

# NIE21301- Differentiated Instructions of the Oracy Component in Lower Primary Chinese Language Instructional Materials

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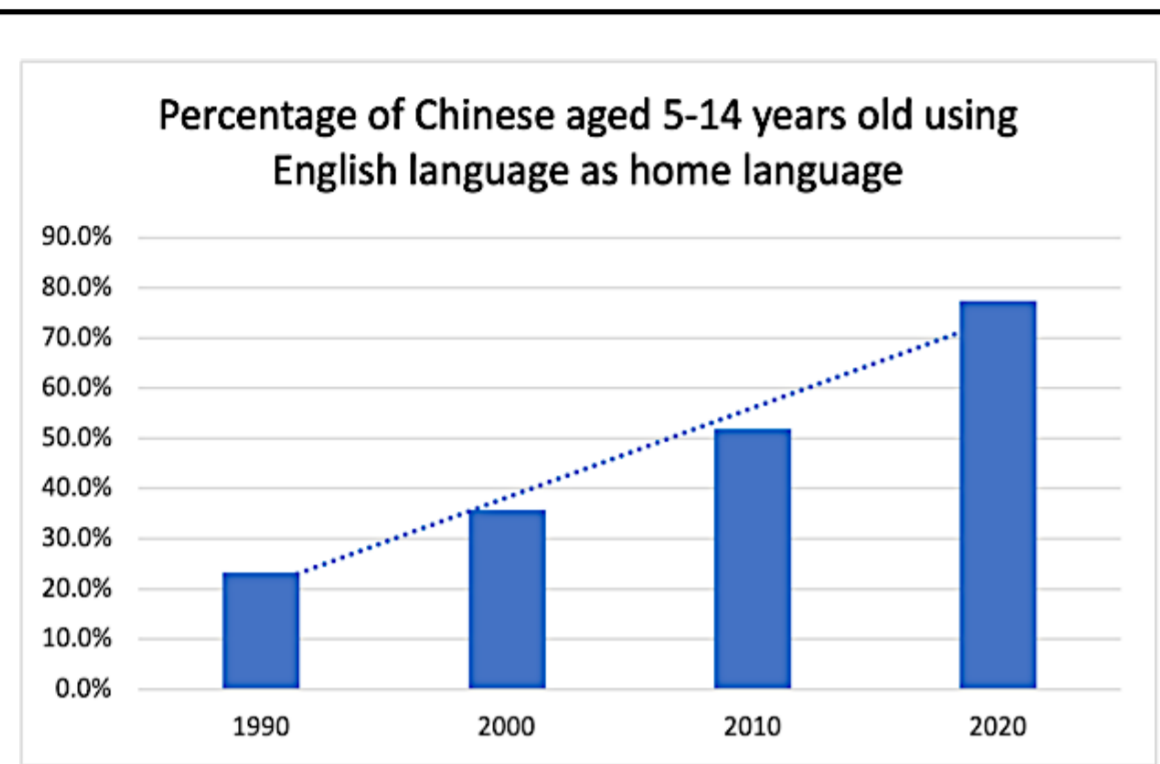


Note: In the 2015 instructional materials,

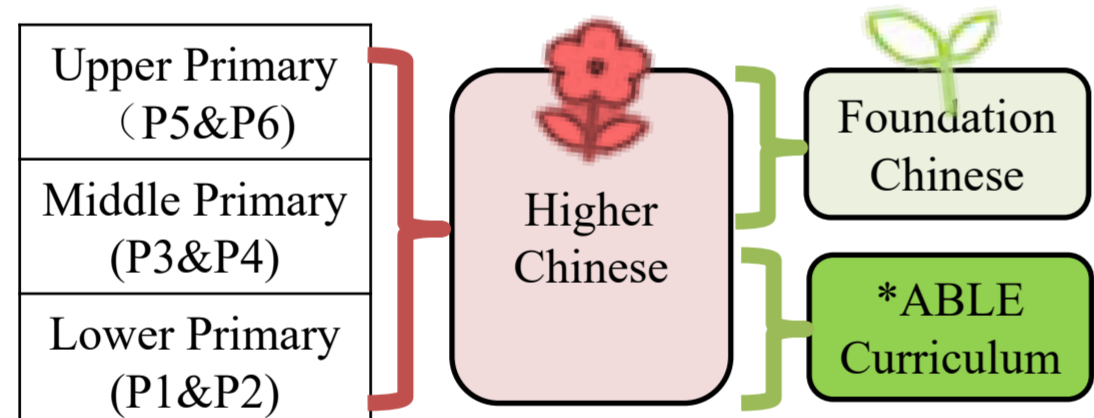
represents higher-progressing students,  
while represents lower-progressing students.



