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IN WHAT WAYS CAN LEARNING STUDY CONTRIBUTE TO THE SYNERGY BETWEEN TEACHING, LEARNING AND RESEARCH

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BACKGROUND: In an era of high stakes accountability, language teachers struggle to improve teaching and learning Chinese for non-Chinese speaking (NCS) students. An effective professional development, learning study, was developed to support these teachers' collaborative learning on a continuous and interactive basis. At a deeper level, university experts and kindergarten teachers worked together to experience the synergy between teaching, learning and research.

AIMS: This study explores the characteristics and effectiveness of employing learning study approach on teaching self-efficacy and its effect on teaching and learning Chinese as a second language.

METHODOLOGY: A total of 74 teachers from 20 kindergartens who joined the University-school Partnership scheme of enhancing Chinese learning for NCS learners were recruited. Teachers were given a validated Chinese Culturally Responsive Teaching Self-Efficacy Questionnaire and the Effect on Teaching and Learning Questionnaire to evaluate their teaching self-efficacy and effectiveness with formal consent before at the beginning and after the academic year.

RESULTS: It was found that the total score of the CRTSE of these teachers had a significant increase from 67.71 (S.D.=8.51) to 74.18 (S.D.=8.26) ($t=2.98$, $p.01$). The vast majority of participants agreed that this model have significant impact on teaching and learning. Significance: Learning study can be regarded as use-inspired basic research which has challenged the traditional view of the dichotomy between basic research and applied research. It has bridged the theory-practice gap by involving teachers as researchers to capture the relationship between what is happening in the classroom and the students' learning.