since he won't be sting anymore and he treat everything more positively too.The responsibility of a friend is when your friend getting sad, you must comfort them,so if you don't have treat everything more positively ,so how can you be a good friend?! Finally, so if you a good master and became as good a friend, so why Scrooge is not a good man.	127	0.5

Appendix 6.18a. Responses to questions - Student H2

Week	Task	Script	Word	Credit
1	V1	I would like to write about what the life in factory. It is because Charles Dickens was work in the factory when he was young.I think it is a big different between study in the school.	36	1
	V2	I would like to go to the Christmas markets in England because it looks very fun.Maybe I could find some hot and nation,special food in the market and I could enjoy it in the very cold street.	37	1
2	Q1	My favorite character is Fred.I like him because he was a very friendly young man,and he even tried to cheer Scrooge up and invited him for dinner on Christmas Day as soon as Scrooge said something bad to him.	39	0.5
	Q2	I would come to Scrooge on Christmas Eve if I were Marley's ghost because Scrooge still only cared about his business,so I would come and help him to change his personality.	31	0.5
3	Q3	I think Scrooge feel happy when he worked in the warehouse. On the Christmas Eve,Scrooge had a party with his boss Mr Fezziwig and his family,everyone feel happy,it shows that Scrooge feel happy also. Yes,my school will have Christmas celebration every Christmas ,we would have party and dance in playground all together,it is a tradition of my school.	34 24	0.5

	Q4	I think Belle's happy family would celebrate Christmas by decorated the Christmas tree and sat all together in front of stove had dinner,shared the happy things happened in the year and prayed for each other life in next year.	39	0.5
4	Q5	I think Scrooge feel happy after he went to his nephew's house ,but he feel unhappy again when he notice some thing strange about the Ghost of Christmas Present because he enjoyed their party and wanted to stay for another while in his nephew's house,but he feel sad about the died of Tiny Tim in the future and the Ghost of Christmas Present answer his question by used Scrooge's words like telling Scrooge is stupid.	75	0.5
	Q6	The Cratchits' family enjoyed Christmas because everyone was joyful and you could feel that they all had the Christmas Spirit in their hearts although they are poor.	27	0.5
5	Q7	Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit because it is the last ghost,Scrooge afraid that his life would end up as the disappear of Ghost of Christmas Yet to Come and he need to the same pain of his partner who died or even worst.	52	0.5
	Q8	The Ghost show Scrooge the grave with his own name because it want Scrooge to repent.	16	0.5
6	Q9	Scrooge want to buy a big turkey he wants to celebrate Christmas by having a Christmas dinner with his friend and family members.	23	0.5
	Q10	I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man" because he changed his attitude positive, he take care about Tiny Tom,treat others more friendly.	35	0.5

Appendix 6.19a. Responses to questions - Student K1

Week	Task	Script	Word	Credit
1	V1	I would like to write about what Charles Dickens have experienced during Christmas when he was young if I were him. It is because Charles Dickens was poor when he was young. His family was put into the prison so he needed to earn money by himself. I would buy a big Christmas tree because there were no Christmas trees at my home. I would also buy some stars and lights to decorate my Christmas tree.	47 29	1
	V2	I would like to go to the Christmas markets in London because it looks interesting. I think I will find a lot of fun while exploring the Christmas markets! I am curious about what will be sold in the markets, I hope I can find a store that sells a lot of colourful light decorations! I would like to buy some hot food in the market because it is cold during Christmas. So I can eat goulash or crepes to keep myself warm.	55 28	1
2	Q1	I like Fred the most too. It is because he is always happy and he is optimistic too! He still wish Scrooge a merry Christmas though Scrooge thinks Christmas is humbug.	31	0.5

Appendix 6.19b. Responses to questions - Student K1

	Q2	I would come to Scrooge on Christmas Eve if I were Marley's ghost because Scrooge only cared about his bisiness but did not care about his friends and relatives. So I would told him to change to a person who was generous.	42	0.5
3	Q3	I think Scrooge felt happy when he worked in the warehouse because he spent time with his boss and his family on the Christmas Eve. They were eating, singing and dancing.They were happy! This helped Scrooge remember how happy he was in the past. I would not like to be the host of Christmas party at home because I do not want to prepare everything all by myself. I would like to attend my friends' or relatives' party instead. Yes, but I do not need to prepare everything since my family will help me. The main reason of why I do not want to be the host of Christmas party is I do not want to prepare everything by myself. So, if someone can help me, it is no problem for holding party at my home.	44 35 57	0.5
	Q4	Belle was happy because she was married and had children. She celebraeted Christmas with her family joyfully.I think they would have a Christmas meal and hold Christmas parties.	28	0.5

Appendix 6.19c. Responses to questions - Student K1

4	Q5	I think Scrooge did not feel happy because the ghost said that Tiny Tim will die in the future. And At the last of Scrooge and the ghost's travel, there were a boy and a girl. The ghost used Scrooge's words to answer his question. So Scrooge did not feel happy. It was because he used his own words to reply to the two gentlemen who wanted to collect money for the poor. When he heard these words from the ghost again, he knew that his words was so offensive.	51 39	0.5
	Q6	The Cratchits' family enjoyed Christmas because they were having a Christmas meal and the children were running around cheerfully though they were poor.	23	0.5
5	Q7	Scrooge feared the "Ghost of Christmas Yet to Come" more than any other spirit because the third spirit wore mysterious and scary clothes, covering its whole body. Scrooge was also afraid of that he could not change his life.	39	0.5
	Q8	The Ghost wanted Scrooge to know what will happen on him if he continued his own style of living by showing him the grave with his own name.	28	0.5

Appendix 6.19d. Responses to questions - Student K1

| 6 | Q9 | Scrooge wanted to buy a big turkey because he was sorry about he treated Bob badly in the past and he wanted to make up for what Bob had experienced. He wanted Bob to forgive him about what he had done before. Also, Scrooge liked Tiny Tim very much. He thought Tiny Tim would feel very happy when he saw the turkey as Bob's family was poor. | 67 | 0.5 |
| | Q10 | I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man" because Scrooge bacomes more friendly, more generously and thinks more postively than before. He says sorry to the two gentlemen and treats them friendly. He also wishes Bob a merry Christmas by raising his salary. So, Scrooge is a good friend and a good master as well as a good man. | 71 | 0.5 |

Appendix 6.20a. Responses to questions - Student K2

Week	Task	Script	Word	Credit
1	V1	If I were Charles Dickens,I will write about a song. The content of the song will about Christmas. Sure. A Christmas tree is the symbol of Christmas.	18 9	1
	V2	Christmas is a festival that people spend time with their family. I would like to join some celebration activities with my family. We can be the carol singers,and sing carols in the street. We will also have a traditional Christmas dinner.We will eat Turkey ,Christmas pudding ,and exchange the gifts. I would like to join these activities because they are fun and meaningful. White Christmas. This is my favorite song too!	63 2 6	1
2	Q1	My favourite character is Fred.I like him because he is a joyful person. He wanted everyone can feel happy during Christmas.He tried to celebrate Christmas with his uncle. Although he can't,he didn't feel upset. From these things,I know that he is a joyful person. Santa Claus	44 2	0.5
	Q2	I would come to Scrooge on Christmas Eve if I were Marley's ghost because I am his partner.I must help him because he did not care about everythings except for business. I need to tell him that he needs to enjoy his life.	43	0.5

3	Q3	I think Scrooge feel happy when he worked in the warehouse. On the Christmas Eve,Scrooge had a party with his boss Mr Fezziwig and his family,he felt very happy at that time. His was very relax too.Although he was poor, he didn't feel sad.	44	0.5
	Q4	Belle is very happy because she has childrens and her husband. They celebrated the Christmas together.And they may feel very happy,they can share their happiness.Not like Scrooge,he hold a candle,and sat alone.	32	0.5
4	Q5	I think Scrooge feel unhappy while walking around with the Ghost of Christmas Present because he was sad about Tim's dead.He may also regret about it.Bob is his helper,but he never care about him.	34	0.5
	Q6	I think the Cratchits enjoy Christmas because they can celebrate together.	11	0.5
5	Q7	Scrooge feared the "Ghost of Christmas Yet to Come" more than any other spirit because the "Ghost of Christmas Yet"'s clothes are scarier than other spirits.It did not say any word.It looked like a horrible ghost.	36	0.5
	Q8	The Ghost showed Scrooge the grave with his own name because it wanted to scare him. If he is scared,he will try to change his life.It is because he worried about his future. Being more generous.	33 3	0.5

Appendix 6.20c. Responses to questions - Student K2

6	Q9	Scrooge want to buy a big turkey because he wanted to celebrate Christmas with eating a big Christmas dinner with every people who like Christmas. Maybe it is a traditional food of Christmas.	25 8	0.5
	Q10	I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man" because he treat everything more positivly.And he cares about every people ,such as Bob,Tiny Tom and Fred.He is generous now.	40	0.5

Appendix 6.21a. Posttest phone interview – H1   (Date: 17 Jan 2013 8:30-9:30 p.m.)

(Date: 23 Jan 2013 8:30-8:45 p.m.)

Personal data of sample student (Any changes to pretest interview?)

- Unfavourite subject/s in school: History + English
- Interest in learning English: give 1 more mark to English learning

Schema-reading skills

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes
- Which chapter did you find difficult? Chapter 4 – The last of the Spirits
- Which chapter did you find easy? Chapter 1 (Marley's Ghost) & Chapter 2 (The First of the Three Spirits)
- How about the videos? 'Christmas in England' is good, 'Life of Dickens' runs too fast.
- How about the word games? Game 3 (Climb the Pyramid) is difficult. I like to play Game 4 (Catch the Fish) which is interesting. "Self-check answers" for Game 2-5 is better than Game 1 submission and waiting for feedback of answers. However, it caused a lot of troubles when I finished the games and wanted to get back to the homepage of 'Blog Schedule'. I think it would be better to have something like 'Back' button to get back to the homepage immediately.
- Which online activity/activities (videos, word games, graphics, text information, or comments) could help you understand the story? Word games and graphics could help. I like the two photos ('My Nephew's Christmas Tree' and 'Party in My Office') on blog. I don't think the two videos being important for me to understand the story. Also, it's not necessary to know who wrote the story. However, it's good to have some knowledge about the life of Charles Dickens.
- Which questions did you find difficult to respond? Question 8 (Why did the Ghost show Scrooge the grave with his own name?)
- Why did you think Scrooge marry with Belle in Question 3? I didn't know. Later I found that Belle married with another one, not Scrooge.
- How did you decide the number of words written for answering each question? I did not consider how many words I should write. I wrote as I liked, and therefore not many words for that question which I could think of nothing to respond.
- Why didn't you reply some questions on blog? I would reply the questions if I read particular blog sessions again. However, I seldom got back after submitting comments.
- Why didn't you ask the native speaker questions on blog? I have never met the native speaker. I might ask question if I knew that person before. Also, I didn't know where (which sessions) I could raise questions on blog?
- Would you recommend 'A Christmas Carol' to your friends / classmates? Yes.

- Would you recommend them to join the online activities for reading 'A Christmas Carol'? Yes, I would send them the website address of 'Blog Schedule' and encourage them to join blog discussions when available (no school assignments).

Reading and sharing behaviour of sample student after the test
- A short story (about 140 words) will be given to student to read.

JUPITER DETERMINED, it is said, to create a sovereign over the birds, and made proclamation that on a certain day they should all present themselves before him, when he would himself choose the most beautiful among them to be king. The Jackdaw, knowing his own ugliness, searched through the woods and fields, and collected the feathers which had fallen from the wings of his companions, and stuck them in all parts of his body, hoping thereby to make himself the most beautiful of all. When the appointed day arrived, and the birds had assembled before Jupiter, the Jackdaw also made his appearance in his many feathered finery. But when Jupiter proposed to make him king because of the beauty of his plumage, the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw. (*Aesop's Fables*)

- Have you heard about the story or similar stories before? No.
- Would you like to know the meanings for some vocabularies in the story? Proclamation.
- Do you know anything about Jackdaw? According to the word "his", I think Jackdaw is a man.
- What is the implication for the identity of Jackdaw when you read "collected the feathers"? Oh, Jackdaw is a bird collecting feathers and pieces of woods!
- Do you know the differences between wood and woods? No.
- Wood is the material from trees. Woods are places where trees are planted.
- Would you like to know the author or source of the story? No.
- Would you like to talk with your classmates or friends the story that you have read? Yes, with the familiar ones.
- What would you like to share with them? I would like to share with them Jackdaw's character. The bird is good. As what a Chinese idiom said, "Make up for lack of natural talent through hard work (將勤補拙)." The bird has tried its best to cover its ugliness.