## INTRODUCTION



- As a result of the above trend, the 2010 Mother Tongue Languages Review Committee Report mentioned the importance to take into consideration students from different backgrounds and starting points, with a focus on oracy skills, as it serves as the first step to familiarise and to lay a strong foundation in a language.
- Incorporated Differentiated Instructions in the 2015 Happy Companions instructional materials (teacher's guide, textbook and workbook).



- As shown in the chart above, differentiated instructions for higher-progressing students in the upper and middle primary can be in the form of the provision of Higher Chinese while differentiated instructions for lower-progressing students for upper primary can be in the form of foundation Chinese and ABLÉ curriculum for the middle primary level. As such, the differentiated instructions for lower primary are not specifically written-



## PURPOSE

The purpose of this qualitative research is to analyze the sufficiency and effectiveness of the current differentiated instructions put in place for the oracy component in 2015 Happy Companions instructional materials for lower primary students.

\*ABLE Curriculum: A curriculum for lower-progressing middle primary students



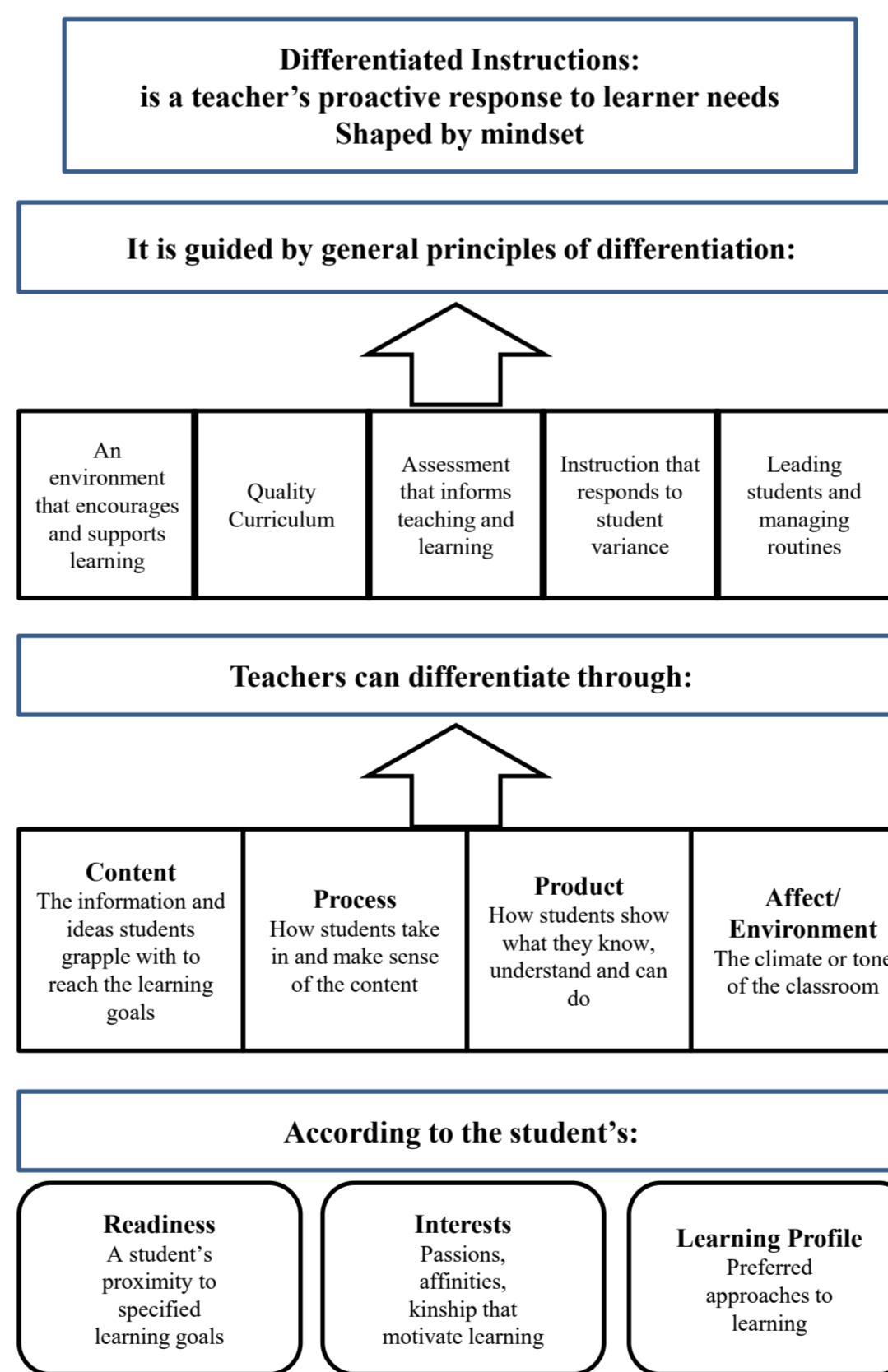
## LITERATURE REVIEW

### 1. Importance of the Oracy Component

- A shift of home language to English shows that majority of students taking Chinese language in schools are only exposed to Chinese language during Mother-Tongue periods.
- Thus, such a process of grasping the language is being categorized as "language learning", where children undergo a conscious learning and understanding process in schools, with a fixed set of curriculum, to increase their language proficiency (Tan, 2014).
- The natural acquisition of a language involves the need to be exposed to the language from their environment at a young age, hence reinforcing the importance of oracy skills.
- A focus on oracy skills at the lower primary stage can allow students to make use of their listening and speaking skills to enhance their reading and writing ability (Chin, 2016).

