

2023 NEWSLETTER

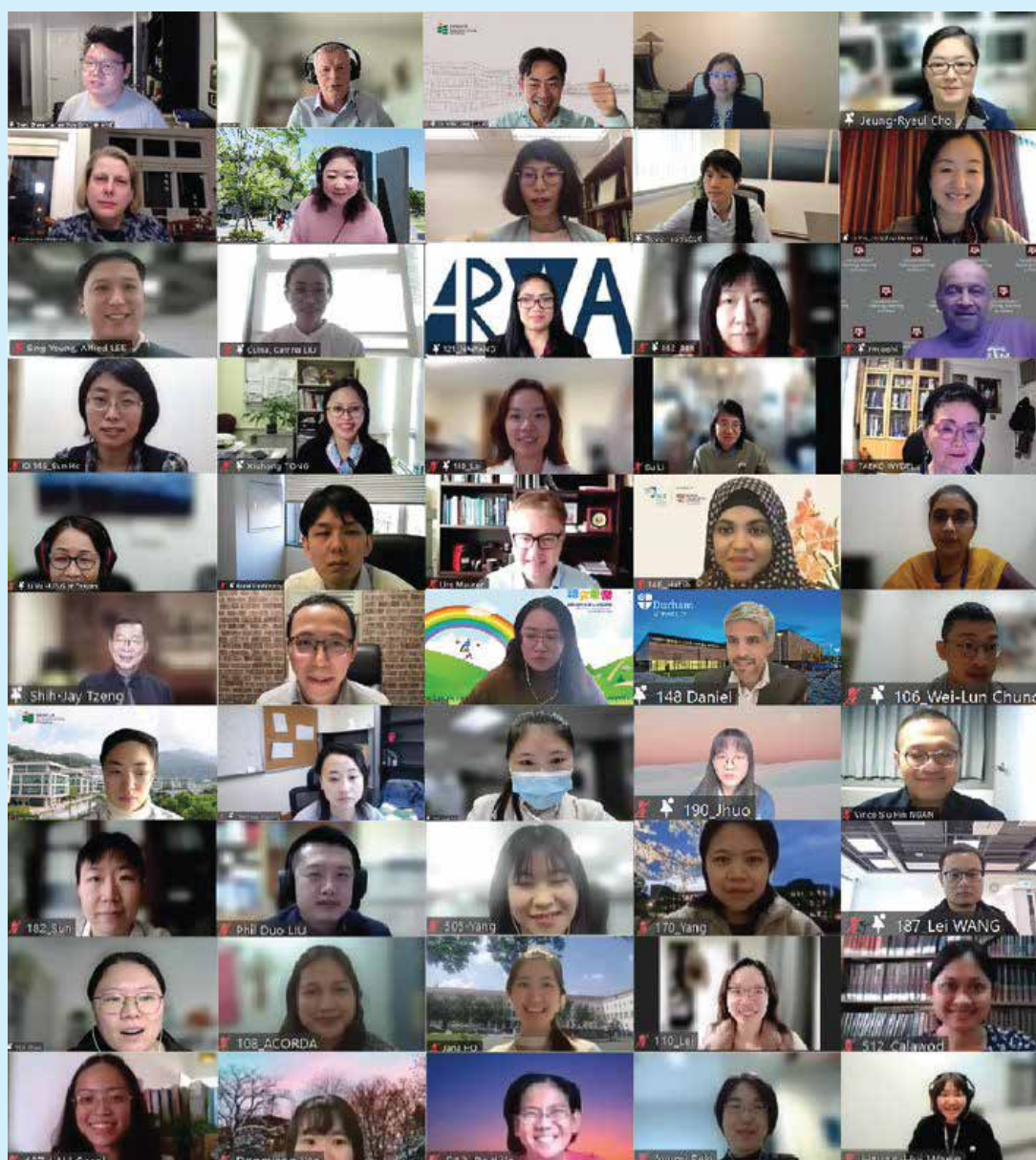
Association for Reading and Writing in Asia

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The 7th ARWA Conference was held online from The Centre for Child and Family Science, The Education University of Hong Kong (EdUHK), on 23-24 February 2023. The virtual meeting provided an excellent international platform for conference participants to share their innovative ideas and research experience in scientific studies of reading and writing across different writing systems. It was both intellectually stimulating and socially interactive, bringing new visions and aspirations into the development of language education and policies.



Professor Chung Kevin Kien Hoa, Conference Coordinator and Vice President of ARWA, expressed his appreciation to the three keynote speakers, different working committees, and the EdUHK team for their fantastic guidance and advice throughout the planning and launching of the conference. He also expressed his gratitude to the conference participants for providing feedback and suggestions about the Conference and his anticipation for meeting them in person at the 8th ARWA Conference in Jeju Island, Korea, next year.