Appendix 6.21c. Posttest phone interview – H1

- What is the purpose of Jackdaw to collect feathers? Jackdaw wants to be the King!
- Would you act similarly if you were Jackdaw? No, I would think positively. We do not need to pursue beautiful appearance!

Blog/Web usage of sample student
- Do you think blog/Web activities can help students read and write English as L2? Yes.
- Would you like to join the Reading Group on blog? Yes, if I have time, for example, during school summer vacation.
- How many peer students would you like to have in a blog reading group? Two to four.
- Have you got access to Web information via the links on blog? No.

Appendix 6.22a. Posttest phone interview – H2 (Date:29 Jan 2013, 9:00-9:20 p.m., 9:45-10:05 p.m.)

- Unfavourite subject/s in school: Putonghua (Pinyin and Chinese characters conversion, not speaking)
- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, it would be better if the Program runs in Summer Holiday.
- Which chapter did you find easy or difficult? Chapter 1 was easy, and Chapter 4 difficult. However, a TV program on 'A Christmas Carol' broadcasted before Christmas Eve did help me understand why Scrooge feared the Ghost of Christmas Yet to Come.
- Which videos do you like? Why? I like 'Christmas in England' which helps me understand the culture of another country. For another video, I can learn from it the life of Dickens and his motives to write the story.
- Which word games do you like? Puzzle. It's interesting.
- Do you like the graphics on blog? Yes, I do wish to put my hand drawing about Christmas on blog.
- How about the graphics within the text? They helped me understand the content of the story. The picture in Chpater 4 showed me the grave with Scrooge's name which helped me imagine the scene of the story.
- How about the comments on blog? Usually I would read others' comments before answering the questions on blog. I did appreciate the good writings of other students. For example, they could have fantastic imagination of Belle's celebration of Christmas.
- Why didn't you ask other students questions on blog? I didn't know what to ask.
- Why didn't you ask the native speaker questions on blog? I forgot there would be a native speaker to join our discussions on blog.
- Would you ask the native speaker some questions if I reminded you of his participation? Yes.
- What would you ask the native speaker? The customs of Christmas celebration in England. I would like to know whether there are any differences between the real situation and the description in the video.
- Why didn't you give feedback to some questions from Roseapple on blog? I was not aware of these questions. If I read them while visiting the blog, I would respond to them.
- Did you click the link on blog to read some information about the British food in Christmas? Yes, I clicked both the links of 'tree' and 'food'. I was glad to read the information and nice photos from these websites.

Appendix 6.22b. Posttest phone interview – H2

- Did you find the 12 questions easy or difficult to respond? Questions asking whether a person was happy would be easy to respond. Question on 'Scrooge and the Ghost of Christmas Yet to Come' was difficult. This is why I choose my answer to this question as the favorite words for the Program.
- How did you decide the number of words written for answering each question? Randomly.
- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, it's a meaningful story. I was impressed by the characters in the story, especially the extreme behaviours of Scrooge at the beginning and end of the story. It serves as a good example for others to follow.
- How will you rate (full mark: 10) the blog in promoting students' interest English reading? 8.
- A short story (about 140 words) to read.
JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? Yes, I read the Chinese version in primary school. The story book was provided by the teacher.
- Would you like to know the meanings for some vocabularies in the story? No, I know all the words in the story.
- Do you know the source of the story? Yes, it comes from Aesop's Fables.
- What is the message that you get from the story? To make use of one's own ability to do the task or win the game, don't make use of others.
- What would you do if you were the Jackdaw? I would try my best!
- Would you like to talk with your classmates or friends the message of the story that you have read? Why? Yes, it's a meaningful story.
- Would you like to join the Reading Group on blog in future? Yes.
- How many students should be involved in a blog reading group? At least four students should be involved. Less than four may not be enough to generate ideas for sharing. The maximum will be eight because too many bloggers may result in overlapping of ideas. Someone may doubt whether his/her idea has been copied by others.
- Would you like to involve close friends in a blog group? It's not necessary to involve close friends only. I think it's good to exchange ideas with the unfamiliar ones.
- Would you recommend your classmates or friends to join the Reading Group on blog? Yes, blog sharing is interesting and they can learn more from it.

Appendix 6.23a. Posttest phone interviews – K1 (Date:27 Jan 2013, 2:00-2:45 p.m.)

- Favourite subject/s in school: IS + Mathematics
- Unfavourite subject/s in school: Art (Drawing, not viewing pictures, especially the nice ones)

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, timing is just fit, but it would be better to run the Program in Summer Holiday.
- Which chapter did you find easy or difficult? All match with my level.
- Which videos do you like? Why? I like 'Christmas in England' which is interesting, 'Life of Dickens' is boring.
- Which word games do you like? Puzzle. It matches with my level.
- Can the graphics on blog make you think of Christmas? Yes.
- What have you thought of? I think of the Christmas party in school. Each class will order some food and drinks for the party. Each student needs to contribute about HK$40.00 for the party.
- Will there be any other Christmas celebration activities in your school? Yes, the Student Union will invite students to perform drama or singing on stage.
- Can the graphics within the text help you understand the story? Yes.
- How about the comments on blog? I know more about Christmas from others' comments. Something in the comments I have never heard about.
- Why didn't you ask other students questions on blog? I didn't know what to ask. Also, I was not familiar with students joining the blog.
- Would it be better if you know each other before the Program started? Yes, it's better to provide chances for us to meet fact-to-face.
- Why didn't you ask the native speaker questions on blog? I forgot there would be a native speaker to join our discussions on blog.
- Would you ask the native speaker some questions if I reminded you of his participation? Yes.
- What would you ask him? Something about the food in England.
- Are you interested in British food? Yes.
- Did you click the link on blog to read some information about the British food in Christmas? No, I was not aware of these links.
- Did you find the 12 questions easy or difficult to respond? Questions asking whether a person was happy would be easy to respond. I could find information from the text and pictures within the text.
- How did you decide the number of words written for answering each question? I wrote what I liked.

Appendix 6.23b. Posttest phone interview – K1

- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, it's a meaningful story which helps the readers think positively.
- Will you encourage your friends/classmates to join the blog while reading 'A Christmas Carol'? Yes.
- Will you encourage them to write comments? Yes.
- How will you rate (full mark: 10) the blog in promoting students' interest English reading? 9

- A short story (about 140 words) to read.

JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? No.
- Would you like to know the meanings for some vocabularies in the story? No, I've referred to the dictionary.
- Would you like to know the author or source of the story? Yes.
- What is the message that you get from the story? Be yourself.
- Would you like to talk with your classmates or friends the message of the story that you have read? Why? It depends. If someone behaves like Jackdaw, I will tell him the meaning of the story so that he may not behave as the same as Jackdaw.

- Would you like to join the Reading Group on blog in future? I don't think so. I am not interested in reading English stories. Usually I read English stories on the request of my teachers. However, I will join the Group if my close friends join.
- How many close friends would you like to have in a blog reading group? Five to six.
- Would you submit comments if there are no preset questions on blog? Yes.
- Would you recommend your classmates or friends to join the Reading Group on blog? Yes.

Appendix 6.24a. Posttest phone interview – K2 (Date:27 Jan 2013, 3:05-3:35 p.m., 4:45-4:55 p.m.)

- Unfavourite subject/s in school: Music (Singing, not listening to music, especially the nice ones)

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, timing is just fit. I did read the English and Chinese version of the story before this Program.

- Which chapter did you find easy or difficult? Chapter 1 is easiest, others match with my level.

- Which videos do you like? Why? I like 'Christmas in England' which is interesting, 'Life of Dickens' is boring but helps me understand the story.

- Which word games do you like? I like all the games.

- Did you read the graphics on blog? Yes, I could learn the knowledge of Christmas from the pictures.

- Can the graphics within the text help you understand the story? Yes.

- How about the comments on blog? Did you read the comments written by other students? Yes, I read others' comments which help me understand the story.

- Why didn't you ask other students/foreigner questions on blog? I didn't know what to ask.

- Did you click the link on blog to read some information about Christmas tree and British food in Christmas? No, I was not aware of these links.

- Did you find the 12 questions easy or difficult to respond? The questions were not easy or difficult.

- Usually you wrote over 30 words for each question. However, you wrote only 20 words for questions about Dickens' video and Cratchits family (Q6). Why? I wrote more when I could find more information from text to answer the question, and less when less information.

- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, it's a meaningful story.

- Will you encourage your friends/classmates to join the blog while reading 'A Christmas Carol'? Yes.

- Will you encourage them to write comments? Yes.

- How will you rate (full mark: 10) the blog in promoting students' interest in English reading? 8.

Appendix 6.24b. Posttest phone interview – K2

- A short story (about 140 words) to read.

JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? Yes, I heard about the story in Chinese version.
- Would you like to know the meanings for some vocabularies in the story? No, I've referred to the dictionary.
- Would you like to know the author or source of the story? Yes.
- It is extracted from Aesop's Fables.
- What is the message that you get from the story? Don't focus on one's outer beauty, but the inner one.
- Would you like to talk with your classmates or friends the message of the story that you have read? Why? Yes, it's a meaningful story.

- Would you like to join the Reading Group on blog? Why? Yes, I can learn more from the story to be read.
- Would you write any comments if there are no preset questions from the bloggers? Why? Yes, I like to share with others.
- Would you recommend your classmates or friends to join the Reading Group on blog? Yes.
- Would you encourage them to write comments on blog? Yes.
- How many peer students would you like to have in a blog reading group? Two to three.
- Would you prefer to have close friends joining the blog? Not really, there can be someone with whom I am familiar or unfamiliar.
- Would you like to involve a teacher in blog discussion? Yes.

Appendix 6.25. Posttest phone interview – H3 (Date: 20 Jan 2013 9:15-9:50 p.m.)

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes.
- Which chapter did you find easy or difficult? Just match with my level.
- Which chapter did you find easy or difficult to respond? Just match with my level.
- Which chapter/s of the story did you like? Why? Chapter 3, Christmas Present, because they visited many places.
- How about the graphics in websites / text? No idea. I don't think graphics can help me understand the text.
- How about the word games? Immediate feedback (i.e. self-check answers) preferred.
- How did you decide the number of words written for answering each question? I wrote as what I liked, I didn't consider how many words that I should write, even though there was a competition in which number of words would be counted.
- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, it's special and attractive story.
- What would you rate (full marks: 10) your interest in English reading? Seven.

- A short story (about 140 words) to read.

JUPITER DETERMINED … The Jackdaw … each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? Yes, I read the Chinese version.
- Would you like to know the meanings for some vocabularies in the story? No, I have referred to the dictionary.
- Would you like to know the author or source of the story? Yes.
- The story is extracted from Aesop's Fables.
- What's the meaning of the story? Don't change yourself to please others.
- Would you like to talk with your classmates or friends the story that you have read? Why? No, I do not get used to share ideas with others.

- Do you think Blog/Web activities can help students read and write English? No idea.
- Would you like to join the Reading Group on blog? No.

Appendix 6.26a. Posttest phone interview – H4 (Date: 24 Jan 2013, 10:00-10:15 p.m.)

(Date: 25 Jan 2013, 10:40-10:55 p.m.)

