



# Teaching Development Seminar

Presented by

**Dr. Cissy Li and Mr. Jake Ricci**  
**Language Centre, HKBU**

Date: 14 September 2015 (Monday)

Time: 3:00 – 4:00 p.m.

Venue: OEW706, 7/F OEN Hall West,  
Ho Sin Hang Campus,  
Hong Kong Baptist University

## Abstracts

**Dr. Cissy Li**

Title: **Logic of Students' Writing: Findings and Suggestions**

Description: Over the past two decades, in the research of second language writing, considerable attention has been given to how EFL/ESL learners write and what problems they encounter. The construction of cohesion and coherence is one of the areas widely explored. According to Halliday and Hasan (1976), cohesion and coherence can be achieved through five means: reference, substitution, ellipsis and conjunction and lexical cohesion. The construction of cohesion and coherence, which is largely a representation of logic and logical progression by the writer in information construction, is vital in effective written communication and an essential indicator of writing quality (Chiang, 2003). In this talk, I shall share some research findings regarding EFL/ESL students' logic and use of logical connectors and motivations behind their decisions with particular reference to Chinese EFL writers, and call for more qualitative analysis of students' problems in written argumentation beyond the use of logical connectors.

**Mr. Jake Ricci**

Title: **Scaffolding Students' Learning in UE1**

Description: Since the emergence of the Communicative Approach in the 1970s out of the field of sociolinguistics, the idea of communicative competence has defined the core goals of the L2+ classroom with its concentration multiple-skill integration and task-based activities. The key question behind this approach is "what is the function of language?" as opposed to earlier teaching methodologies, which relied on a more synchronic model, asking the question "what is language?" The crux of communicative competence rests upon making oneself understood in various situations in socially acceptable ways, and this in turn rests on a framework of identifying how these initial connections and information transfers are made before capitalizing on them in real-world contexts. This is where, in my opinion, scaffolding the language process for use both in and out of the classroom plays a crucial role for students. The most obvious benefit is that it helps the students engage with the target language on a much deeper level, creating interest and aiding the development of individual goals. However, and more importantly, consistently and comprehensively showing students the relationships between the target language, real world contexts and modes of utilization allows them to take a more active role in their learning by giving them a long term, flexible template to take control of their own learning outside the classroom. In this talk I would like to share one particular UE1 project that incorporated the scaffolding of activities, content (including language mechanics) and homework over several class sessions.

**ALL ARE WELCOME**