The HKU Scholars Hub   The University of Hong Kong   香港大學學術庫

Title	Using hypertext and mind-map to enhancing grade 5 students' literacy strategies and self-efficacy in informational text reading in Hong Kong
Author(s)	Cheung, WM; Chan, SWY; Lam, JWI
Citation	The 10th International Association for the Improvement of Mother Tongue Education (IAIMTE 2015) / The 1st International Association for Research in L1 Education Conference (ARLE), The University of Southern Denmark, Odense, Denmark, 3-5 June 2015.
Issued Date	2015
URL	http://hdl.handle.net/10722/217698
Rights	Creative Commons: Attribution 3.0 Hong Kong License

USING HYPERTEXT AND MIND-MAP TO ENHANCING GRADE 5 STUDENTS' LITERACY STRATEGIES AND SELF-EFFICACY IN INFORMATIONAL TEXT READING IN HONG KONG

Wai Ming Cheung & Stephanie W.Y. Chan & Wai Ip joseph Lam (Hong Kong)

RELEVANT NATIONAL CONTEXT: Expository readings found in Chinese language textbooks are often much more difficult to understand than narrative readings because of greater concept load. Textbook reading written to convey information about Chinese culture can be an especially formidable hurdle for the struggling reader in grades 4 through 8.

RESEARCH QUESTION: This study explored the effectiveness of the use of hypertext (Braaksma, Rijlaarsdam, Janssen, 2007) and mindmap (Mento, Martinelli, & Jones, 1999) in enhancing Grade 5 students' literacy strategies and selfefficacy in informational text reading in HK.

METHOD: Teachers and the researchers were guided by the theoretical framework of Learning Study (Marton & Lo, 2007) and formed a study team to resolve the learning difficulties of expository reading systematically. In this study, 115 Grade 5 students and 4 language teachers were recruited. The study team developed a digital platform to help discern the critical features of texts related to Chinese cultural heritage using the Variation Theory (Marton & Tsui, 2004). By turning the texts of the textbook into hypertexts in this digital platform (Chan, Cheung, & Lam, 2013), the gap between technical, specialized vocabulary in expository texts and the high concept load in a single paragraph might be bridged. On one hand, the students could use the digital platform to access various online sources to find out meaning, examples and illustrations of these vocabularies like "handson" experiences. On the other hand, the hypertexts are by nature hierarchically structured and students used online mindmap to recognize organizational text structures with main points and subordinate propositions and relationships between these elements.

RESULTS: After the intervention, students' selfefficacy in reading expository text improved significantly (t(115)=13.51, p>.01). The beneficial effects on learning outcomes in the reading assessment will be reported. Finally, we will describe implications for new research activities. This study shed light on providing insights to researchers and teachers to understand the effective strategies and the use of hypertext in teaching expository texts.

References
Braaksma, M., Rijlaarsdam, G., & Janssen, T. (2007). Writing hypertexts: Proposed effects on writing processes and knowledge acquisition. L1 - Educational Studies in Language Literature, 7(4), 93-122.
Chan, S.W.Y., Cheung, W.M. & Lam, J.W.I. (2013). Teaching for All: Using Digital Literacies to enhancing Chinese Character Recognition of Ethnic Minority Students in Hong Kong. Paper

presented at the Ninth International Association for the Improvement of Mother Tongue Education International Conference, Paris, France.

Marton, F., & Lo, M. L. (2007). Learning from "The Learning Study". The Journal of Research in Teacher Education, 14, 31-46.

Marton, F., & Tsui, A. B. M. (2004). Classroom Discourse and the Space of Learning. Mahwah: Lawrence Erlbaum.

Mento, A. J., Martinelli, P., & Jones, R. M. (1999). Mind mapping in executive education: applications and outcomes. Journal of Management Development, 18(4), 390 – 416.