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, I had read the story before this Program. Also, I did watch a TV program on it during Christmas. The TV show helped me understand more about the story. Before I could not imagine what happened in the story.
- Which chapter did you find easy or difficult? All matched with my level.
- Which word game did you like? Climb the pyramid.
- Did you like the graphics on Web and within the text? I thought about something related to Christmas when I saw the pictures on Web. It's good to have some pictures within the text. I would not feel boring with these pictures while reading the text.
- Which questions did you find easy to respond? The last question, "Do you agree with the statement, 'Scrooge became as good a friend, as good a master, and as good a man'? Why?"
- Which questions did you find difficult to respond? Questions in Chapter 1 and 2. I was not familiar with the Program at the beginning.
- Which one did you select for 'My favorite words' Activity? Answers to the last question, "Yes, because he know that he should be sharing to the other, be a good friend, a good master and also a good man."
- How did you decide the number of words written for answering each question? I wrote what I liked.
- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, I would recommend them to read the story during Christmas. It's interesting.
- How many marks (full mark: 10) will you give to the interesting level of the story? I would give 6.5-7 points to it.
- How many marks (full mark: 10) will you give to the Program in motivating students' interest in learning English? I would give 7 points to this Program in motivating students' interest in learning English.

- A short story (about 140 words) to read.

JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? No.
- Would you like to know the meanings for some vocabularies in the story? No, I have referred to the dictionary.

- Would you like to know the author or source of the story? Yes.
- The story comes from Aesop's Fables.
- Would you like to talk with your classmates or friends the story that you have read?
It depends. I may talk with them if similar situation happens or someone raises related questions. I do not get used to bring out an issue suddenly.
- What would you share with them? I would share with them the moral of the story, "A person should take the task which matches with his capability."

- Had you discussed with schoolmates who joined the blog Group? No, I didn't know who joined the blog Group.
- Do you think Web activities can help students read and write English? Yes.

Appendix 6.27a. Posttest phone interview – K3 (Date:27 Jan 2013, 4:00-4:45 p.m.)
- Unfavourite subject/s in school: History

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, timing is just fit. I did read the English version of the story before but still found a number of new vocabularies while reading it for this Program.
- What were these unfamiliar vocabularies? Keywords described the characters in the story. I did refer to the dictionary for clarifying the meaning of words.
- Which chapter did you find easy or difficult? All match with my level.
- Which videos do you like? Why? I like 'Life of Dickens' in which the life of poor people in England impressed me.
- Which word games do you like? Puzzle though it's a bit difficult.
- Can the graphics on blog make you think of Christmas? No idea.
- Can the graphics within the text help you understand the story? Yes, I can have a clearer picture about what happened in the story.
- Did you find the 12 questions easy or difficult to respond? All match with my level. The last question is the easiest one because I have many ideas to contribute while answering it.
- How did you decide the number of words written for answering each question? Randomly. I would also count the average number of words written by others when referring to the weekly competition report announced via emails.
- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, the story can "guide people to perform good deeds 導人向善".
- How will you rate (full mark: 10) the online or Web activities in promoting students' interest in English reading? 7.

- A short story (about 140 words) to read.

JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? Yes, the Chinese version.
- Would you like to know the meanings for some vocabularies in the story? No, there are 2-3 new vocabularies and I've referred to the dictionary.
- Would you like to know the author or source of the story? Yes.
- It is extracted from Aesop's Fables.
- What is the message that you get from the story? Don't force yourself to perform or take up the responsibilities beyond your capabilities.

Appendix 6.27b. Posttest phone interview – K3

- Would you like to talk with your classmates or friends the message of the story that you have read? Why? No, the story is not impressive.

- Would you like to join the Reading Group on blog? No.
- Would you recommend your classmates or friends to join the Reading Group on blog? Yes.
- Why don't you join the blog? I prefer to share with my close friends only. If there are all my close friends in a blog, I would like to try.

Appendix 6.28a. Posttest phone interview – K4 (Date:27 Jan 2013, 5:00-5:35 p.m.)
- Unfavourite subject/s in school: Putonghua (Speaking)

- Could you finish reading each chapter of 'A Christmas Carol' on schedule? Yes, I did read the Chinese version of the story before this Program.
- Which chapter did you find easy or difficult? All match with my level.
- Which videos do you like? I like 'Life of Dickens'.
- Which word games do you like? 'Puzzle' is interesting.
- Can the graphics on Web help you understand the story? Yes, the pictures enriched my imagination while giving responses to the questions.
- How about the graphics within the text? Similar to the effect of graphics on Web.
- Did you find the 12 questions easy or difficult to respond? The questions were easy when I could find factual or related information from the text. The questions would be difficult when imagination was involved.
- How did you decide the number of words written for answering each question? Randomly.
- Would you recommend 'A Christmas Carol' to your friends/classmates? Why? Yes, the story has a moral.
- What is the moral? Teaches people not to be mean to anybody, but to take care of the needy.
- How will you rate (full mark: 10) the online or Web activities in promoting students' interest in English reading? I will give 9 points to Web activities. The online questions require students to read more and write more, and thus help them learn English.

- A short story (about 140 words) to read.

JUPITER DETERMINED…the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.

- Have you heard about the story or similar stories before? Yes, I read the Chinese version in primary school.
- Would you like to know the meanings for some vocabularies in the story? No, I get the meaning of the story.
- Would you like to know the author or source of the story? Yes.
- It is extracted from Aesop's Fables.
- What is the message that you get from the story? Be earnest and down-to-earth 腳踏實地, and never pursue vanity 不貪慕虛榮.

Appendix 6.28b. Posttest phone interview – K4

- Would you like to talk with your classmates or friends the message of the story that you have read? Why? Perhaps. If I meet someone impractical or pursuing vanity, I will share with him the meaning of the story.

- Would you like to join the Reading Group on blog? It depends. I seldom share my ideas with others except the close friends.
- Would you recommend your classmates or friends to join the Reading Group on blog? Yes.
- How many close friends would you like to have in blog? 3-4.

Appendix 6.29. Eight versions of favorite words selected by students

Vote for your favourite words

Select one option, input your email address, and click "Submit" to send!

○ Option 1
I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man". It is because the first reason is he don't be harsh to Bob again, we can see the reason from he give a big turkey to Bob and Scrooge also has a reflection on himself too. Second he can be a good friend since he won't be stingy anymore and he treat everything more positively too. The responsibility of a friend is when your friend getting sad, you must comfort them, so if you don't have treat everything more positively, so how can you be a good friend! Finally, so if you a good master and became as good a friend, so why Scrooge is not a good man.

○ Option 2
I agree with the statement because a good friend always helps his friends when they are in need. For instance, as he thought Bob didn't have enough food for Christmas Dinner, he bought a big turkey for him. In addition, he was a good master. A good master always helps his employees and servants. Scrooge helped his employees, Bob, by increasing his salary to help him solve his problem of out of money. Eventually, he was a good man. A good man always take care the weak or his children. Although Scrooge didn't have a son or daughter, he looked after his "son", Tiny Tim. I think Scrooge changed a lot too and now he is one of my role models.

○ Option 3
Yes, I can imagine that beautiful and fantastic tableau when Belle's happy family was celebrating Christmas. Belle was sitting among her parents, husbands and children, and chatting and eating happily with them; the children there were lovely, they were singing Christmas carols, playing games with each other and exchanging Christmas gifts; the house was decorated by many beautiful decorations, such as Christmas trees, bells and toy angels, the house was full of Christmas atmosphere and vitality, and is lively buzzing with excitement---what a wonderful tableau! Although Belle's family might have not been very rich, there was a complete family with warmth and heartiness, I think that's sufficient.

○ Option 4
Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit because it is the last ghost, Scrooge afraid that his life would end up as the disappear of Ghost of Christmas Yet to Come and he need to the same pain of his partner who died or even worst.

○ Option 5
I would come to Scrooge on Christmas Eve if I were Marley's ghost because I am his partner. I must help him because he did not care about everythings except for business. I need to tell him that he needs to enjoy his life.

○ Option 6
If I were Charles Dickens, I would write more about the story of the poor children. My family was poor and I would observe the life of other poor children. As I knew much about poor life, I could write more about it.

○ Option 7
The Ghost wanted Scrooge to know what will happen on him if he continued his own style of living by showing him the grave with his own name.

○ Option 8
Yes, because he know that he should be sharing to the other, be a good friend, a good master and also a good man.

Your email address [   ]

[Submit] [Reset]

324

Appendix 6.30a. Eight votes for "My Favorite Words" submitted by students

```
Date Created: Monday 28th of January 2013 08:28:07 PM
Choice : Speech 3
email :              @yahoo.com

Date Created: Monday 28th of January 2013 09:56:20 PM
Choice : Speech 2
email :         @hotmail.com

Date Created: Tuesday 29th of January 2013 08:53:19 PM
Choice : Speech 3
email :              @yahoo.com.hk

Date Created: Thursday 31st of January 2013 10:56:50 PM
Choice : Speech 3
email :                   @yahoo.com.hk

Date Created: Friday 01st of February 2013 08:47:03 PM
Choice : Speech 2
email :              @yahoo.com.hk

Date Created: Friday 01st of February 2013 08:53:19 PM
Choice :
Date Created: Friday 01st of February 2013 09:00:10 PM
Choice : Speech 2
email :            @hotmail.com

Date Created: Friday 01st of February 2013 09:38:11 PM
Choice : Speech 3
email :            @gmail.com

Date Created: Saturday 02nd of February 2013 10:35:52 PM
Choice : Speech 3
email :           @yahoo.com.hk
```

Appendix 6.30b. Voting results for "My Favorite Words" released on Web

Vote for your favourite words

Congratulations! Option 2 and Option 3 share the eight votes!

- Option 1

I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man". It is because the first reason is he don't be harsh to Bob again, we can see the reason from he give a big turkey to Bob and Scrooge also has a reflection on himself too. Second he can be a good friend since he won't be stingy anymore and he treat everything more positively too. The responsibility of a friend is when your friend getting sad, you must comfort them, so if you don't have treat everything more positively, so how can you be a good friend! Finally, so if you a good master and became as good a friend, so why Scrooge is not a good man.

Option 2

I agree with the statement because a good friend always helps his friends when they are in need. For instance, as he thought Bob didn't have enough food for Christmas Dinner, he bought a big turkey for him. In addition, he was a good master. A good master always helps his employees and servants. Scrooge helped his employees, Bob, by increasing his salary to help him solve his problem of out of money. Eventually, he was a good man. A good man always take care the weak or his children. Although Scrooge didn't have a son or daughter, he looked after his "son", Tiny Tim. I think Scrooge changed a lot too and now he is one of my role models.

Option 3

Yes, I can imagine that beautiful and fantastic tableau when Belle's happy family was celebrating Christmas. Belle was sitting among her parents, husbands and children, and chatting and eating happily with them; the children there were lovely, they were singing Christmas carols, playing games with each other and exchanging Christmas gifts; the house was decorated by many beautiful decorations, such as Christmas trees, bells and toy angels, the house was full of Christmas atmosphere and vitality, and is lively buzzing with excitement---what a wonderful tableau! Although Belle's family might have not been very rich, there was a complete family with warmth and heartiness, I think that's sufficient.

- Option 4

Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit because it is the last ghost, Scrooge afraid that his life would end up as the disappear of Ghost of Christmas Yet to Come and he need to the same pain of his partner who died or even worst.

- Option 5

I would come to Scrooge on Christmas Eve if I were Marley's ghost because I am his partner. I must help him because he did not care about everythings except for business. I need to tell him that he needs to enjoy his life.

- Option 6

If I were Charles Dickens, I would write more about the story of the poor children. My family was poor and I would observe the life of other poor children. As I knew much about poor life, I could write more about it.

- Option 7

The Ghost wanted Scrooge to know what will happen on him if he continued his own style of living by showing him the grave with his own name.

- Option 8

Yes, because he know that he should be sharing to the other, be a good friend, a good master and also a good man.

Appendix 6.31a. Book review for school assignment – H3

Name: _____ Class: _____ ( )   Print Fiction: Character

Profile of a character

Choose a character that you like/ dislike and complete the following profile sheet.

