

SOCIAL MEDIA AND SOUTH AND SOUTH EAST ASIAN LEARNERS' ACCULTURATION AND CHINESE LANGUAGE LEARNING IN HONG KONG

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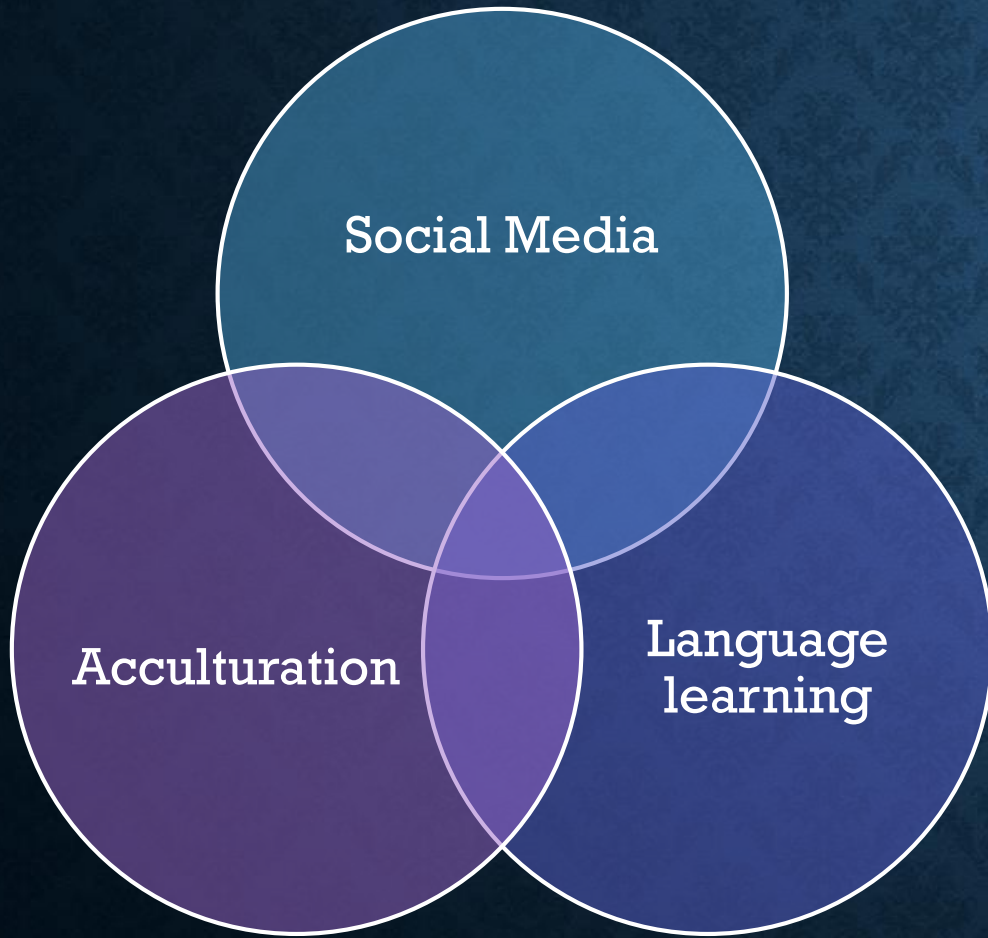
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Thanks to SCOLAR for the project funding and support