### 2. Differentiated Instructions

- The theory of differentiated instructions is based on Tomlinson's framework as shown below.



Germain Wong Xue Ying participated in The International Conference of Undergraduate Research on 28 September 2022.



## METHODOLOGY

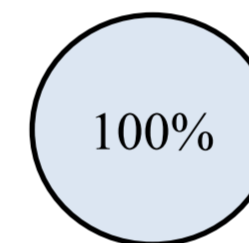
- An analysis of the lower primary 2015 Happy Companions instructional materials based on Tomlinson's theory of differentiating instructions according to content, process, and product.
- Online Questionnaire involving lower primary Chinese language teachers.

To better understand:

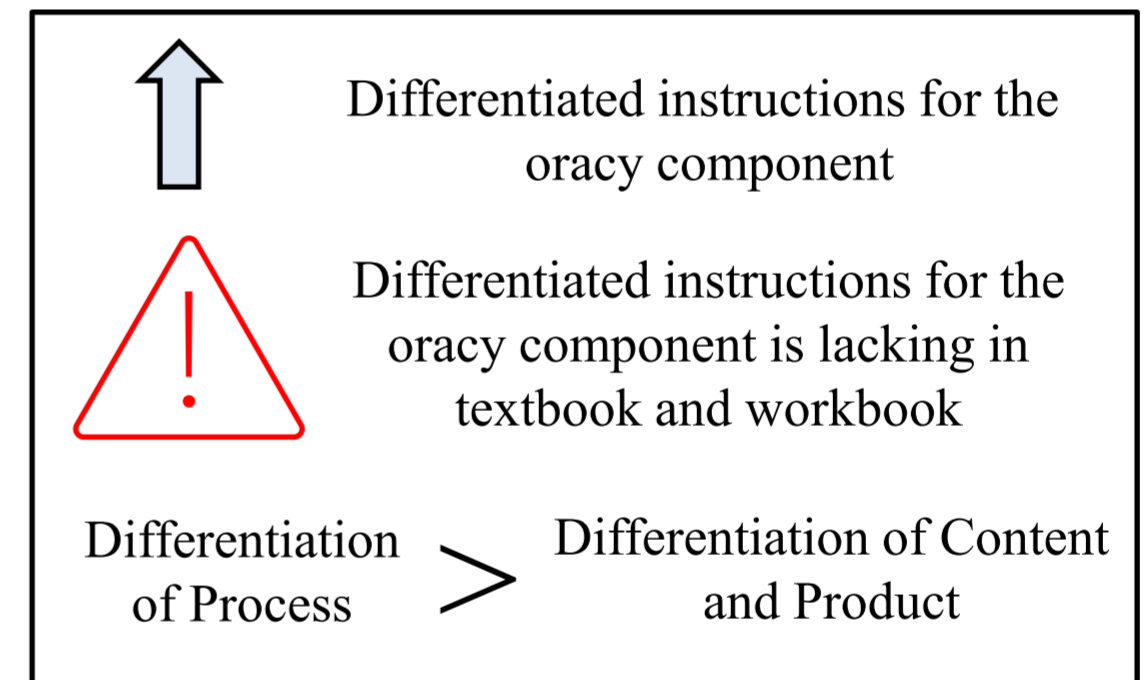
The effectiveness and sufficiency of the current differentiated instructions for the oracy component that have been provided in the lower primary instructional materials from the point of view of the lower primary Chinese teachers.



## FINDINGS



100% of the participants **agreed** that the oracy component is **important** and **should be reinforced** in the lower primary level.



## RECOMMENDATIONS

- Textbook: Inclusion of picture cards representing the spoken vocabulary so that students can reinforce their understanding of the spoken vocabulary at home.
- Workbook: Inclusion of listening-matching activities to reinforce spoken vocabulary taught in class.
- Teacher's Guide: Take into consideration Kise's Personality Types when dividing students into groups.



## CONCLUSION

- The effectiveness and sufficiency of differentiated instructions for the oracy component provided in the lower primary instructional materials **can be enhanced**.
- Future research can explore the differentiated instructions provided in other levels and across different skillset to gather a more comprehensive understanding of the provision of differentiated instructions in the primary school Chinese language instructional materials.