Book Title: The Beasts of Clawstone Castle
Author: Eva Ibbotson
Type of book: Fiction

A Profile of _____ Madlyn _____ (character's name)

(Write at least 150 words)

☐ **Family Background**

She was quite poor. Her family and she lived in a ground-floor flat in South London. And they usually didn't have money to pay bills. She had a brother called Rollo and a pair of funny parents.

☐ **Appearance / Outstanding feature(s)**

Madlyn was very pretty. She had silky fair hair and clear blue eyes. She always had a deep laugh on her face. She wore common clothes, like jeans and T-shirt. The clothes were not that beautiful but she thought they were good, because she was a sweet girl and optimistic girl who loved _____.

☐ **Personality (Quote examples to support your view)**

She is popular and friendly. She liked everyone in her class and dancing group. And the people around her like her too. She is so cheerful. She always wore a big big bright smile that made everybody think being alive is very good. She is also competent too. She is the secretary of the whole family. She reminded her mum to do things, she helped her father to find his key, etc. She also helped her uncle and aunt a lot. She helped them to fix the problem of lacking visitors in the Clawstone castle.

Appendix 6.31b. Book review for school assignment – H3

Open-ended Question (150-180 words)

Imagine that the character has moved in next door to you. Write a description of the day you spent with that 'new neighbor'. Remember to make description with reference to the information of the book. Your description may include one or more of the followings:

a. How does he/ she dress at home?

b. How does he/she treat the people around him/her?

c. How did you spend your day with this new neighbour? What did you do? How did you feel?

d. Do you like this new neighbour? Why or why not?

e. What did you learn from this new neighbour?

Hadlyn had moved in next door to me, and I had a spent a day with her. She dressed in T-shirts and pants, and she treated everyone nicely. She looked like that She feel so happy to talk with me. We talked a lot today. She told me her experiences in Clawstone castle and how she find the ghosts to help her. I think it is really interesting to talk with her. She asked me a lot too, such as my family, my school, etc. I have promised her to take her go around the town too. I think she is so nice and clever. We discussed a lot of things and she made main points of the issue every time. I really like this new neighbour because when I stayed with her, I felt happy and comfortable. I wished I can see her in a no longer future and become good friends with her.

hope to meet her again tomorrow before going to school so we could learn more about her.

C 45 — I like this book a lot too
L 45 — But all of your description of the day
135/1 you really need to describe it more
to show Hadby's personality don't just tell
how is she's real interesting. How interesting
is she? you feel comfortable talk
with her. how comfortable?

Appendix 6.31c. Book review for school assignment – H3

Name: J_____ Class: 2C (27)   Print Fiction – Book Review

Print Fiction – Book Review

Title: For one more day
Author: Mitch Albom
Type of book: fantasy

Theme : Death, Awakening

Story Plot:

Charley Benetto is [was] a broken man. He thought he lost everything and he tried to commit suicide. After he suicided [committed], he didn't die. He then saw his mum, who has died eight years bringing him back home. And he had one more day with his mother and he knew many things in this day. [learnt on that]

The main character is   Charley Benetto
(Give a brief description of his/her appearance, personality, etc. Write at least 100 words)

He was a person who tried suicide [to commit]. He suicided [did that] because he thought he himself was a rubbish [worthless]. No one cares about him and love him. He loved his mother very much and he felt regret with her because he thought he has never stood up for his mother but his mother stood up for him often. After he lived again [survived], he treasured his life and he loved his mother even more than before. He knew his fault and he knew how to correct [that]. Also, he knew how to appreciate others too. [learnt]

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Appendix 6.31d. Book review for school assignment – H3

Describe the most impressive part of the book and explain the reason. (Write at least 150 words)

I think the most impressive part of the book is the part that he had to leave her mum after that 'one more day'. This is because it is touching. I can see how Charley didn't want to leave his mother. I can see that he really missed her and didn't want to lose her again. He even wanted to be dead to stay with her. However, his mother stopped him. The conversation between Charley and his mother really touched the soft part in my heart. I could feel the emotional struggle of a mother. She wanted her son to stay with her yet knew that it would be best if he lived. Although she really wanted him to stay and Charley didn't want to go back and leave his mother, he wanted to stay. This part is great and you may feel sad after you read it.

You might shed some tears after reading it.

My Comments/ Reflections (Write at least 150 words)

(e.g. What have you learnt from the story? Do you like the story? What experiences or memories did the story remind you of?)

I like this story very much because it makes me feel like I am with the character. I felt the same feeling with him and I can understand him. I have never read such English book that could impress me so much. Also, I have learnt a lot in this book. I learnt to treasure the people that I have now because I don't want to act like him, feeling regret after his mother died. I will stand up for my family and think for them. I try not to argue with them and try to make them happy. This book reminds me of the times that my mum stood up for me. I remembered the times that I stood up for her is very little, so I decided to love her more and treasure her.

The story was indeed very surprising that your book review had shown me that you really grasped the essence.

Appendix 6.32a. Book review for school assignment – H4

Appendix 6.32b. Book review for school assignment – H4

Post-reading task

In what ways are you similar to or different from the main character in the book?
Write a least two paragraphs (150-200 words) to compare and contrast yourself to the main character.

You may like to use the following phrases:

Mary is different from me in many ways.	We are similar in the following ways.
Mary is .... while/whereas I am	Both of us .....
Mary is ...... but I am	Like Mary, I am ......
Unlike Mary, I am	
Mary is .... However, I am	

Jane Eyer is different from me in many ways.
Jane Eyer is very hardworking, she study very hard, when
she have chance to learn After she became a teacher.
I am very lazy, I don't study hard at all, I always
fall asleep in the lesson I always chat with the others.
Jane Eyer have a good personality, she treat others
good, even the other don't treat her good, she have a
Tolerant heart. But I don't know how to tolerate The
other. If the people treat me bad, I will treat them
more badly.
Jane Eyer have a peaceful heart too. When her cousin
bully her, hit her, she didn't fight back. When she know
that Mr. Rochester has a wife, she didn't angry at his
wife and just go away quitely.   (prep)
I am very appreciate Jane Eyer's personality and behaviour
I hope that I will learn more from her.

Appendix 6.33. Book review for school assignment – K3

27th November, 2011

...tle of the book: What's in a Name?

...thor: Michelle Atkins

...ok Code and level: C2411

...nre: Fiction

...rite a summary of the book and explain whether you would recommend
... to your classmates.

The book that I have read is called 'What's in a Name?'.
...t talked about the real identity of a writer George Eliot bb, what is
...r actual identity? Her actual identity is a woman who does not
...ve many friends. However, that doesn't mean that it wasn't her name,
...t just her false name.
...ne day In an occasional opportunity, she got received a letter from an
...rtist for drawing of her portrait. She was exciting but frightened
...cause this was the first time she had her portrait. However, this
...uld make her be identified. At last, he decided to go. Although she
...ressed up as a man, the artist identified her as a woman eventually.
...uckily he helped her kept the secret. However, a worse problem came.
... man who had the same name as she said the books were
...itten from him. At last, she let people know her identity although
...he painting exhibition of her portrait.
...g I think it is an interesting book. The content is very attractive.
...g was exciting when I learnt the real identity of she. I would
...ighly recommend this book to my classmate as it is easy to
...nderstand.

...art III
My life is one of contrasts.
... ...olable find me plain to look at, but interesting to

Appendix 6.34. Book review for school assignment – K4

Date: 22/9/12
Title: Scavenger Hunt
Genre: Fiction (adventure)

Level: C
Book code: C2422
Author: Lorimer

Summary

This book is about a boy called Jay —, the boy's sister, Susan, and her friend Roger's adventure. One day, Susan met her friend Roger and he talked about his dumpster finds to her brother Jay, this impresses him. The next day, Susan found Jay went dumpster diving and she was worried that he broke the law because the dumpsters were on private property. Later, Jay and his friend Buddy came up with a hot computer game and they found than it has infected with a sinister virus. They thought that it was the work for people who hated the famous computer company HyperPlay. They decided to find the people who did it and got the boys off the hook.

Susan was forced to work at the HyperPlay and she found the people she wanted to find, but that people kidnapped Jay. Finally, Jay was safe because of his sister Susan's bravery and Susan and Roger's cooperation. His deserve was cleansed too!

From his story, I have learnt the importance of family and friends —— Roger helped his friend and Susan helped her brother. My favourite character is Susan. She devoted herself for her brother and was helpful. She cared about his brother very much, and even risked her life to rescue her brother.

1. Susan collapsed onto her brother's unmade bed and gazed around the room.

2. As far as Susan was concerned, Roger was responsible

3. Oddly enough, he hadn't put up much of a struggle.

Appendix 6.35a. Book review for school assignment – H1

Name: _____   Class: 2A (23)

PRINT NON-FICTION

Title: Pirate Pandemonium

Topic of the book: Teacher and classmate.

Content summary: Describe the key person(s) (e.g. personality/ strengths/ achievements) or issues raised in the book. Write at least 150 words.

Describe the key person
→ Miss Violet Pandemonium is a teacher who is kind the inter personal relationship is good but only in student since she always plays with the student, so Miss Earwigger, so like Miss Pandemonium at all. After I've read this story book, I think Miss Pandemonium doesn't have some constructive achievements but she has one not an achievement but is an achievement, that is she teachs those children more active but in courtesy she only can make those children quite in Miss Pandemonium say a story!

→ Mrs Earwigger : She is a person who never smile (in the book), She is a tall, thin, elderly lady, She always wear a long black evening dress, black glass , black high helled shoes and raven-black hair, I think because of her wearing is too old fashioned, so her character also is rigid always don't change, so most of the student also don't like her so much.

→ Mr. kuddle : he is an old and fat middle age man, he also is a principal in this school. I love him so much, since he is a man that is kind, funny and humarous man.

Write 3 new words you have learnt from the text.

Word / Phrase	Definition
boggle	used to say that something is difficult to imagine or believe.
enthusiastic	showing a lot of interest and excitement about something.
shrill	a shrill sound is very high and unpleasant.

Appendix 6.35b. Book review for school assignment – H1

Reflections:

What is the most interesting part/thing you have read? Give some examples. (Write about 150 words)

The most interesting part that I've read in the book is the first part (pg 12 - 30). The first part told us that Miss. Pandemonium is so famous in the student since she is kind, if other teacher saw that the students are playing in the class during the lesson they must punish them immediately but Miss Pandemonium doesn't punish them, she even plays with them too. Then, because of this, it make Mrs Earwigger so angary. Mrs Earwigger is a teacher who are so strict and rigid, she always thinks that a student should set in the classroom, and pay attention in each lesson. Because of this a lot of students don't like and even hate her. So that they still playing don't stop anymore, also the students since they always play, inadvertently they playing and aeffect Miss Earwigger, she feels so anoying, but doesn't know why.

What have you learned from this text? What was your opinion about the topic before you read the book? Did the book change your opinion about the topic? (Write about 150 words)

Although I'm only learn very less thing, I knew that not a person who serious will be famous sometimes if you relaxed and smeil always than your inter personal relationship will be better. I've read a news before, if you always gets angary, you will old faster, nowadays so many girls also want to keep the fase younger or even young as such as twenty-five years old, so you must smeil always.

Appendix 6.36a. Book review for school assignment – H2

Name: ▮▮▮▮▮▮ Class: S3A (31) Print Fiction   Character

Choose **a character** from the book and complete the following table.
(<u>Write at least 150 words</u>)

A Character Map

Title of the book: Fantastic Mr. Fox
Author: Roald Dahl
Type of book: Table

Description
(Describe the character)

Mr. Fox is clever and tracky. He has a wife and three child. They live in a tree hold and they eat the food that steal? in three farmers' house by Mr. Fox.

Behaviour
(How does the character act in the story?)

Mr Fox trick the farmers and lead his children and wife to a safe place

Character's Name
Mr. Fox

Personality
(What is the character like?)

Mr. Fox like his family most, he doesn't want them in danger, so he lead his wife and children to a safe place.

My Feeling
(How do I feel about the character?)