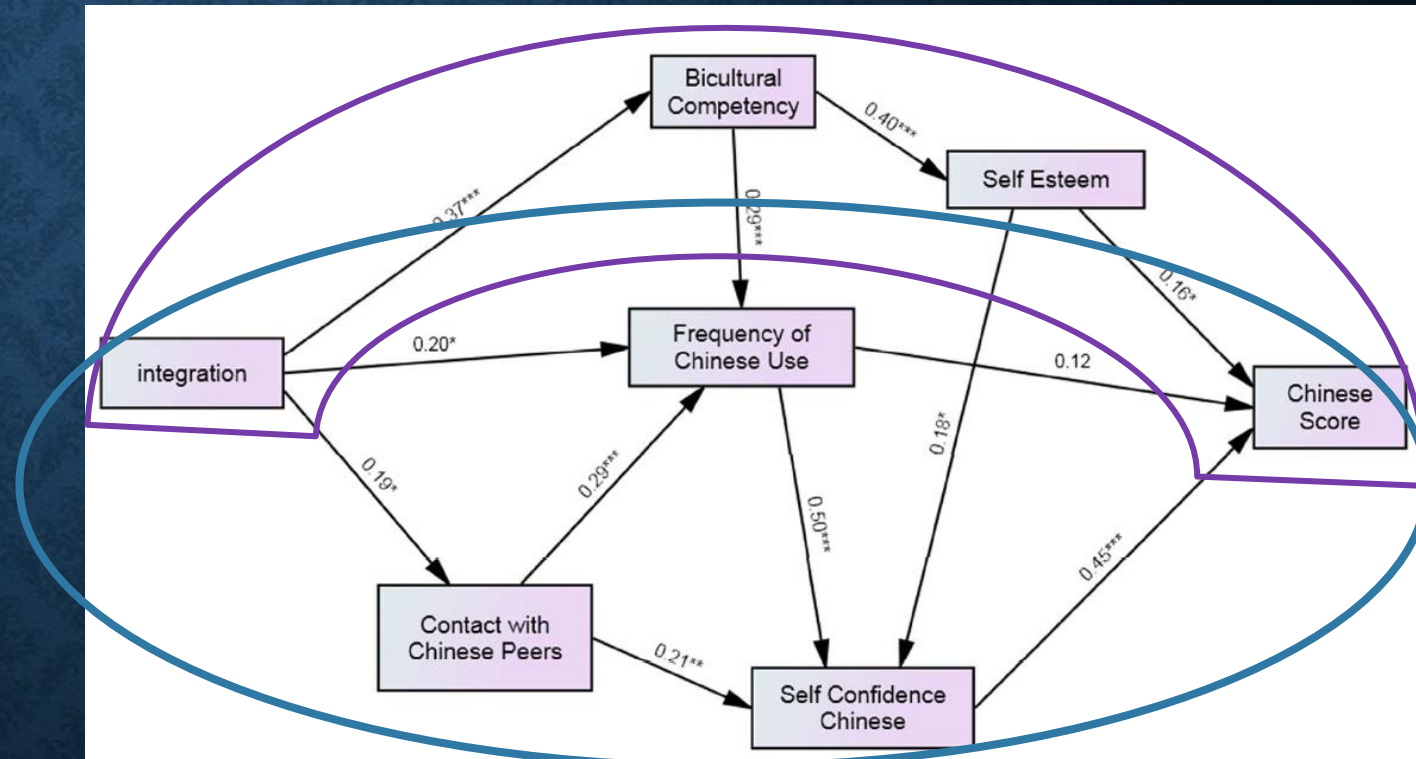
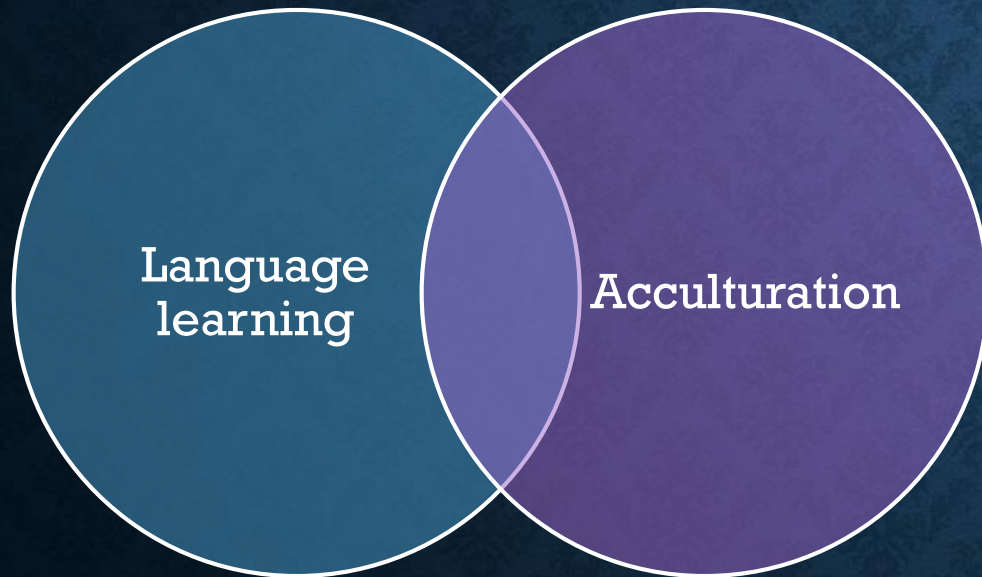
DEFINING THE KEY TERMS



Bicultural identity (integration) orientation is positively associated with immigrants' academic achievement and positive psychological well-being (e.g., reduced acculturative stress; higher self-esteem) and sociocultural adaptation (e.g., prosocial behaviors; bicultural competence)

(Berry & Sabatier, 2010; Gonzales et al., 2008; Nguyen & Benet-Martínez, 2011)

WHY THE TRIPARTITE RELATIONSHIP?

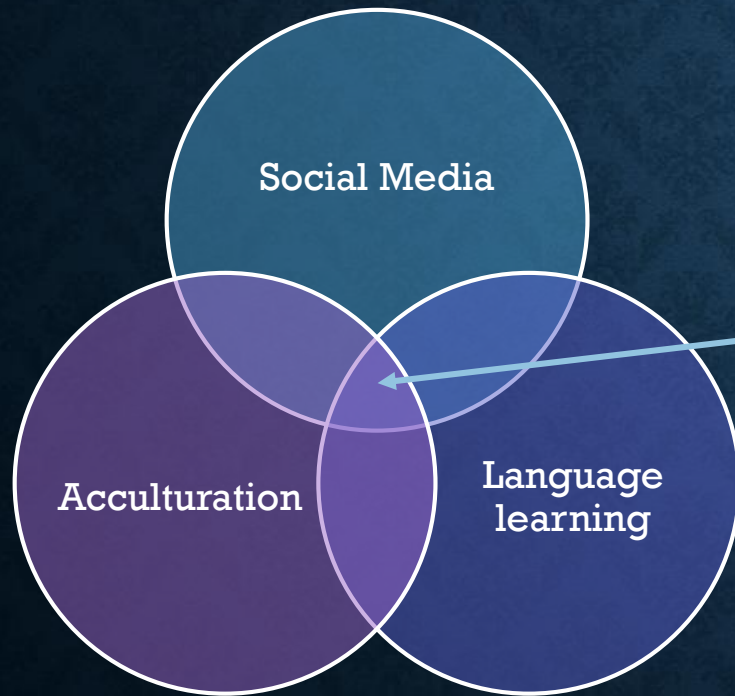


111 CSL students in the first year of senior high school (high proportion of ethnic minority students)

Average age: 16

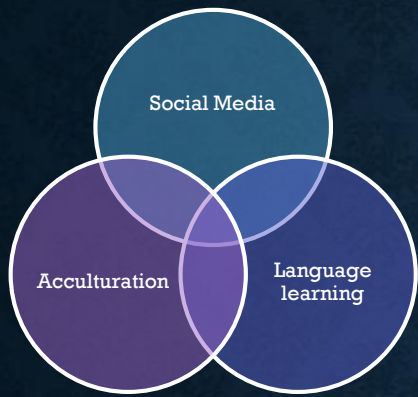
41% born in Hong Kong or had an average length of stay in Hong Kong for 9.8 years

WHY THE TRIPARTITE RELATIONSHIP?