ARWA 2023 Oral Session 1, Feb. 23rd

Serial and Discrete Naming and Reading in Chinese First Graders: Testing Predictions from the Cascaded Processing Hypothesis



George Georgiou



Sha Tao



Sandra Romero



Leilei Ma



Rui Chen



Ningyu Liu



Yuanyuan Li

Lei Wang



Athanassios Protopapas



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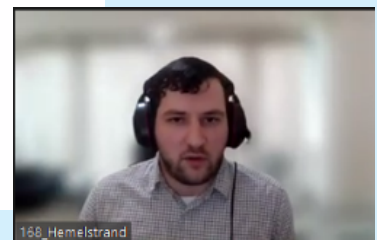
The Impact of Character Complexity on Chinese Literacy

Shawn Hemelstrand¹, Wai Leung Wong², Catherine McBride³, Urs Maurer¹, Tomohiro Inoue¹

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168_Hemelstrand

Technology-Enabled Chinese Language Learning: A Scoping Review From 2000 to 2022



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Introduction

Research Questions

- What has been done to use technology in Chinese language teaching and learning of around the world between 2000-2022?
- What research topics and populations have been involved?
- What are the other relevant findings?

Methods

Inclusion Criteria:

- published between 2000 and 2022;
- journal articles;
- empirical evidence (at least one outcome on using technology to learn Chinese);
- peer-reviewed articles in the English databases;
- important indexes such as EI, ISI, CAS, CSD, CSSCI, and TSSCI source journals to identify candidate papers in the Chinese databases.

Technology Used in Chinese Language Teaching and Learning

The Percentage of Reviewed Articles on Each Technology categories



Technology Integration

- "Input" function combined with "output" function;
- "Internal" and "external";
- collaborative projects.

Related Research and Future Research



Future Research

- Chinese minorities and children with special needs
- The effectiveness testing of Chinese language teaching
- The development and changes of Chinese education under the e

Benefits and Challenges

Benefits

- Enhance learning experience
- Abundant learning resources
- Study anywhere and anytime

Challenges

- For minorities Chinese learning, it is important to preserve minor languages and cultures while learning Mandarin Chinese.
- For beginners in Chinese, which may cause cognitive overload to weaken the learning effect when they focus on technology products.

Research Topics and Populations

Populations



Research Topics

- Topics in our reviewed articles: recognize characters; Spoken Chinese; Chinese reading; Chinese writing; Professional Chinese; Chinese handwriting; Classical Chinese; General Chinese Language Skills.
- Researchers showed the same research enthusiasm for group studies of elementary school and university and above. However, there is a little research in junior high school and kindergarten.
- Research participant mainly aimed at non-native speakers of Chinese students.
- Research on native Chinese speakers has focused on Chinese writing supporting.

4 PRESENTER: Lingxi Zhang
Chair & co-chair, 2nd Biennial of Hong Kong Early Childhood Education Conference
Collaborative member, Project 7-1 "Early Childhood Education of Hong Kong"
(The Education University of Hong Kong)

The definition of early narrative

(Lieber & Shulman, 1987; Oller, 1982)

It has a beginning, a middle, and an end.


The role of storybook reading

- Exposure to storybook reading and exposure to storybook reading can improve young children's narrative language ability (Moll et al., 2008).
- Young children learn to read the picture as a picture book to associate the meanings of narrative components and tell their own narrative to their narrative scheme (Chen & Tsai, 2007).
- Children will notice narrative components and sequence events correctly when telling a story (Chen et al., 2019).

How can we use storybook reading to support children's narrative development?

- Support 3-4 year old girl beyond a developing narrative scheme of Mandarin in Hong Kong, China, Mainland China (Guo).
- Observation Time: 3-4 years, from 3:00 PM to 4:00 PM to 4:30 PM to 5:00 PM

Leveraging Storybook Reading to Prompt Young Children's Narrative Development: A Naturalistic Observation on A 3-Year Old Girl



Main points

- Observation Location: (1) the girl's play area in the reading room; (2) the girl's play area in the reading room; (3) the girl's play area in the reading room.
- Observation Goals: (1) to observe the girl's narrative development; (2) to observe the girl's narrative development; (3) to observe the girl's narrative development.
- Observation Methods: (1) to observe the girl's narrative development; (2) to observe the girl's narrative development; (3) to observe the girl's narrative development.
- Observation Results: (1) to observe the girl's narrative development; (2) to observe the girl's narrative development; (3) to observe the girl's narrative development.
- Observation Conclusions: (1) to observe the girl's narrative development; (2) to observe the girl's narrative development; (3) to observe the girl's narrative development.

The post-conference survey yielded an excellent response with an average of 3.43 points of satisfaction (on a 4-point scale) with the overall conference experience and the quality of presentations. Participants also found the two sharing sessions highly engaging and inspiring. All these showed that the conference has effectively met its purpose. Thank you very much for all your support, and we look forward to meeting all of you next year at the 8th conference!