I think Mr. Fox is a good guy because he care a lot of his family, I think he is clever too

Appendix 6.36b. Book review for school assignment – H2

Post-reading task

In what ways are you similar to or different from the main character in the book?
Write a least two paragraphs (150-200 words) to compare and contrast yourself to the main character.
You may like to use the following phrases:

Mary is different from me in many ways. Mary is …….. while/whereas I am ….. Mary is …… but I am ….. Unlike Mary, I am …. Mary is …….. However, I am ….	We are similar in the following ways. Both of us ….. Like Mary, I am …….

Mr. Fox is different from my in many ways. Mr Fox is tracky, he track the farmers by make a under ground road to contact three farmers' house and stool a lot of food whereas I am honest. Mr.Fox is clever, he can stool food easily and think of method to save his family but I can not think a good and workable method in a short time.

Although, me and Mr.Fox have lots of differences, but we still have some thing similar. Both of us are love our family very much. Mr.Fox think about family before himself and want them be safe, it chows how much love that Mr.Fox gives to his family and I will help my family to do a lot of things.

(About 150 words)

Appendix 6.37. Book review for school assignment – K1

Date: 15th November, 2012
Title: The Dolphin Caller
Author: Don Campbell
Book Code / Level: C2410.
Part II: Q1.

This story talks about a boy, who called Ricky, and his grandfather, Poppy. They loved to go fishing a lot. Ricky had never think that Poppy was old. But now, Ricky thought of abut his grandfather, who was lying in the hospital. Yesterday, Ricky, Poppy and Ricky's friend, Joey, went to a fishing trip. They went there by steering a boat. When they were driving towards the beach, a family of dolphins swam close to the boat. One of the dolphins had a notch missing of its fin so Ricky, called it "Notch". When they arrived there, they set up tent and a fire. Poppy told them a story, which is about a dolphin and two boys.

On the next day, Poppy swam to the boat and wanted to drive it to pick up Ricky. Poppy went on the boat. Suddenly, Poppy felt unusual and he fell into the water. Ricky was shocked. He could see how pain Poppy was. He swam to him immediately but he could not find Poppy. Ricky was worried about his grandfather. Then, a shadow rose from the deep. It was Notch. It saved Poppy. At last, Poppy was sent to the hospital and he would recover soon.

I would recommend the book to my classmates because it is interesting and exciting. I think my classmates will like it.

Part III.
1. The low-pitched sound could just be heard by the dolphin family.
2. I just keep thinking that it's my fault.
3. Ricky squeezed his grandfather's hand tightly.

Appendix 6.38. Book review for school assignment – K2

Date : 19th September, 12
Title : Vanished!
Author : Susan Griffiths
Book Code and level : D
Genre : Science

Part II

In this book, it talked about animals. Nowaday, many animals hunted by human, and
danger. We could find many extinct animal. The animals in this book are all face th
The first animal I wante to introduce is Mighty Mammoth. It is the animal which is
but it is much bigg than the elephant. Maybe you would ask why it became extinct,
human in that time used arrows and spears to hunt them, and made them become extin
Next, a bird called Dodos became extinct too, It was a kind of pigeon, but it
It became extinct in 1680 by humans's hunting. Then, I will introduce a animal w
called Passenger Pigeons, humans used guns to kill them. It was a gentle bird and it
At last, The animal was look like wolf and tiger, called Tasmanian Tiger. It became e
the last Tasmanian Tiger is in Hobart zoo.

Part III
1. The Tasmanian Tiger was a large, dog-like marsupial.
2. Humans then introduced other animals into the dodo's enviroment!
3. When a type of animal no longer exists, we say that it is an extinct a

Appendix 6.39a. Students' answers for Game 1

Date Created: Thursday 29th of November 2012 04:32:28 PM

Answer3 : art

Answer4 : car

Answer5 : host

Answer6 : elp

Answer7 : hard

email : @yahoo.com.hk

Date Created: Thursday 29th of November 2012 09:33:23 PM

Answer3 : artn

Answer4 : pook

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @hotmail.com

Date Created: Sunday 02nd of December 2012 05:40:00 PM

Answer3 : artn

Answer4 : pook

Answer5 : host

Answer6 : eart

Answer7 : hou

email : @yahoo.com.hk

Appendix 6.39b. Students' answers for Game 1

Date Created: Monday 03rd of December 2012 08:11:42 PM

Answer3 : artn

Answer4 : pook

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @hotmail.com

Date Created: Wednesday 05th of December 2012 10:53:31 PM

Answer3 : artn

Answer4 : pook

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @yahoo.com

Date Created: Thursday 06th of December 2012 09:11:04 PM

Answer3 : artn

Answer4 : car

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @gmail.com

Appendix 6.39c. Students' answers for Game 1

Date Created: Friday 07th of December 2012 09:35:19 PM

Answer3 : artn

Answer4 : car

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @yahoo.com.hk

Date Created: Monday 24th of December 2012 07:01:47 PM

Answer3 : artn

Answer4 : arcasticall

Answer5 : host

Answer6 : eart

Answer7 : hous

email : @yahoo.com.hk

Appendix 6.40a. Students' answers for Game 2

Date Created: Wednesday 05th of December 2012 07:43:37 PM

Answer3 : Cheerfully

Answer4 : Warehouse

Answer5 : Wrinkle

Answer6 : Foggy

Answer7 : Apprentice

email :   @yahoo.com.hk

Date Created: Thursday 06th of December 2012 08:59:38 PM

Answer3 : Cheerfully

Answer4 : warehouse

Answer5 : wrinkle

Answer6 : Foggy

Answer7 : apprentice

email :   @gmail.com

Date Created: Friday 07th of December 2012 09:44:50 PM

Answer3 :   cheerfully

Answer4 : warehouse

Answer5 : wrinkle

Answer6 : foggy

Answer7 : apprentice

email :   i@yahoo.com.hk

Date Created: Saturday 08th of December 2012 11:21:08 AM

Answer3 : Cheerfully

Answer4 : Warehouse

Answer5 : Wrinkle

Answer6 : Foggy

Answer7 : Apprentice

email :   @hotmail.com

Appendix 6.40b. Students' answers for Game 2

Date Created: Saturday 08th of December 2012 09:19:45 PM

Answer3 : Cheerfully

Answer4 : Warehouse

Answer5 : Wrinkle

Answer6 : Foggy

Answer7 : Apprentice

email :   @hotmail.com

Date Created: Saturday 08th of December 2012 10:38:33 PM

Answer3 : cheerfully

Answer4 : warehouse

Answer5 : wrinkle

Answer6 : foggy

Answer7 : apprentice

email :   @yahoo.com.hk

Date Created: Saturday 08th of December 2012 11:01:10 PM

Answer3 : cheerfully

Answer4 : warehouse

Answer5 : wrinkle

Answer6 : foggy

Answer7 : apprentice

email :   @yahoo.com.hk

Date Created: Sunday 16th of December 2012 08:31:09 PM

Answer3 : Cheerfully

Answer4 : Warehouse

Answer5 : Wrinkle

Answer6 : Foggy

Answer7 : Apprentice

email :   @yahoo.com

Appendix 6.41a. Students' answers for Game 3

Date Created: Friday 14th of December 2012 05:47:00 PM
Answer3 : ripp
Answer4 : rutc
Answer5 : norance
Answer6 : onster
Answer7 : ame
email : @yahoo.com.hk

Date Created: Friday 14th of December 2012 06:41:32 PM
Answer3 : ripp
Answer4 : rutc
Answer5 : norance
Answer6 : onster
Answer7 : ame
email : @hotmail.com

Date Created: Sunday 16th of December 2012 05:57:14 PM
Answer3 : ripp
Answer4 : rutc
Answer5 : norance
Answer6 : onster
Answer7 : ame
email : @yahoo.com.hk

Appendix 6.41b. Students' answers for Game 3

Date Created: Wednesday 19th of December 2012 09:15:36 PM

Answer3 : ripp

Answer4 : rutc

Answer5 : norance

Answer6 : onster

Answer7 : ame

email : @yahoo.com

Date Created: Sunday 23rd of December 2012 09:34:49 PM

Answer3 : ripp

Answer4 : rutc

Answer5 : norance

Answer6 : onster

Answer7 : egless

email : @gmail.com

Date Created: Wednesday 26th of December 2012 08:42:53 PM

Answer3 : ripp

Answer4 : hurc

Answer5 : norance

Answer6 : onster

Answer7 : ands

email : @hotmail.com

Appendix 6.41c. Students' answers for Game 3

Date Created: Thursday 27th of December 2012 12:22:11 AM

Answer3 : ripp

Answer4 : rutc

Answer5 : norance

Answer6 : onster

Answer7 : ame

email : @yahoo.com.hk

Date Created: Sunday 30th of December 2012 11:23:50 PM

Answer3 : ripp

Answer4 : rutc

Answer5 : norance

Answer6 : onster

Answer7 : imbs

email : @yahoo.com.hk

Appendix 6.42a. Students' answers for Game 4

Date Created: Sunday 23rd of December 2012 05:25:57 PM

Answer3 : liars

Answer4 : statues

Answer5 : churchyard

Answer6 : grave

Answer7 : bedpost

email : @yahoo.com.hk

Date Created: Sunday 23rd of December 2012 09:13:14 PM

Answer3 : liars

Answer4 : statues

Answer5 : churchyard

Answer6 : grave

Answer7 : bedpost

email : @gmail.com

Date Created: Monday 24th of December 2012 08:28:18 PM

Answer3 : Liars

Answer4 : Statues

Answer5 : Churchyard

Answer6 : Grave

Answer7 : Bedpost

email : @yahoo.com

Date Created: Tuesday 25th of December 2012 05:55:25 PM

Answer3 : Liars

Answer4 : Statues

Answer5 : Churchyard

Answer6 : Grave

Answer7 : Bedpost

email : @hotmail.com

Appendix 6.42b. Students' answers for Game 4

Date Created: Wednesday 26th of December 2012 08:49:16 PM
Answer3 : Liars
Answer4 : Statues
Answer5 : Churchyard
Answer6 : Grave
Answer7 : Bedpost
email : @hotmail.com

Date Created: Saturday 29th of December 2012 11:03:57 PM
Answer3 : liars
Answer4 : statues
Answer5 : churchyard
Answer6 : grave
Answer7 : bedpost
email : @yahoo.com.hk

Date Created: Sunday 30th of December 2012 11:33:13 PM
Answer3 : liars
Answer4 : statues
Answer5 : churchyard
Answer6 : grave
Answer7 : bedpost
email : @yahoo.com.hk

Date Created: Monday 31st of December 2012 09:18:15 PM
Answer3 : liars
Answer4 : statues
Answer5 : churchyard
Answer6 : graves
Answer7 : bedpost
email : @yahoo.com.hk

Appendix 6.43a. Students' answers for Game 5

Date Created: Sunday 23rd of December 2012 09:46:36 PM

Answer3 : master

Answer4 : person

Answer5 : mouth

Answer6 : angel

Answer7 : corner

email : @gmail.com

Date Created: Wednesday 26th of December 2012 09:39:39 PM

Answer3 : salary

Answer4 : person

Answer5 : party

Answer6 : angel

Answer7 : pardon

email : @hotmail.com

Date Created: Saturday 29th of December 2012 11:14:18 PM

Answer3 : salary

Answer4 : person

Answer5 : party

Answer6 : angel

Answer7 : master

email : @yahoo.com.hk

Date Created: Sunday 30th of December 2012 10:40:06 AM

Answer3 : salary

Answer4 : fellow

Answer5 : party

Answer6 : angel

Answer7 : master

email : @hotmail.com

Appendix 6.43b. Students' answers for Game 5

Date Created: Sunday 30th of December 2012 07:38:05 PM

Answer3 : salary

Answer4 : fellow

Answer5 : party

Answer6 : angel

Answer7 : master

email : @yahoo.com.hk

Date Created: Sunday 30th of December 2012 11:44:14 PM

Answer3 : salary

Answer4 : fellow

Answer5 : party

Answer6 : angel

Answer7 : master

email : @yahoo.com.hk

Date Created: Monday 31st of December 2012 09:40:44 PM

Answer3 : salary

Answer4 : fellow

Answer5 : party

Answer6 : angel

Answer7 : master

email : @yahoo.com.hk

Date Created: Tuesday 01st of January 2013 09:37:56 PM

Answer3 : SALARY

Answer4 : FELLOW

Answer5 : PARTY

Answer6 : ANGEL

Answer7 : MASTER

email : @yahoo.com

Appendix 6.44a. MCQ answers of Student H1

Multiple Choices Questions-H1 (✓ pretest. ✓ posttest)
There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