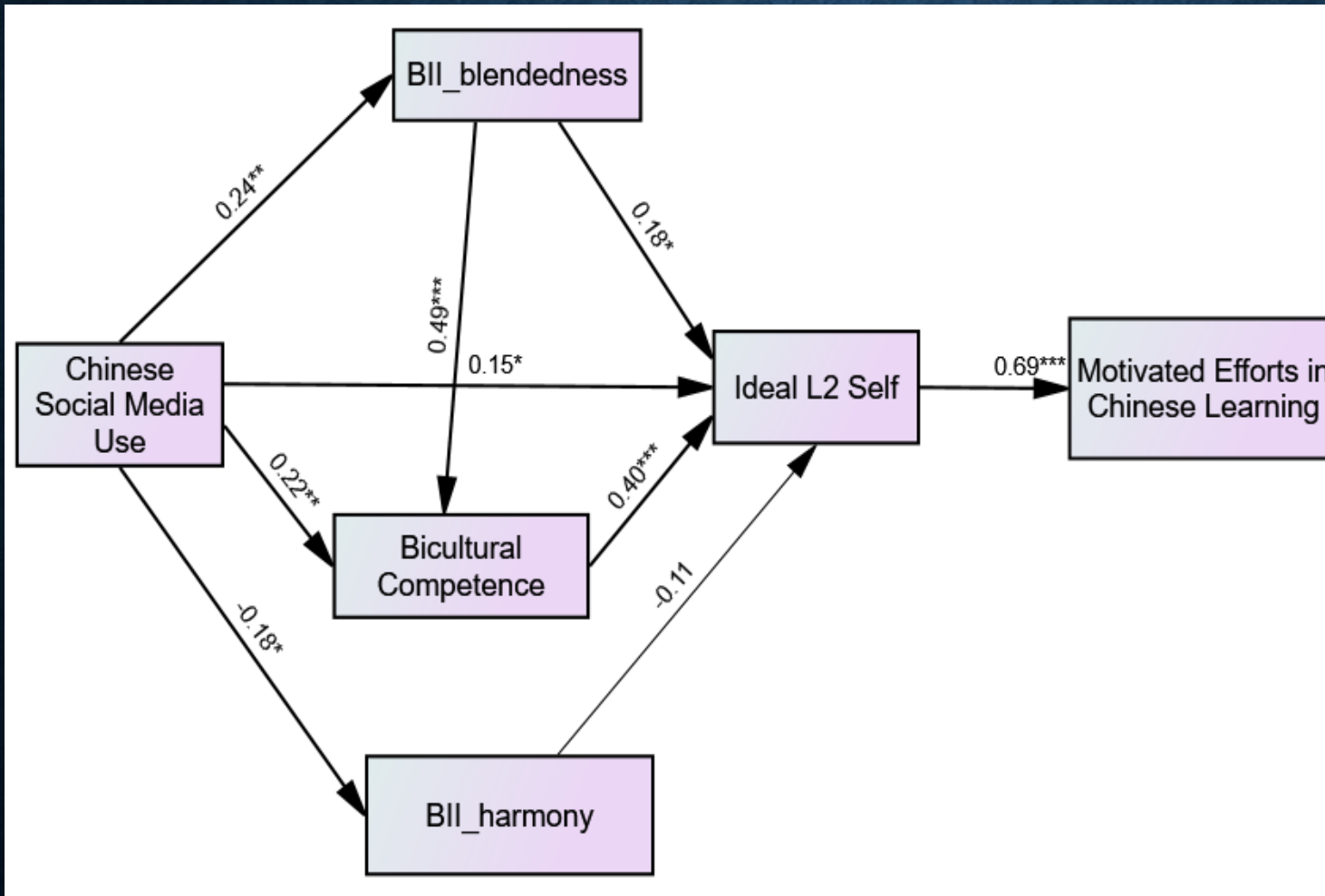


Interactions and self-presentation on social media facilitate intergroup contacts, and increase their opportunities for language and social practices and experimentation with new identities

(Lai et al., 2020; Reinhardt, 2019)



WHY THE TRIPARTITE RELATIONSHIP?



