



杨梅 RP

☰ Tags	
☑ Reviewed	<input type="checkbox"/>

定题课

Language education (teaching and learning) (L1) (但是很多导师都是二语习得的)

1. 与中学语文中语言教学有关

Eg. 写作教学 (从语言运用 (篇章语言学) 和教学策略 (教育学) 两方面入手)

相关导师：教育大学：林善敏

2. 从语言习得层面，儿童语言习得 (bilingualism/psycholinguistics) (但是缺乏认知心理学的专业知识?)

相关导师：

CUHK: LAI Yee King Regine

Research Topic 1: Enhancing Discourse Awareness in L1 Chinese Writing Instruction at Secondary Level

(中学语文写作教学中的篇章语言意识培养)

Research Objectives:

1. To explore the role of discourse awareness (篇章意识) in students' writing development, particularly in the organization and coherence of Chinese compositions.
2. To examine how Chinese language teachers currently incorporate discourse strategies in writing instruction and to identify pedagogical gaps.
3. To design and evaluate a teaching module that integrates discourse-based strategies to improve students' writing performance and motivation.
4. if condition permits, the particular case of Chinese writing instruction in bilingual classrooms may also be incorporated.

Research Design:

Phase	Content	Methodology & Tools
Literature Review	Review of discourse analysis in L1 writing instruction, models of composition teaching in Chinese	Academic database search, review of empirical studies
Needs Analysis	Identify how teachers currently teach discourse organization strategies	Classroom observations, semi-structured interviews with 4–5 teachers
Student Writing Analysis	Analyze the development of discourse structure in student compositions	Discourse analysis framework (e.g., thematic progression, cohesive devices), scoring
Teaching Intervention	Develop and implement a writing unit focused on discourse strategies (4–6 lessons)	TPACK-based instructional design, implemented in 1–2 secondary classes
Evaluation	Compare students' writing before and after intervention; collect feedback	Pre-post writing samples, student questionnaires, focus group interviews

Research Topic 2: The Relationship Between Input Environment and Syntactic Development in Cantonese–Mandarin Bilingual Children

(粤语–普通话双语儿童语法习得与语言输入环境的关系)

Research Objectives:

1. To describe the syntactic development patterns of bilingual children acquiring Cantonese and Mandarin simultaneously.
2. To analyze the influence of input environments (家庭输入与学校输入) on grammatical development in both languages.
3. To explore which types of input (e.g., interactive, passive, academic) are most beneficial for supporting syntactic growth in each language.

Research Design:

Phase	Content	Methodology & Tools
Participant Recruitment	Target age: 5–7 years old Cantonese–Mandarin bilingual children (N=20–30)	Parental consent, demographic screening

Language Input Analysis	Identify frequency, context, and type of language exposure in home and school	Parent and teacher questionnaires, language exposure logs
Language Output Collection	Collect spontaneous and task-based speech samples	Picture description, storytelling tasks, audio/video recording
Syntactic Analysis	Analyze accuracy and complexity of grammar structures	Use of CHILDES format, metrics like Mean Length of Utterance (MLU), clause types
Correlation Modeling	Examine links between input type and syntactic development	Quantitative statistical modeling (e.g., regression or SEM)

Research Topic 3: A Metacognitive Strategy Intervention for Improving Chinese Writing in Junior Secondary Students

(初中语文写作教学中的元认知策略教学介入研究)

Research Objectives:

1. To investigate the metacognitive strategies (元认知策略, 如计划、监控、评估) students currently use in Chinese composition.
2. To evaluate the effectiveness of explicit metacognitive instruction on students' writing quality and self-regulation.
3. To explore how teachers support metacognitive development during writing instruction.

Research Design:

Phase	Content	Methodology & Tools
Initial Diagnosis	Identify existing metacognitive strategy use among students	Strategy use questionnaires, student interviews, writing think-aloud protocols
Instructional Design	Design a metacognitive teaching module covering planning, monitoring, and evaluating writing	4–6 week teaching unit, teacher training workshops
Experimental Implementation	Quasi-experimental design: compare experimental and control classes	Teaching logs, fidelity checklists, classroom observation

Assessment	Pre- and post-tests of writing performance and strategy awareness	Writing rubrics, reflective journals, self-assessment scales
Reflection and Feedback	Gather teacher and student perceptions of strategy instruction	Post-intervention interviews and reflections

破冰课

- **Brief background:** Share a summary of your academic journey—what you’ve studied, research or work experience relevant to your research, and why you’re interested in this field of study.
 - **Preferred supervisors:** Mention this if you have a list of preferred supervisors.
- **Motivation for PhD:** Explain why you want to pursue a PhD, what excites you about research, and your long-term career goals (e.g., academic career, industry roles).
- **Areas you’re unsure about:** Highlight any specific challenges, such as refining the research question, methodology, or theoretical framework.
- **Timeline:** 破冰 - 定题 - **OUTLINE** - 初稿批改 - 二稿精修 - 查重 - **Native Speaker PR**

破冰课 5.14

如果有细化的喜欢的研究方向 定题前发我你的ideas 5.18 12am

定题课 5.20 9:00-9:30

告诉我一个确定的选题 5.25 12am (3-4 research questions+ research design)

OUTLINE课 5.27 10:30-11:30

初稿提交 6.3 12am

初稿批改课 6.4 21:00-21:30

二稿提交 6.8

二稿批改返回 6.11