11. Where will you find orchestral performance during Christmas?
    ( ) Westfield Shopping Centre   (✓) Tower of London
    ( ) Southwark Bridge   ( ) Oxford Square
    (✓) Piccadilly Circus Train Station

12. Where will you see Santa Claus during Christmas?
    (✓) Westminster Cathedral   (✓) Harrods Department Store
    ( ) Victoria Coach Station   ( ) Buckingham Palace
    ( ) Hyde Park

13. What will you find in the starter if you sit down to dine with a typical British family on
    Christmas day?
    ( ) Potatoes   (✓) Chicken   ( ) Pudding
    ( ) Apples   (✓) Prawns

14. Which of the followings will be used to make Christmas pudding for a British family?
    (✓) Dried fruits   (✓) Brussel sprouts   ( ) Pork sausages
    ( ) Black rice   ( ) Smoked salmon

15. What will you get if you open the cracker before the dinner with a British family on
    Christmas day?
    (✓) A bar of chocolate   (✓) A piece of paper with a joke
    ( ) A British two pound coin   ( ) A pair of gloves
    ( ) A silver spoon

16. What will you find in the stuffing of turkey if you dine with a British family on Christmas
    day?
    ( ) Mashed potatoes   ( ) Dried tomatoes
    ( ) Marshmallow   (✓) Ginger   (✓) Dried cherries

17. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

( ) The palace   ( ) The prison   (✔✔) The church

( ) The school   ( ) The almshouse

18. Which of the followings will be used to make a traditional wreath for a British family?

(✔) Pine cones   ( ) Crystals   ( ) Roses

( ) Plastic toys   (✔) Candles

19. Which kind of hot food can you buy in London Christmas markets?

( ) Crepes   ( ) Spring rolls   ( ) Beef sausages

(✔✔) Roasted chicken   ( ) Spaghetti

20. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

( ) Money   ( ) Clothes   (✔) Hot meals

( ) Pets   (✔) Training courses

Appendix 6.45a. MCQ answers of Student H2

Multiple Choices Questions-H2 (✓ pretest. ✔ posttest)
There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
    ( ) Westfield Shopping Centre   ( ) Tower of London
    ( ) Southwark Bridge   (✓✔) Oxford Square
    ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
    (✓)Westminster Cathedral   (✔) Harrods Department Store
    ( ) Victoria Coach Station   ( ) Buckingham Palace
    ( ) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family
    on Christmas day?
    ( ) Potatoes   ( ) Chicken   () Pudding
    ( ) Apples   (✓✔) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
    (*Remarks: The student said she chose that answer because she learned it from a TV
    program on cookery.*)
    (✓✔) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages
    ( ) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on
    Christmas day?
    ( ) A bar of chocolate   (✔) A piece of paper with a joke*
    ( ) A British two pound coin   ( ) A pair of gloves
    (✓) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on
    Christmas day? (*Remarks: The student said she chose that answer because she
    learned it from a TV program on cookery.*)
    (✓) Mashed potatoes   ( ) Dried tomatoes   ( ) Marshmallow
    ( ) Ginger   (✔) Dried cherries

Appendix 6.45b. MCQ answers of Student H2

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
   (*Remarks: The student said she chose that answer because she guessed the Church was rich party to do this.*)
   ( ) The palace   ( ) The prison   (✔✔) The church
   ( ) The school   ( ) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
   (✔✔) Pine cones   ( ) Crystals   ( ) Roses
   ( ) Plastic toys   ( ) Candles

9. Which kind of hot food can you buy in London Christmas markets?
   (✔) Crepes   ( ) Spring rolls   ( ) Beef sausages
   (✔) Roasted chicken   () Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
    ( ) Money   (✔) Clothes   (✔) Hot meals
    ( ) Pets   ( ) Training courses

Appendix 6.46a. MCQ answers of Student K1

<u>Multiple Choices Questions-K1</u> (✓ pretest. ✓ posttest)

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?

    ( ) Westfield Shopping Centre   (✓) Tower of London

    ( ) Southwark Bridge   (✓) Oxford Square

    ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?

    ( ) Westminster Cathedral   (✓) Harrods Department Store

    ( ) Victoria Coach Station   ( ) Buckingham Palace

    (✓) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?

    (✓) Potatoes   ( ) Chicken   ( ) Pudding

    ( ) Apples   (✓) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?

    (✓) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages

    (✓) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?

    ( ) A bar of chocolate   (✓) A piece of paper with a joke

    ( ) A British two pound coin   (✓) A pair of gloves

    ( ) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

    ( ) Mashed potatoes   ( ) Dried tomatoes

    ( ) Marshmallow   (✓) Ginger   (✓) Dried cherries

Appendix 6.46b. MCQ answers of Student K1

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

( ) The palace (✔) The prison ( ) The church

(✔) The school ( ) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

(✔) Pine cones ( ) Crystals ( ) Roses

( ) Plastic toys (✔) Candles

9. Which kind of hot food can you buy in London Christmas markets?

(✔) Crepes ( ) Spring rolls (✔) Beef sausages

( ) Roasted chicken ( ) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

( ) Money ( ) Clothes (✔✔) Hot meals

( ) Pets ( ) Training courses

Appendix 6.47a. MCQ answers of Student K2

Multiple Choices Questions-K2 (✓ pretest. ✓ posttest)

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
    ( ) Westfield Shopping Centre   ( ) Tower of London
    ( ) Southwark Bridge   (✓✓) Oxford Square
    ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
    ( ) Westminster Cathedral   (✓) Harrods Department Store
    ( ) Victoria Coach Station   ( ) Buckingham Palace
    (✓) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
    () Potatoes   ( ) Chicken   ( ) Pudding
    ( ) Apples   (✓✓) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
    (✓✓) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages
    ( ) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?
    ( ) A bar of chocolate   ( ) A piece of paper with a joke
    (✓✓) A British two pound coin   ( ) A pair of gloves
    ( ) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?
    (✓✓) Mashed potatoes   ( ) Dried tomatoes
    ( ) Marshmallow   ( ) Ginger   ( ) Dried cherries

Appendix 6.47b. MCQ answers of Student K2

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
    ( ) The palace   ( ) The prison   (✔) The church
    () The school   (✓) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
    (✔✓) Pine cones   ( ) Crystals   ( ) Roses
    ( ) Plastic toys   () Candles

9. Which kind of hot food can you buy in London Christmas markets?
    ( ) Crepes   ( ) Spring rolls   ( ) Beef sausages
    (✓✔) Roasted chicken   ( ) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
    ( ) Money   ( ) Clothes   (✔) Hot meals
    ( ) Pets   (✓) Training courses

Appendix 6.48a. MCQ answers of Student H3

Multiple Choices Questions-H3 (✓ pretest. ✔ posttest)

Remarks: According to our phone conversation, the student chose all the answers randomly. She said that she knew nothing about the questions before and after the test.

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   ( ) Westfield Shopping Centre   ( ) Tower of London
   ( ) Southwark Bridge   (✓✔) Oxford Square
   ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   (✓✔) Westminster Cathedral   ( ) Harrods Department Store
   ( ) Victoria Coach Station   ( ) Buckingham Palace
   ( ) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
   (✓✔) Potatoes   ( ) Chicken   ( ) Pudding
   ( ) Apples   ( ) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   (✓✔) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages
   ( ) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?
   ( ) A bar of chocolate   ( ) A piece of paper with a joke
   (✓✔) A British two pound coin   ( ) A pair of gloves
   ( ) A silver spoon

Appendix 6.48b. MCQ answers of Student H3

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?
( ) Mashed potatoes   ( ) Dried tomatoes
( ) Marshmallow   ( ) Ginger   (✓✓) Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
( ) The palace   ( ) The prison   (✓✓) The church
( ) The school   ( ) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
(✓) Pine cones   ( ) Crystals   (✓) Roses
( ) Plastic toys   ( ) Candles

9. Which kind of hot food can you buy in London Christmas markets?
( ) Crepes   ( ) Spring rolls   ( ) Beef sausages
(✓✓) Roasted chicken   ( ) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
( ) Money   (✓✓) Clothes   ( ) Hot meals
( ) Pets   ( ) Training courses

Appendix 6.49a. MCQ answers of Student H4

<u>Multiple Choices Questions-H4</u> (✓ pretest. <u>✓</u> posttest)

Remarks: According to our phone conversation, the student chose all the answers randomly during pretest stage. However, she chose those answers after the test according to her memories of the slide show on 'Christmas in England'.

There are various kinds of celebration and decoration in London during Christmas. According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
    ( ) Westfield Shopping Centre   ( ) Tower of London
    ( ) Southwark Bridge   (✓<u>✓</u>) Oxford Square
    ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
    ( ) Westminster Cathedral   ( ) Harrods Department Store
    ( ) Victoria Coach Station   (✓<u>✓</u>) Buckingham Palace
    ( ) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family on Christmas day?
    (<u>✓</u>) Potatoes   ( ) Chicken   (✓) Pudding
    ( ) Apples   ( ) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
    (✓) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages
    (<u>✓</u>) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on Christmas day?
    (✓<u>✓</u>) A bar of chocolate   ( ) A piece of paper with a joke
    ( ) A British two pound coin   ( ) A pair of gloves
    ( ) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on Christmas day?

    (✔✔) Mashed potatoes   ( ) Dried tomatoes

    ( ) Marshmallow   ( ) Ginger   ( ) Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

    ( ) The palace   ( ) The prison   (✔✔) The church

    ( ) The school   ( ) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

    (✔) Pine cones   ( ) Crystals   ( ) Roses

    ( ) Plastic toys   (✔) Candles

9. Which kind of hot food can you buy in London Christmas markets?

    ( ) Crepes   ( ) Spring rolls   ( ) Beef sausages

    (✔✔) Roasted chicken   ( ) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

    ( ) Money   ( ) Clothes   (✔✔) Hot meals

    ( ) Pets   ( ) Training courses

Appendix 6.50a. MCQ answers of Student K3

Multiple Choices Questions (✓ pretest. ✔ posttest)

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
    (✓) Westfield Shopping Centre   ( ) Tower of London
    ( ) Southwark Bridge   (✔) Oxford Square
    ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
    (✓) Westminster Cathedral   (✔) Harrods Department Store
    ( ) Victoria Coach Station   ( ) Buckingham Palace
    ( ) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family
    on Christmas day?
    () Potatoes   (✓✔) Chicken   ( ) Pudding
    ( ) Apples   ( ) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
    ( ) Dried fruits   (✓✔) Brussel sprouts ( ) Pork sausages
    ( ) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on
    Christmas day?
    (✓✔) A bar of chocolate   ( ) A piece of paper with a joke
    ( ) A British two pound coin   ( ) A pair of gloves
    ( ) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on
    Christmas day?
    ( ) Mashed potatoes   ( ) Dried tomatoes   ( ) Marshmallow
    (✓✔) Ginger   ( ) Dried cherries

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?

    ( ) The palace   ( ) The prison   ( ) The church

    () The school   (✓✓) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?

    (✓✓) Pine cones   ( ) Crystals   ( ) Roses

    ( ) Plastic toys   () Candles

9. Which kind of hot food can you buy in London Christmas markets?

    (✓) Crepes*   ( ) Spring rolls   ( ) Beef sausages

    (✓) Roasted chicken   ( ) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?

    ( ) Money   ( ) Clothes   (✓✓) Hot meals

    ( ) Pets   ( ) Training courses

*Q9, the student said he watched a television program and knew that crepes could be sold in a very low price in market.