141 South and Southeast Asian ethnic minority students from different schools

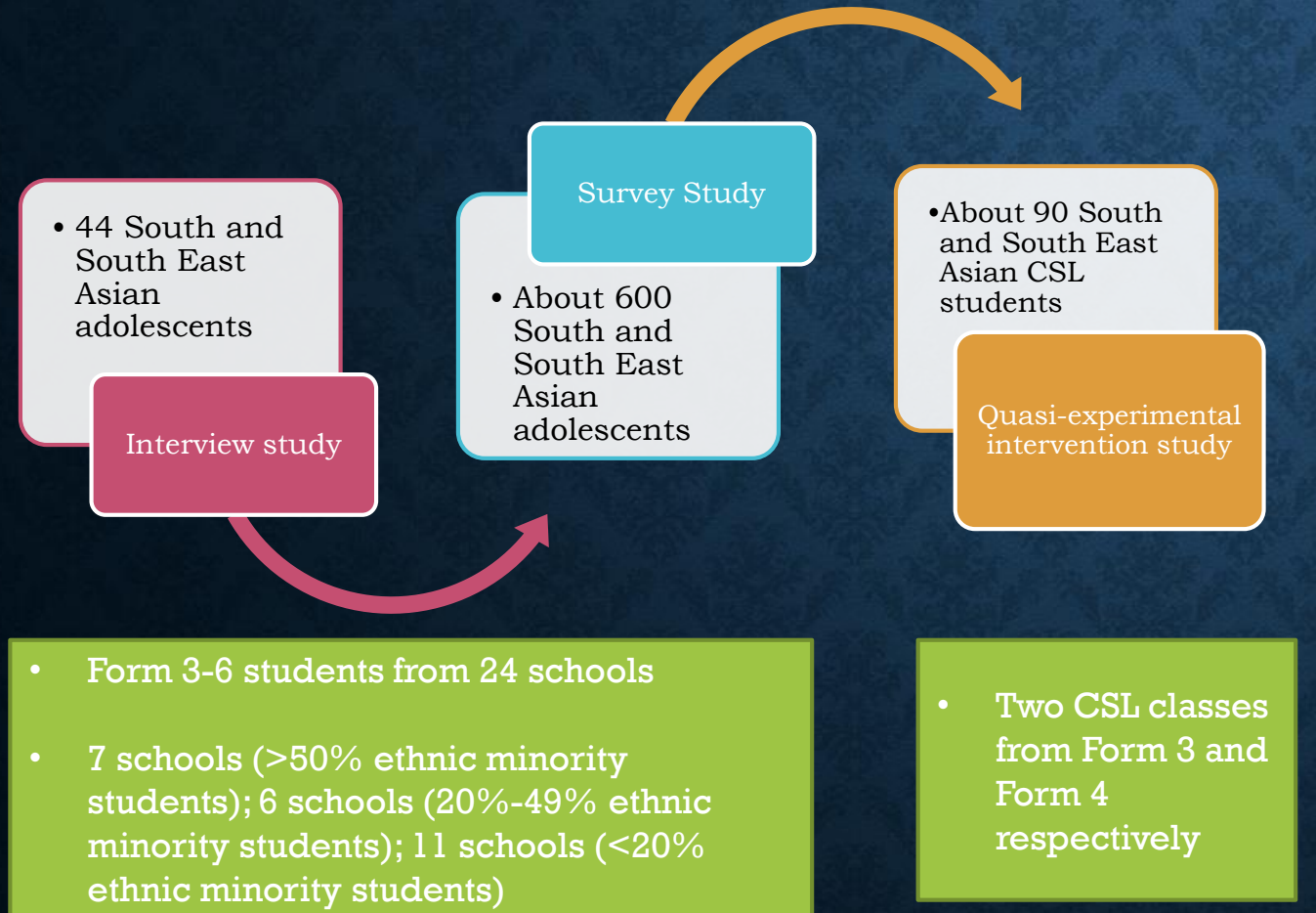
41%: ethnic minority background students majority; 59% Hong Kong Chinese students as the majority.

Average age: 14 years old

68% born in Hong Kong; an average of 10-year residence in Hong Kong

RESEARCH BACKGROUND

SCOLAR Research and Development Grant 2018-2020



1-5 Likert Scale
2=Seldom ; 3=Sometimes ; 4=Often

Language proficiency	Mean	SD
Chinese	3.21	0.97
English	4.14	0.71
Ethnic	3.99	0.97

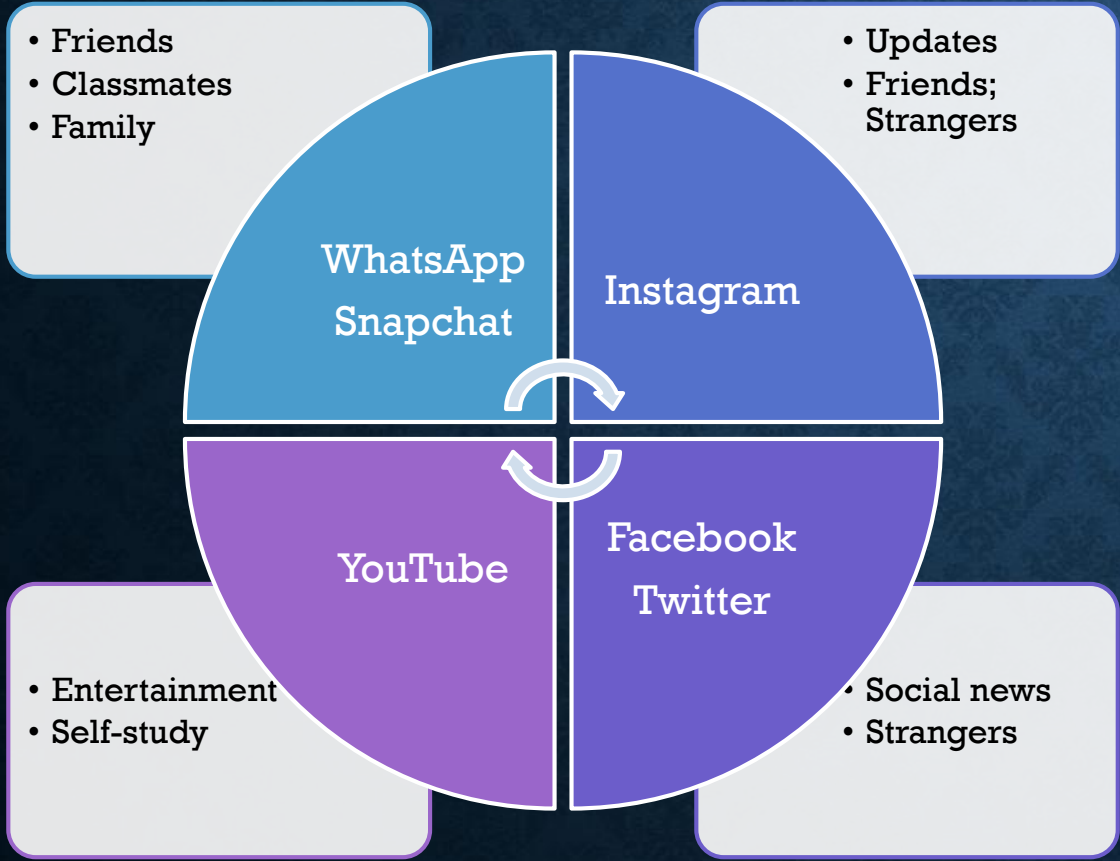
Language in daily life	Mean	SD
Chinese	3.18	0.94
English	4.29	0.81
Ethnic	4.18	1.00

Interaction with local Chinese	Mean	SD
Interaction with Chinese schoolmates or neighbors	3.04	1.17
Activities with Chinese friends	2.97	1.31
Events organized by local Chinese	2.72	1.17

Exposure to Chinese via media	Mean	SD
Newspaper	2.13	1.02
Internet	2.26	1.13
TV	2.47	1.17

How do South and South East Asian Adolescents Engage in Multilingual Social Media Activities?