Highlights from ARWA 2023 Conference

ARWA 2023 Conference has over a hundred oral and poster presentations across twenty-four virtual rooms and two sharing sessions for ARWA awards winners and early career researchers. In particular, the three keynote speakers from Australia, the US, and South Korea have provided thought-provoking presentations on issues pivotal to reading and writing.



In the first keynote lecture, Professor Rauno Parrila of Macquarie University talked about *From Home to Higher Education in Different Language Environments: The Questions That (sometimes) Keep Me Awake at Night*. For over 30 years, Professor Parrila has studied the factors affecting typical and atypical reading development from early childhood to young adulthood. He presented the Multiple Systems Model of Reading in his keynote. He highlighted how this model might explain the impact of reading difficulties and their compensation in different writing systems, home learning environments, and education levels on various age groups of readers. He also highlighted three research topics that he considered very important yet not well-explored in service of the poor readers, their parents, and teachers – agency in early childhood, persistently poor in primary school, and compensation in secondary school and beyond.



On the second day of the conference, Dr. Giang Thuy Pham of San Diego State University delivered her keynote speech on *Learning to Read in Vietnamese: Language Precursors and Contributing Factors*. Through a sample of children from Hanoi, she examined the longitudinal relationships between cognitive and linguistic skills, word reading, and reading comprehension from kindergarten to primary school. She also introduced a series of studies focusing on the relationships between children's reading attitudes and other affective-related factors in Vietnam and the US. These studies have laid the foundation for future investigation of Vietnamese literacy development, of which outcomes can inform educational instruction and provide interventions for struggling monolingual and bilingual Vietnamese-English children.



Professor Jeung-Ryeul Cho of Kyungnam University, the closing keynote speaker, ended the conference on a high note and left the audience with a wealth of thoughts. Her talk focused on *Understanding Literacy Development in Korean*. She first reviewed previous studies on the universal and language-specific cognitive demands for learning to read and reading to learn Korean Hangul. Then, she introduced recent studies using different cognitive and metacognitive strategies to enhance reading performance in children with and without reading difficulties. She concluded her talk with suggestions for future research.



Professor Catherine McBride made the Career Award remarks.



Professor Taeko Wydell announced ARWA 2023 Student Scholarships



Professor Urs Maurer announced ARWA 2023 Career Awards

ARWA 2023 Student Awards

Congratulations to the following three participants for winning the student scholarships for the ARWA 2023 conference!

- Mr. Zebedee Rui En CHEAH (Malaysia), The Chinese University of Hong Kong
- Mr. Wenjian ZHANG (Mainland China), Ningbo University
- Mr. Ethan Hoi-Dick WONG (Hong Kong), The University of Hong Kong

ARWA 2023 Career Awards

Congratulations to the following two participants for winning the career awards for the ARWA 2023 conference!

ARWA Early-Career Award

Dr. Tong Xiuhong is an Assistant Professor at the Department of Psychology in the Education University of Hong Kong. She received her PhD from the Department of Psychology, the Chinese University of Hong Kong. Her research synergizes cognitive neuroscience techniques (e.g., EEG) and behavioural methods (e.g., eye tracking technique) with rigorous psychological experimental design to address educationally urgent topics such as biliteracy acquisition and language learning in children with and without special educational needs. She is particularly interested in the role of syntactic skills in monolingual and bilingual children's reading comprehension as well as the neural mechanism underlying bilingual children's syntax learning.



ARWA Mid-Career Award

Tomohiro Inoue received his Ph.D. from the University of Tsukuba (Japan) in 2012. He is currently an Assistant Professor in the Department of Psychology at the Chinese University of Hong Kong. Previously, he worked at Seigakuin University (Japan) and the University of Alberta (Canada). His current research focuses on cognitive and sociocultural correlates of literacy development across languages and cultures, risk and protective factors for learning disabilities, and reading instruction and intervention.



The ARWA early-career award aims to recognize a talented early-career researcher who shows outstanding research potential in an area of reading and writing research that is related to Asia. The award winner will receive a 2000HKD (about 255USD) cash prize and a certificate.

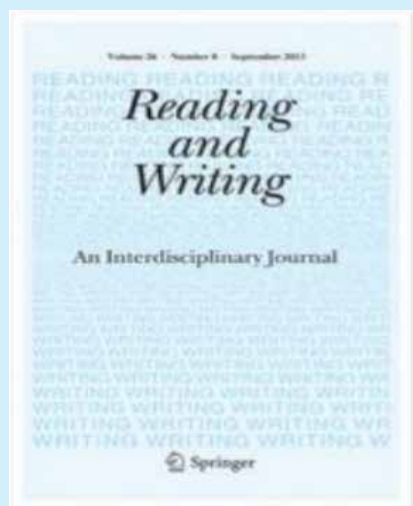
The ARWA mid-career award aims at recognizing a researcher who is currently in the middle of his/her career (approximately associate professor level or equivalent) and who has a distinguished research record in the area of literacy acquisition that is related to Asia in particular or more generally to cross-linguistic / cross-scriptal literacy acquisition.