Appendix 6.51a. M4Q answers of Student K3

Multiple Choices Questions (✓ pretest. ✓ posttest)

There are various kinds of celebration and decoration in London during Christmas.
According to what you know, choose one answer from each of following questions.

1. Where will you find orchestral performance during Christmas?
   ( ) Westfield Shopping Centre   ( ) Tower of London
   ( ) Southwark Bridge   (✓✓) Oxford Square
   ( ) Piccadilly Circus Train Station

2. Where will you see Santa Claus during Christmas?
   (✓) Westminster Cathedral   ( ) Harrods Department Store
   ( ) Victoria Coach Station   ( ) Buckingham Palace
   (✓) Hyde Park

3. What will you find in the starter if you sit down to dine with a typical British family
   on Christmas day?
   ( ) Potatoes   ( ) Chicken   (✓✓) Pudding
   ( ) Apples   ( ) Prawns

4. Which of the followings will be used to make Christmas pudding for a British family?
   ( ) Dried fruits   ( ) Brussel sprouts   ( ) Pork sausages
   (✓✓) Black rice   ( ) Smoked salmon

5. What will you get if you open the cracker before the dinner with a British family on
   Christmas day? (*Remarks: The student said he chose that answer because he saw
   happy and smiling faces around the table for dinner in the video 'Christmas in
   England'.*)
   (✓) A bar of chocolate   (✓) A piece of paper with a joke*
   ( ) A British two pound coin   ( ) A pair of gloves
   ( ) A silver spoon

6. What will you find in the stuffing of turkey if you dine with a British family on
   Christmas day?
   (✓) Mashed potatoes   (✓) Dried tomatoes   ( ) Marshmallow
   ( ) Ginger   ( ) Dried cherries

Appendix 6.51b. M4Q answers of Student K3

7. Where did the tradition of 'giving gifts on Boxing day' start in medieval England?
    ( ) The palace   ( ) The prison   (✔) The church
    ( ) The school   (✓) The almshouse

8. Which of the followings will be used to make a traditional wreath for a British family?
    (✔) Pine cones   ( ) Crystals   (✓) Roses
    ( ) Plastic toys   ( ) Candles

9. Which kind of hot food can you buy in London Christmas markets?
    (✔) Crepes*   ( ) Spring rolls   ( ) Beef sausages
    ( ) Roasted chicken   (✓) Spaghetti

10. What will Crisis Christmas Centres provide to the homeless people in London during Christmas?
    ( ) Money   (✓) Clothes   (✔) Hot meals
    ( ) Pets   ( ) Training courses

Appendix 7.1a. Blog discussions – Week 1(1): Christmas in England, 21st Century

Appendix 7.1b. Blog discussions – Week 1(2): Christmas in England, 21st Century

and meaningful .

Reply

▼ Replies

Roseapple 24 November 2012 12:45

Which song would you like to sing with the carol singers?

beef 26 November 2012 21:17

White Christmas.

Roseapple 26 November 2012 21:55

This is my favorite song. I sang it with the staff choir last Christmas and the audiences in the campus liked it too.

beef 29 November 2012 21:07

This is my favorite song too!

Reply

Sushi 24 November 2012 22:54

I would like to go to the Christmas markets in London because it looks interesting. I think I will find a lot of fun while exploring the Christmas markets! I am curious about what will be sold in the markets, I hope I can find a store that sells a lot of colourful light decorations!

Reply

▼ Replies

Roseapple 25 November 2012 20:56

I did not go to Christmas markets in London when I was studying in England during the 1990s. However, my coursemates did tell me that the usual Christmas markets in London would sell a wide range of festive gifts in traditional alpine or wooden chalets. These gifts might include hand crafted wooden and tin toys, delicate glass Christmas tree ornaments, candles in various shapes and sizes, handmade ceramics and jewelry. Also, it would be possible for adults to buy mulled wine, liqueur coffee and German beer in the markets. Children might buy hot food such as goulash (beef dish) and crepes from stalls.

Will the markets in 2012 be different from those in the 1990s? I have to check with my friends who are working in London.

Appendix 7.1c. Blog discussions – Week 1(3): Christmas in England, 21st Century

Appendix 7.1d. Blog discussions – Week 1(4): Life of Charles Dickens

Appendix 7.1e. Blog discussions – Week 1(5): Life of Charles Dickens

Appendix 7.1f. Blog discussions – Week 1(6): Life of Charles Dickens

chocolate 8 December 2012 22:55

I would like to write about what the life in factory. It is because Charles Dickens was work in the factory when he was young.I think it is a big different between study in the school.

Reply

▼ Replies

Roseapple 10 December 2012 08:35

What kind of factory would you/Dickens work in? Would you/Dickens study after work? Which subject/s would you like to study?

Reply

ice-cream 23 December 2012 21:57

I will put "join to the world" this song since this song is popular, I think each school in Christmas may play this song too. Alsothis song is related to the God, therfore in those school which is have religious backgroung school will use this song for example,so I thing this song put in to 'Christmas Carol" is meaningful.

Reply

▼ Replies

Roseapple 24 December 2012 11:41

I like "Joy to the world" too! Would you also put some words of the lyrics into the story?

Reply

Appendix 7.2a. Blog discussions – Week 2(1)

Appendix 7.2b. Blog discussions – Week 2(2)

Q2. Would you come to Scrooge on Christmas Eve if you were Marley's ghost? Why?

Posted by Roseapple Yu at 14:26

Recommend this on Google

20 comments:

beef 29 November 2012 21:21

My favourite character is Fred.I like him because he is a joyful person. He wanted everyone can feel happy during Christmas.He tried to celebrate Christmas with his uncle. Although he can't,he didn't feel upset. From these things,I know that he is a joyful person.

Reply

▾ Replies

Roseapple 29 November 2012 22:43

I agree! I like to talk and work with joyful persons.

Roseapple 8 December 2012 14:13

Have you met someone as joyful as Fred? What would the joyful person/s do during Christmas?

Beef 28 December 2012 21:41

Santa Claus

Roseapple 28 December 2012 22:08

Where did you meet Santa? Did you get anything from Santa?

Reply

Sushi 8 December 2012 11:07

I like Fred the most too. It is because he is always happy and he is optimistic too! He still wish Scrooge a merry Christmas though Scrooge thinks Christmas is humbug.

Reply

Appendix 7.2c. Blog discussions – Week 2(3)

wish Scrooge a merry Christmas though Scrooge thinks Christmas is humbug.

Reply

Sushi 8 December 2012 11:13

I would come to Scrooge on Christmas Eve if I were Marley's ghost because Scrooge only cared about his bisiness but did not care about his friends and relatives. So I would told him to change to a person who was generous.

Reply

▼ Replies

Roseapple 8 December 2012 14:32

Have you met someone generous? Could you share with us what the generous person/s would do during Christmas?

Reply

chocolate 8 December 2012 23:09

My favorite character is Fred.I like him because he was a very friendly young man,and he even tried to cheer Scrooge up and invited him for dinner on Christmas Day as soon as Scrooge said something bad to him.

Reply

▼ Replies

Roseapple 9 December 2012 14:38

Would you prepare tasteful dishes to attract Scrooge to join the dinner? What kind of food would you make?

Reply

chocolate 8 December 2012 23:14

I would come to Scrooge on Christmas Eve if I were Marley's ghost because Scrooge still only cared about his business,so I would come and help him to change his personality.

Reply

▼ Replies

Roseapple 9 December 2012 14:31

What kind of changes in Scrooge's personality would you expect to see?

Appendix 7.2d. Blog discussions – Week 2(4)

Roseapple 9 December 2012 14:31
What kind of changes in Scrooge's personality would you expect to see?

Reply

Beef 18 December 2012 21:45
I would come to Scrooge on Christmas Eve if I were Marley's ghost because I am his partner.I must help him because he did not care about everythings except for business. I need to tell him that he needs to enjoy his life.

Reply

Replies

Roseapple 18 December 2012 22:10
Glad to hear that you are ready to help your partner!

Reply

ice-cream 26 December 2012 17:37
I like Scrooge this character in Chapter 1 because he is brave in talking with a ghost ,I think if other saw a ghost, they may scream and run away ,not like Scrooge that ask the ghost who are you.

Reply

Replies

Roseapple 26 December 2012 18:58
Do you think Scrooge would be brave to see what he did in the past?

ice-cream 26 December 2012 21:27
Mat be yes.(I think)

Roseapple 26 December 2012 23:00
Glad to read your response! Hope you can continue to think about whether Scrooge would be brave to see his present and future life.

Reply

Appendix 7.2e. Blog discussions – Week 2(5)

Appendix 7.3a. Blog discussions – Week 3(1)

Q3. Do you think Scrooge feel happy when he worked in the warehouse? Why?

Q4. Can you imagine and describe how Belle's happy family celebrate Christmas?

Posted by Roseapple Yu at 12:20   17 comments:

Recommend this on Google

Wednesday, 28 November 2012

Week 2 Discussions

Good! You have finished reading Chapter 1 of the story "A Christmas Carol"! Give your opinions by using the "comments" function!

To foster inter-school collaboration in learning, there is a competition "Excellent Readers" between the Blog and Write Group! Check your mailbox for details!

Q1. Which of the followings is/are your favorite character/s in Chapter 1? Why do you like him/them?

Scrooge / Fred / Two gentlemen / Bob Cratchit / Marley's ghost

Appendix 7.3b. Blog discussions – Week 3(2)

Q4. Can you imagine and describe how Belle's happy family celebrate Christmas?

Posted by Roseapple Yu at 12:20

M B t F 8 +1 Recommend this on Google

17 comments:

Sushi 8 December 2012 11:33

I think Scrooge felt happy when he worked in the warehouse because he spent time with his boss and his family on the Christmas Eve. They were eating, singing and dancing.They were happy! This helped Scrooge remember how happy he was in the past.
Belle was happy because she was married and had children. She celebraeted Christmas with her family joyfully.I think they would have a Christmas meal and hold Christmas parties.

Reply

▼ Replies

Roseapple 8 December 2012 14:42

My office will have a Christmas party on 24th December this year! We are going to make a roasted turkey, sausages, potatoes, and chocolate cake for the party. Will you have Christmas party at school or home? What kind of food would you like to have for the party?

Would Beef, Chocolate and Ice-cream like to have a Christmas party at school or home?

chocolate 8 December 2012 23:21

Yes,my school will have Christmas celebration every Christmas ,we would have party and dance in playground all together,it is a tradition of my school.

Reply

Beef 8 December 2012 21:46

I think Scrooge feel happy when he worked in the warehouse. On the Christmas Eve,Scrooge had a party with his boss Mr Fezziwig and his family,he felt very happy at that time. His was very relax too.Although he was poor, he didn't feel sad.

Reply

Appendix 7.3c. Blog discussions – Week 3(3)

time. His was very relax too.Although he was poor, he didn't feel sad.

Reply

chocolate 8 December 2012 23:24

I think Scrooge feel happy when he worked in the warehouse. On the Christmas Eve,Scrooge had a party with his boss Mr Fezziwig and his family,everyone feel happy,it shows that Scrooge feel happy also.

Reply

chocolate 8 December 2012 23:31

I think Belle's happy family would celebrate Christmas by decorated the Christmas tree and sat all together in front of stove had dinner,shared the happy things happened in the year and prayed for each other life in next year.

Reply

Roseapple 9 December 2012 15:05

The founder of my institute, who was born in England, had established a special festival practice for staff members to follow. Every Christmas Eve, professional staff will invite clerical staff to join a party during lunch time. All the staff can taste various kinds of food and drinks while listening to lovely Christmas songs in the party. Clerical staff will receive festival gifts from lucky draw. Total cost of the party will be shared by professional staff.

Beef, Chocolate, Ice-cream, and Sushi, would you like to be the host of Christmas party at home? Who would you invite to join the party?

Reply

Sushi 14 December 2012 18:47

I would not like to be the host of Christmas party at home because I do not want to prepare everything all by myself. I would like to attend my friends' or relatives' party instead.