Social Media Use Profiles



問卷調查顯示的少數族裔青少年各社交媒體的使用頻率

社交媒體平台	平均值 (Mean)	標準差 (Std. Deviation)
YouTube	4.49	0.77
WhatsApp	4.07	1.05
Instagram	4.04	1.22
Snapchat	3.08	1.45
Facebook	2.39	1.31
Twitter	2.03	1.32
Discussion Forum	1.83	1.12

注釋：1=從不使用；2=很少；3=有時；4=經常；5=非常頻繁

Nature	Mean	SD
Socialize with the public	2.83	.90
Socialize with friends and family members	3.57	.98
Seek information	3.18	.98

With Who	Mean	SD
Interact with ethnic community	3.27	1.13
Interact with local Chinese	2.79	1.08
Interact with international community	3.05	1.19

Related to HK and Local Chinese	Mean	SD
Acquire information	2.75	.92
Participate in local events	2.50	.95
Interact with Chinese friends/schoolmates	2.48	1.09
Interact with Chinese strangers	2.23	1.03

Activities in Chinese	Mean	SD
Consume information	2.31	1.02
Share information	2.05	1.06

1-5 Likert Scale
 2=Seldom ; 3=Sometimes ; 4=Often

How do South and South East Asian Adolescents Engage in Multilingual Social Media Activities?

So:

- They use different social media platforms for different purposes
- Consume information is most frequent, followed by sharing & commenting
- Communication restricted to friends, classmates or schoolmates and family members
- Their exposure to Chinese language and Chinese culture/people is limited in general

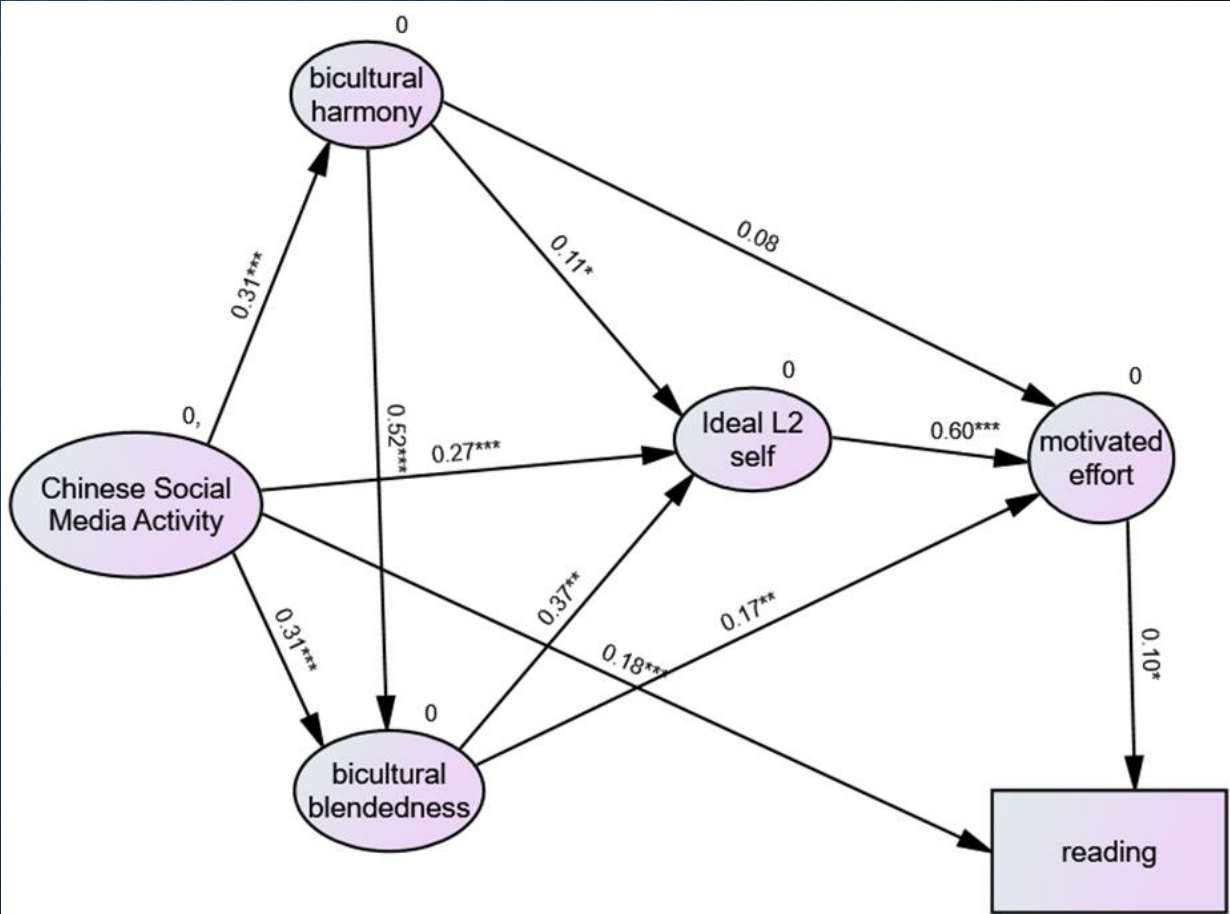
Does Everyday Social Media Use Influence Chinese Language Learning Motivation?