Nominations will be elected by the ARWA Awards Committee based on scientific merit. ARWA is committed to supporting and promoting equality, diversity, and inclusion. The award recipient must be approved by the ARWA Board members based upon recommendation of the Awards Committee. The decision of the Board is final.

Nominations should be sent to the ARWA secretary (Prof. LI Su, lis@psych.ac.cn) by Sep 1 each year.

Please visit our web site for more details: <https://www.arwasia.org/about-5>.

Conference Special Issue in Reading and Writing



As for previous conferences, there will be an ARWA 2023 Special Issue in the journal “Reading and Writing: An Interdisciplinary Journal”. The journal is accepting submissions to the ARWA 2023 special issue and the deadline for submission is now May 1, 2023.

The link to submit to the journal is <https://www.editorialmanager.com/read/default.aspx> where you will be requested to first enter your login details (or register an account if it is your first time submitting to the journal). To submit and ensure that the manuscript goes to the special issue, please select "SI: ARWA 2023" in the dropdown list for "Article Type" on the first page after you click "submit a new manuscript". You can then proceed to submit the manuscript as per instructions provided in the submission site. You may also wish to refer to the link <https://www.springer.com/journal/11145/submission-guidelines?IFA> for the submission guidelines before submitting.

Junior and/or student researchers who are interested to gain experience and recognition in reviewing, please contact Dr. Poh Wee Koh at pohwee.koh@gmail.com, who will provide a short virtual workshop on Zoom about reviewing for Reading and Writing for those who might find it helpful. Please consider contributing to the journal as a reviewer.

The Eighth Annual Conference Announcement

The Eighth Annual ARWA Conference
will be held in Jeju Island, South Korea in 2024

We are pleased to announce that the 8th ARWA conference will be held at Jeju National University on February 29th and March 1st, 2024.

Jeju island is an hour's flight from Seoul. It is the best vacation are in Korea. Jeju has the highest Mt. Halla in South Korea. It is a volcano, but it is not active now. Jeju Island has been recognized by UNESCO as a biosphere reserve, World Natural Heritage Site, and World Geopark. Jeju Island is an area where beautiful nature is well preserved. For more information about Jeju island, refer to the website <https://www.visitjeju.net/en>

ARWA CONFERENCE 2024

Conference Location – Jeju Island

- Largest island in Korea
- Best tourist destination in Korea
- One hour flight from Seoul
- Direct flights from several Asian countries
- Mt. Halla (1,947 km), the second highest in Korea, is located in the center of the Island.
- Jeju is a volcanic island, and more than 90% of the total area is covered with basalt, so black basalt stones are the symbol of Jeju Island. These stones have been used to build fences in traditional houses and to make stone 'harubang'.



Direct flights from Japan, Singapore, etc.





Regarding accommodation, Jeju National University guest house is available, and we will announce additional hotel(s) near Jeju National University and close to downtown.

Save the dates and stay tuned for details about the 2024 Jeju conference and the hotel information on the ARWA website! We look forward to seeing you in 2024! Thank you.

ARWA to stage the 2025 conference in Philippines

ARWA 2025 conference will be held on February 27-28, 2025 in Mactan, Cebu. Portia Padilla (University of the Philippines) will be the primary organizer, with academic support from the Reading Department of the College of Education, University of the Philippines Diliman and the Reading Association of the Philippines. Rex Education (a leading learning solutions provider in the Philippines) will serve as a sponsor. There are direct flights from some major Asian destinations to the Mactan International Airport in Cebu (and vice versa).

Host an ARWA Annual Conference

Founded in 2016, ARWA exists to advance education by promoting the scientific study of reading and writing, as well as to understand related areas such as language and literacy.

A major way in which ARWA fulfils these objectives is by holding and/or organizing conferences. In particular, the Society sets great store by its annual conference. Since the first conference in 2017, attendance has grown and the influence of the Annual Conference is evident. ARWA now is seeking interested members to host the 10th (2026) and the 11th conference (2027). Your participation will greatly enhance the visibility of the Society and your research organizations!

For detailed information on how to host an Annual Conference, please contact arwaenquiry@gmail.com.

Become a part of us now !

Fees of yearly membership:

US\$ 100 Regular member for 2023

US\$ 80 Student member for 2023

We are happy to announce that 50% off special pricing is available for lower-to-middle income economies, as defined by the World Bank.

Please register at our website: www.arwasia.org and help us spread the word to your colleagues!