Reply

▼ Replies

Roseapple 15 December 2012 14:45

Will your relatives or friends visit you during the Chinese New Year?

Sushi 30 December 2012 18:26

Yes, but I do not need to prepare everything since my family will help me. The main reason of why I do not want to be the host of Christmas party is I do not want to prepare everything by myself. So, if someone can help me, it is no

Appendix 7.3d. Blog discussions – Week 3(4)

want to prepare everything by myself. So, if someone can help me, it is no problem for holding party at my home.

Roseapple 30 December 2012 21:21

I cannot prepare all food and drinks for all the participants too! Most likely, I will seek help from family members or friends. I am sure someone would be glad to help you as you are friendly and generous!

Reply

Beef 18 December 2012 21:36

Belle is very happy because she has childrens and her husband. They celebrated the Christmas together.And they may feel very happy,they can share their happiness.Not like Scrooge,he hold a candle,and sat alone.

Reply

▾ Replies

Roseapple 18 December 2012 22:19

How would Belle's family celebrate Christmas? What would Belle, her husband and children do?

Reply

ice-cream 26 December 2012 21:44

I think Scrooge feel happy when he worked in the warehouse since he has a beautiful girlfriend after that she become Scrooge housewife too.They also have children to celebrate Christmas.

Reply

▾ Replies

Roseapple 26 December 2012 21:55

I think Scrooge dreamed to have a beautiful girl friend to be his wife. However, Belle married with another person. How would Belle and her children celebrate Christmas?

Reply

ice-cream 26 December 2012 21:50

Appendix 7.3e. Blog discussions – Week 3(5)

Roseapple 26 December 2012 21:55

I think Scrooge dreamed to have a beautiful girl friend to be his wife. However, Belle married with another person. How would Belle and her children celebrate Christmas?

Reply

ice-cream 26 December 2012 21:50

I think that they may eat a small but tasty chocolate cake and the children use their lovely voice to sing some Christmas songs.Scrooge will become a Santa Claus, and Belle stay and smile sweetly.

Reply

▾ Replies

Roseapple 26 December 2012 22:01

Your answer comes before my question! It is very creative to turn Scrooge into Santa Claus. Belle's family should be very happy to see that. Do you think Santa (Scrooge) would bring Christmas gifts to Belle's children?

Reply

Enter your comment...

Comment as: Select profile...

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384

Appendix 7.4a. Blog discussions – Week 4(1)

Appendix 7.4b. Blog discussions – Week 4(2)

Q6. The Cratchits were very poor! Do you think the family enjoy Christmas? Why?

Posted by Roseapple Yu at 14:53

MB|t|f|ᵍ⁺¹ Recommend this on Google

20 comments:

Sushi 14 December 2012 19:00

I think Scrooge did not feel happy because the ghost said that Tiny Tim will die in the future. And At the last of Scrooge and the ghost's travel, there were a boy and a girl. The ghost used Scrooge's words to answer his question. So Scrooge did not feel happy. The Cratchits' family enjoyed Christmas because they were having a Christmas meal and the children were running around cheerfully though they were poor.

Reply

▼ Replies

Roseapple 15 December 2012 14:53

Why did Scrooge not feel happy with his own words?

Sushi 25 December 2012 18:23

It was because he used his own words to reply to the two gentlemen who wanted to collect money for the poor. When he heard these words from the ghost again, he knew that his words was so offensive.

Roseapple 25 December 2012 20:50

I think Scrooge would not say these words to anyone again. Do you think so? Can you imagine what Scrooge would say or do when he met the poor (those without food and money)during Christmas?

Reply

chocolate 24 December 2012 19:22

I think Scrooge feel happy after he went to his nephew's house ,but he feel unhappy again when he notice some thing strange about the Ghost of Christmas Present because he enjoyed their party and wanted to stay for another while in his nephew's house,but he feel sad about the died of Tiny Tim in the future and the Ghost of Christmas Present answer his question by used Scrooge's words like telling Scrooge is stupid.

Reply

386

Appendix 7.4c. Blog discussions – Week 4(3)

Appendix 7.4d. Blog discussions – Week 4(4)

Good! We learn when we share! We can learn from each other on blog!

Reply

ice-cream 26 December 2012 22:52

Add comment:
I think Scrooge is unhappy since Scrooge see that Tiny Tim broke his leg and secondly, after the Christmas Present introduce Ignorance and Want this two guy, Christmas Present use Scrooge sentence and a guy who call !gnorance to mendacity him.

Reply

▼ Replies

Roseapple 26 December 2012 22:57

Very good, Ice-cream! Keep it up!

Reply

ice-cream 26 December 2012 22:57

Although the Cr atchits were very poor, I think their family enjoy Christmas since they easily to get meet.As the ancient China saying that goes contentment.

Reply

▼ Replies

Roseapple 27 December 2012 09:02

I like your idea "happiness consists in contentment"! Do you think "Christmas Spirit" also involve "contentment"?

Reply

Beef 28 December 2012 21:38

I think Scrooge feel unhappy while walking around with the Ghost of Christmas Present because he was sad about Tim's dead.He may also regret about it.Bob is his helper,but he never care about him.

Reply

▼ Replies

Roseapple 28 December 2012 21:58

Appendix 7.4e. Blog discussions – Week 4(5)

Appendix 7.5a. Blog discussions – Week 5(1)
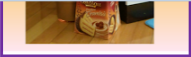
Would you like to know when the English started to have Christmas tree decoration at home? Click tree to read the details!

Posted by Roseapple Yu at 10:38   16 comments:

Recommend this on Google

Week 5 Discussions

Scrooge met the last of the three Spirits in Chapter 4 of the story "A Christmas Carol". Click the "comments" function to give your opinions!

CHRISTMAS WREATH

Q7. Why did Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit?
Q8. Why did the Ghost show Scrooge the grave with his own name?

Would you like to know more about traditional Christmas food in England? Click food to read the details!

CHRISTMAS EVE 2012

PARTY IN MY OFFICE

Appendix 7.5b. Blog discussions – Week 5(2)

Appendix 7.5c. Blog discussions – Week 5(3)

living by showing him the grave with his own name.

Reply

▼ Replies

Roseapple 25 December 2012 20:34

Why did Scrooge worry that he could not change his life? Would Scrooge continue his own style of living after seeing his name on the grave?

Reply

Beef 26 December 2012 21:01

Scrooge feared the "Ghost of Christmas Yet to Come" more than any other spirit because the "Ghost of Christmas Yet"'s clothes are scarier than other spirits.It did not say any word.It looked like a horrible ghost.

Reply

▼ Replies

Roseapple 26 December 2012 21:44

Why did the "Ghost of Christmas Yet to Come" come to Scrooge?

Reply

Beef 26 December 2012 21:09

The Ghost showed Scrooge the grave with his own name because it wanted to scare him. If he is scared,he will try to change his life.It is because he worried about his future.

Reply

▼ Replies

Roseapple 26 December 2012 21:45

What changes did Scrooge need to make for his life?

Beef 26 December 2012 21:58

Being more generous.

Roseapple 26 December 2012 22:53

Agreed!

Appendix 7.5d. Blog discussions – Week 5(4)

Agreed!

Reply

ice-cream 29 December 2012 22:26

Scrooge fear the "Ghost of Christmas Yet to Come" more than any other spirit it was because the ghost of Christmas Yet's appearance is horrible since the ghost wore a deep black piece of clothing (such as a sorcerer), which covered it's whole body and only left one pale hand out of the cloth!You try to thing that if something such as Christmas Yet, I thing you may scared too, so how about Scrooge, he also a human so why he would not be afraid?!

Reply

▼ Replies

Roseapple 29 December 2012 23:04

Do you think Scrooge would like to know his future life that Ghost Christmas Yet to Come would show him?

Reply

ice-cream 29 December 2012 23:32

The Ghost show Scrooge the grave with his own name it was because the Christmas Yet want Scrooge to stop wasting time and do something that is meaningful, such as helping people when they are need help, don't always only wanted earn the money he must also take o the worker too.

Reply

▼ Replies

ice-cream 29 December 2012 23:33

the last sentence is :he must also take care the worker too.

Roseapple 29 December 2012 23:37

Yes, I think Scrooge would have meaningful life when he could show care and concern to everyone around him.

Reply

Enter your comment...

393

Appendix 7.6a. Blog discussions – Week 6(1)

Appendix 7.6b. Blog discussions – Week 6(2)

Would you like to know when the English started to have Christmas tree decoration at
home? Click tree to read the details!

Posted by Roseapple Yu at 10:38

Recommend this on Google

16 comments:

chocolate 24 December 2012 19:49

Scrooge want to buy a big turkey he wants to celebrate Christmas by having a Christmas
dinner with his friend and family members.

Reply

▼ Replies

Roseapple 25 December 2012 20:17

The story "A Christmas Carol" was written in England during the Victorian Period,
1837-1901. Would you like to know more about turkey and Christmas dinner
celebration in English families? You may find some information from Web links in
Week 5 Discussions!

Reply

chocolate 24 December 2012 19:59

I agree with the statement, "Scrooge became as good a friend, as good a master, and as
good a man" because he changed his attitude positive, he take care about Tiny Tom,treat
others more friendly.

Reply

▼ Replies

Roseapple 25 December 2012 20:19

How did Scrooge treat others more friendly? Give some examples from the text to
show his friendly behaviour!

Reply

Beef 26 December 2012 21:45

Appendix 7.6c. Blog discussions – Week 6(3)

Appendix 7.6d. Blog discussions – Week 6(4)

holiday, so in order to give them compensate, so he give Bob a big turkey.

Reply

▼ Replies

Roseapple 29 December 2012 23:25

Why was a turkey important to Bob and Tim's family during Christmas?

Reply

ice-cream 29 December 2012 23:14

I agree with the statement, "Scrooge became as good a friend , as good a master, and as good a man".It is because the first reason is he don't be harsh to Bob again, we can see the reason from he give a big turkey to Bob and Scrooge also has a reflection on himself too. Second he can be a good friend since he won't be sting anymore and he treat everything more positively too.The responsibility of a friend is when your friend getting sad, you must comfort them,so if you don't have treat everything more positively ,so how can you be a good friend?! Finally, so if you a good master and became as good a friend, so why Scrooge is not a good man?

Reply

▼ Replies

Roseapple 29 December 2012 23:31

Well done, Ice-cream! You got the message from the author!

Reply

Sushi 30 December 2012 18:17

Scrooge wanted to buy a big turkey because he was sorry about he treated Bob badly in the past and he wanted to make up for what Bob had experienced. He wanted Bob to forgive him about what he had done before. Also, Scrooge liked Tiny Tim very much. He thought Tiny Tim would feel very happy when he saw the turkey as Bob's family was poor. I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man" because Scrooge bacomes more friendly, more generously and thinks more postively than before. He says sorry to the two gentlemen and treats them friendly. He also wishes Bob a merry Christmas by raising his salary. So, Scrooge is a good friend and a good master as well as a good man!

Reply

▼ Replies

Roseapple 30 December 2012 21:10

397

Appendix 7.6e. Blog discussions – Week 6(5)

Reply

Sushi 30 December 2012 18:17

Scrooge wanted to buy a big turkey because he was sorry about he treated Bob badly in the past and he wanted to make up for what Bob had experienced. He wanted Bob to forgive him about what he had done before. Also, Scrooge liked Tiny Tim very much. He thought Tiny Tim would feel very happy when he saw the turkey as Bob's family was poor.

I agree with the statement, "Scrooge became as good a friend, as good a master, and as good a man" because Scrooge bacomes more friendly, more generously and thinks more postively than before. He says sorry to the two gentlemen and treats them friendly. He also wishes Bob a merry Christmas by raising his salary. So, Scrooge is a good friend and a good master as well as a good man!

Reply

▾ Replies

Roseapple 30 December 2012 21:10

Very good, Sushi! I like your idea "Scrooge thought positively." Also, Scrooge would like to see a happy Tim! You wrote what Dickens wanted to say!

Reply

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