How?

		Effect Size	Sig.
Frequency of accessing local Chinese communities via multilingual social media practices	Bicultural Harmony	0.31	✓
	Bicultural Blendedness	0.31	✓
	Ideal L2 self	0.47	✓
	Motivated Efforts in Chinese	0.38	✓
	Reading	0.21	✓

1-5 Likert Scale; 2=seldom; 3=sometimes

1-6 Likert Scale; 3=slightly disagree; 4=slightly agree



Impact of Social Media activities	Mean	SD
Enhanced understanding of the Chinese and Chinese Culture	3.92	1.06

1-6 Likert Scale
3=Slightly disagree ; 4=Slightly agree

Not seeing the facial expressions and reactions of the interlocutors: “I feel that these people are actually not that bad. Then in daily life, I incline towards giving each other a chance to have some contact”

Coming across social issues on social media that were “not mentioned in the [official] news” → “Hong Kong is not perfect”:

“It makes me feel more concerned about Hong Kong and the people of Hong Kong. Like because poverty level is a major problem in Hong Kong. I hope I can do something about it although I don’t think I can do something right now. But because of social media I have more knowledge about the poor people of Hong Kong and their sufferings. I really want to do something about it in the future”; “If my Chinese is better, I would be able to communicate with them and offer help”

Impact of Social Media activities	Mean	SD
Enhanced understanding of the Chinese and Chinese Culture	3.92	1.06
Emotional bonding with the Chinese	3.56	1.14

1-6 Likert Scale
3=Slightly disagree ; 4=Slightly agree

“I feel like there are Chinese people [schoolmates] who don’t like us and are not willing to share their feelings with us because we are not local or we are not their good friends. But in this Hong Kong society, people usually take social media as a platform to post their happiness and sadness. So we can get close to them using social media.”

→ “I approached them at school and talked to them about what happened”

“Because I’m a very shy person. I don’t really communicate with people. But through WhatsApp, we get very close. So when we see each other at school, we would start talking and be friends.”

Impact of Social Media activities	Mean	SD
Enhanced understanding of the Chinese and Chinese Culture	3.92	1.06
Emotional bonding with the Chinese	3.56	1.14
Positive acculturation expectation	4.11	1.00

1-6 Likert Scale
3=Slightly disagree ; 4=Slightly agree

“It shows me that the Chinese really care about us. They won’t be like ‘no, they are different from us’”.

“They saw examples of Pakistani women being policemen, doctors, etc. in Hong Kong. So they were like, ‘okay, you can study until you can do a good job’”

“On social media, you can know other possibilities to be successful”

Impact of Social Media activities	Mean	SD
Enhanced understanding of the Chinese and Chinese Culture	3.92	1.06
Emotional bonding with the Chinese	3.56	1.14
Positive acculturation expectation	4.11	1.00
Exposure to Chinese	4.04	1.09

1-6 Likert Scale
3=Slightly disagree ; 4=Slightly agree

“proud and happy”

“you know that you can do it”

“You want to do it better and you want to take steps ahead.
You want to improve [Chinese]”

Impact of Social Media activities	Mean	SD
Enhanced understanding of the Chinese and Chinese Culture	3.92	1.06
Emotional bonding with the Chinese	3.56	1.14
Positive acculturation expectation	4.11	1.00
Exposure to Chinese	4.04	1.09
Chinese learning motivation	4.05	1.16

1-6 Likert Scale
3=Slightly disagree ; 4=Slightly agree

“The YouTube videos talked about the problems ethnic minorities were facing. In Hong Kong, if you don’t know Chinese, it is very difficult for you to get a job. So it motivated me because I am gonna stay in Hong Kong to work.”

Coming across videos on social media that showcased ethnic minorities speaking fluent Chinese motivated greater investment in improving Chinese

Very interested in understanding the Chinese news came across on Facebook, but having difficulty comprehending the information due to limited Chinese motivated her to study hard in learning Chinese.

Does Everyday Social Media Use Influence Chinese Language Learning Motivation?

So:

Adolescents' everyday social media engagement with the local Chinese and Chinese culture associates with Chinese language learning motivation

