

English Abstract

This is an exploratory study on Communicative Chinese Writing for junior secondary students in Macao. The purpose is to investigate the effectiveness of teaching involved and gather all the necessary experiences for further research in this topic.

The sample consists of 145 junior two and three students in two schools. Unequal groups pre-test and post-test experimental design is used, with each group consist of a whole class in each school. Communicative Chinese Writing teaching is conducted in the experimental group, and other non-communicative teaching is conducted in the control group.

The whole process involves five weeks, with the first, third and fifth week used in writing assessment and the second and fourth week used in teaching. Communicative Writing Measuring Scale is used as the measuring instrument in pre-test, middle test and post-test, which correspond respectively the assessment in the first, third and fifth week. Matched pair t-test, independent sample t-test and Analysis of Covariance are used as statistical tool. The results are as follows.

In the experimental group in the first school, the middle test is significantly highly than the pre-test, but the post test in not significantly higher than the middle. In the experimental group in the second school, however, the middle test is not higher than the pre-test, but the post-test is significantly higher than the middle. Because of the difference of results, there is not enough evidence to support the effectiveness of the teaching. However, there is one thing in common: the marks increase after a summative discussion and sharing activity.

Also, in both schools, the experimental groups have higher marks than the control group in the post test.

The researcher suggested a number of recommendations based on the findings and experiences gathered in this study, is made for further research.