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This dissertation, "Using Blogs to Promote Narrative Writing in English in Hong Kong Primary School" by Ngai, Ying, 靚靚, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading

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of the dissertation. All rights not granted by the above license are retained by the author. Abstract: This study explored effectiveness of blog-based writing and compares it to traditional 'paper and pen' English narrative in a primary school classroom. A group of 30 primary five (P5) students were selected based on results of a pre-test, and randomly assigned into one of two groups: blog group and pen group. The students had six English composition lessons with focus on narrative writing. The students from both groups were in same class, and teaching was conducted by a single English

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teacher. Only difference between the two groups was that the blog group students composed their writing assignments with computers in the computer laboratory through the blog interface. The pen group worked in the classroom in traditional 'paper and pen' way. The post-test was conducted after six lessons, and questionnaires and evaluation forms were administered to provide data. In addition, data collection included artefacts produced by students. Collection and analysis of quantitative and qualitative data suggest that blogging can support writing in three areas. Firstly, blogging helps to increase

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the volume of writing produced by students. Secondly, blogging supports improvement in quality of narrative writing, more specifically in areas of Vocabulary, Language Use and Mechanics. Finally, blogging enhances students' positive attitude towards writing. It Using Blogs to promote English narrative writing in Hong Kong Primary School ii is hoped that the results of the study will have encouraging effect on English teachers in a primary school classroom to apply blogging for purpose of improving students' writing. DOI: 10.5353/th_b4746945 Subjects: Blogs - China - Hong Kong English language -

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Composition and exercises - Study and teaching (Primary) - China - Hong Kong

This book describes a three-year research project which built on students' learning experience, and addresses the issue of individual differences in mainstream primary schools in Hong Kong. The Learning Study model described in this volume presents a view of learning which stems from a

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humanistic interest, and stresses on the possible "experiences" that the student has gone through in their learning process. This project went through cycles of action research in implementing, evaluating and modifying a lesson. A total of 29 Learning Studies were conducted and the results showed remarkable improvement in students' learning outcomes. Participant teachers also found the Learning Study model useful in their professional development.

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This book focuses on Hong Kong as a multilingual society. It investigates how trilingual education is implemented in Hong Kong primary schools. Based on a large scale survey of 155 Hong Kong schools and in-depth case studies in 3 selected schools, the book gives an overview of trilingual education in Hong Kong primary schools, revealing the views on trilingual education of all stakeholders: school principals, panel

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chairs, subject teachers, students, and parents. The research findings presented in this book suggest that the implementation of trilingual education varies significantly from school to school, as does the effectiveness of the trilingual education models used. It shows how students' views towards the use of different media of instruction (MoIs) also vary, and how their mother-tongue backgrounds affect their perceptions. By documenting views, policies and implementation methods, the book provides insight into the practice of trilingual education in Hong Kong and offers suggestions

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on potentially effective implementation
methods.

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