positively and directly

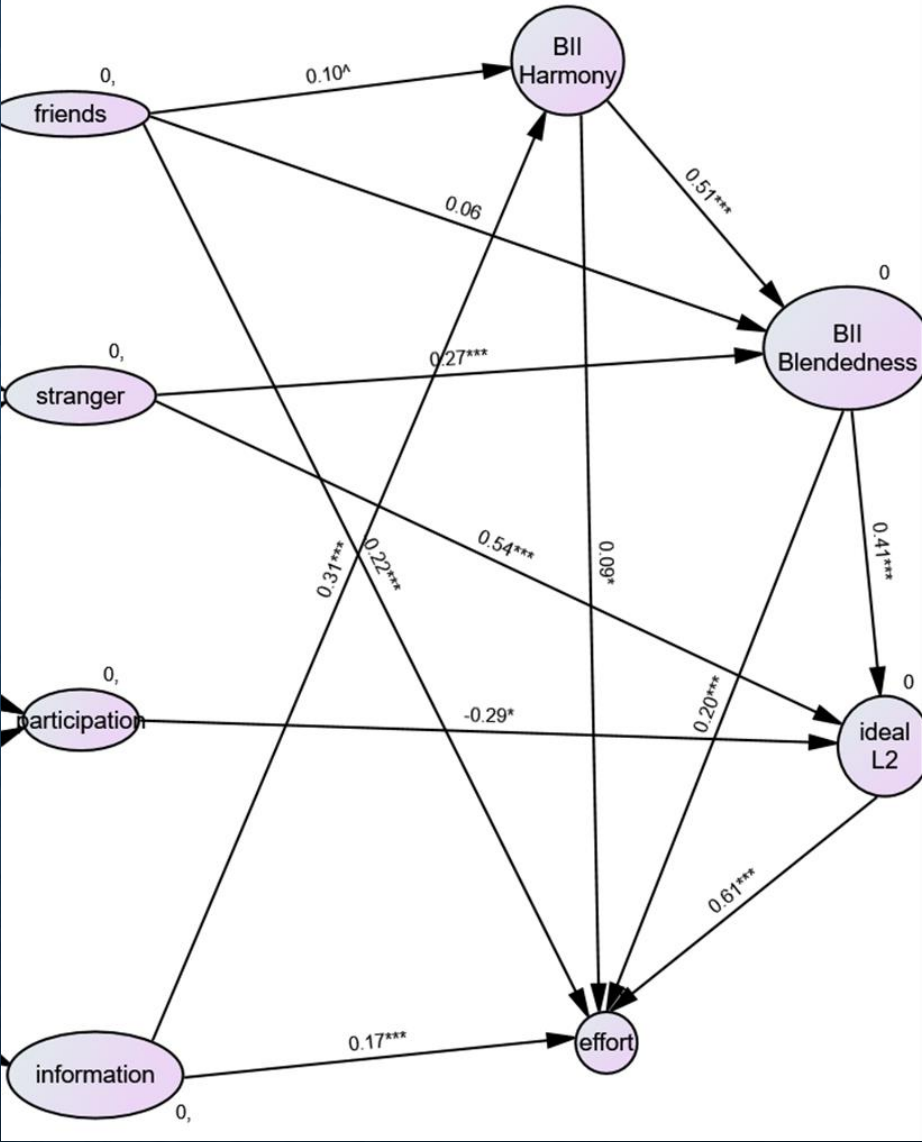
and

indirectly via cultural knowledge, emotional bonding, acculturation expectation and bicultural acculturation orientation

How might different social media activities influence Chinese learning differently?

		Effect Size	Sig.
Interact with Chinese friends/schoolmates	Bicultural harmony	0.10	✗
	Bicultural blendedness	0.06	✗
	Motivated efforts in Chinese	-0.22	✓
		Mean	SD
Interact with Chinese strangers	Bicultural blendedness	0.27	✓
	Ideal L2 self	0.54	✓
	Motivated efforts in Chinese	0.40	✓
		2.10	1.00
Social participation	Ideal L2 self	-0.29	✓
Seek information related to HK	Bicultural harmony	0.31	✓
	Motivated efforts in Chinese	0.20	✓

1=Effect size
2=Seldom ; 3=Sometimes



How might different social media activities influence Chinese learning differently?

So:

- Seeking local information and interacting with local Chinese strangers on social media had the strongest association with acculturation and Chinese language learning
- Important to take a differentiated approach to understanding and maximizing the influence of social media activities on language learning

What affected their engagement with mainstream culture on social media?

- Validation of multilingual resources and multicultural identity

English linguistic resources were not accepted as legitimate capital when interacting with local Chinese on the street:

“When I’m trying to order in a restaurant, if I try to speak in English, they are like, ‘oh, this is Hong Kong, you need to speak Chinese, stuff like that’”.

“It made me kind of a superman. Whenever I posted on Instagram, you know, people started commenting and praising me, you know, saying things like ‘how do you do this?’ ‘how do you communicate with the locals?’ ‘how do you get on so well with them?’ You know. Yeah.”

- Perceived ideology and sense of belonging to HK

F (Pakistan)

Ideal L2 selves:

a policeman working in Hong Kong

Perceived ideology of living environment:

Beehive (busy; distant)

Brainwashed by media

Identity:

“a multicultural person” but more comfortable with Pakistani culture

YouTube: entertainment; watching **English, Hong Kong and Pakistan drama**

Instagram: follow and communicate with his Chinese and ethnic minority **friends** from school

WhatsApp: connect with **family members**

Acquired capitals: knowledge about Hong Kong and ways of thinking of local Chinese

Projected identity: Multi-cultural

B (Pakistan)

Ideal L2 selves:

a history teacher working in Hong Kong

Perceived ideology of living environment:

A globe with many races around it;

International;

Identity:

“a Hongkonger from Pakistan” and emotionally attached to Hong Kong

Instagram: both **friends and strangers**; what's happening around the world and in Hong Kong (→ perceived diminished social discrimination)

YouTube: news around and documentaries about **Hong Kong**

Snapchat: connect with friends from school and outside

Twitter: people's views on the world and Hong Kong issues

Acquired capitals: both cultural and social capitals (sense of belonging)

Projected identity: Hongkonger

- Attitudes towards social discrimination

H (Pakistan)

Immigrated to HK at age 3

Want to be a policeman

“to be honest, Chinese people do not like other cultures”

“When they are mean, I tell myself ‘it doesn’t matter, just ignore’”

YouTube: entertainment ; watch Chinese cartoon and films

Instagram: communicate with **friends and neighbors**

WhatsApp: communicate with **family members**

“Social media make me learn more about HK and about how to communicate with Hong Kong people”

S (Indian)

Came back to HK at age 6 and had a strong sense of belonging to HK

Want to be a policeman

“There are many negative news about ethnic minorities. Because of these news, local Chinese don’t want to interact with us”

“I want to become a policeman so that I can change people’s perception about ethnic minorities”

Facebook: interact with **local Chinese** and attend to local **social news**

Snapchat: interaction with **the local and international people**

Speak up against biased remarks about ethnic minorities on social media

“Social media activities make me learn in depth about local Chinese’s ways of thinking”

What affected their engagement with mainstream culture on social media?

So:

- It is important to create opportunities to validate students' multilingual and multicultural resources
- It is important to support students' affective affiliation with HK and develop positive attitudes towards social discrimination
- It is beneficial to enhance adolescents' abilities to deal with the negative information in daily life and on social media

Can embedding social media materials and experiences in curriculum enhance Chinese language learning motivation?

句式練習

參考以上的影片內容，閱讀以下有關不同人士在社交媒體討論區裡對於香港歷史博物館的評論意見(comments)，然後分組討論並總結出(sum up)參觀這個博物館的各個行程安排。



去尖沙咀的香港歷史博物館，內裏有個「香港故事」的常設展覽
就是由香港開埠以來到今天的發展演變
我也去過幾次，做得非常好

如果是在尖沙咀地鐵站附近可以走路過去，15分鐘內
在文化中心、星光大道、碼頭附近的搭建議搭巴士 5/5c/26/28/8 號在科學館/理工大學站下車
當然搭東鐵的紅磡站出行過去也很近

(參考網址：<https://www.backpackers.com.tw/forum/showthread.php?t=864107>)



◎ 回覆: 請問大大誰家有哪種~~可以了解臺灣歷史的博物館 - 2013-03-13, 23:00

昨天剛從香港回來... 歷史博物館將香港介紹的很仔細，我是搭到尖沙咀走路去歷史博物館超遠的，但歷史博物館有公車到，建議可以搭巴士...

(參考網址：<https://www.backpackers.com.tw/forum/showthread.php?t=864107>)



(參考網址: https://www.tripadvisor.com/hk/Attraction_Review-g294217-d311604-Reviews-or70-Hong_Kong_Museum_of_History-Hong_Kong.html)



歷史博物館位於港鐵尖東站，與科學館在同一地方，裡面有常設展覽香港故事，介紹香港史前至現代的變遷、歷史與人文等，但可以選擇星期三入場免費，最印象深刻的裡面藏有初代的電車，可以上去試乘。參觀停留時間預留約3至5小時左右，星期三免費入場，其他日子照常收費，學生、長者或殘疾人士有半價優惠。

(參考網址：https://www.tripadvisor.com/hk/Attraction_Review-g294217-d311604-Reviews-or90-Hong_Kong_Museum_of_History-Hong_Kong.html)



位於尖沙咀的歷史博物館有一個長期常設展覽，名為「香港故事」。內裡有很多有趣的展品和佈置，由香港史前的歷史介紹到現代的演進，那些懷舊的佈置更是拍照的好地方。走走看看再拍拍照，可以消磨兩個小時。最重要的是免費入場，館內有時會有些其他特設專題展覽，那些就要付費了，不過通常都是十元至廿元左右，不貴，值得看。

(參考網址：https://www.tripadvisor.com/hk/Attraction_Review-g294217-d311604-Reviews-or100-Hong_Kong_Museum_of_History-Hong_Kong.html)

根據以上五則貼文(post)的評論意見，完成有關去香港歷史博物館參觀的基本資料。



Control (n=25)

Contain the same social media materials but as reading texts; no social media sharing activities

Two Units each semester (over one year: 1/3 curriculum time)

The rest of the time follow the school curriculum

Social Media Activities in Chinese	Experimental			Control		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Use Chinese to engage in social media activities	1.57 (0.82)	1.75 (0.84)	0.18 (0.75)	1.82 (0.86)	1.75 (0.84)	-0.07 (1.02)
Use Chinese to consume information	1.79 (0.82)	1.92 (0.72)	0.13 (0.90)	1.96 (0.97)	1.93 (0.86)	-0.03 (1.01)
Use Chinese to share information	1.35 (0.62)	1.57 (0.56)	0.22 (0.76)	1.67 (0.86)	1.56 (0.97)	-0.11 (1.15)

Chinese Language Learning Outcomes	Experimental			Control		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Ideal L2 self	3.31 (0.98)	3.61 (0.89)	0.29* (1.12)	4.18 (1.02)	3.47 (1.05)	-0.71 (1.40)
Motivated efforts in Chinese	3.58 (1.02)	3.68 (0.91)	0.10^ (1.28)	4.00 (1.02)	3.59 (1.12)	-0.42 (1.06)
Chinese reading performance	33% (14%)	51% (29%)	17% (30%)	17% (13%)	23% (17%)	5% (20%)

- Perception of the Chinese language class experience

		Mean	SD
Enhance interest in learning Chinese	Experimental (n=21)	4.55	0.98
	Control (n=8)	3.28	0.81
Enhance confidence in Chinese learning	Experimental (n=21)	4.59	0.74
	Control (n=8)	3.67	1.07
Boost positive perception of and sense of belonging to Chinese culture	Experimental (n=21)	4.48	0.88
	Control (n=8)	3.38	0.88
Enhance confidence of participating in social media activities in Chinese	Experimental (n=21)	4.27	1.10
	Control (n=8)	2.83	0.96

“I learn more Chinese vocabularies I didn’t know. I also learned more about Octopus and how to make good use of it in daily life”

“Our Chinese learning becomes more localized... We learn more colloquial language”

It enhanced my interaction with local Chinese classmates. I never interacted with local Chinese classmates on social media before. But now, it makes me interact with local Chinese more and learn more Chinese

Can embedding social media materials and experiences in curriculum enhance Chinese language learning motivation?

So:

- Yes, even a small amount can enhance students' use of social media in Chinese and their Chinese learning motivation to some extent

CONCLUSION

- Everyday multilingual engagement with the mainstream culture on social media is positively associated with South and South East Asian adolescents' acculturation and Chinese language learning motivation
- What matters is not the technological platform, but the activities people engage with the technological platforms.
- Engagement is influenced by attitudes towards social discrimination, and perceived ideology of the physical and virtual world
- Pedagogical interventions on social media materials and activities enhance social media engagement in the mainstream language and motivation for learning the mainstream language

The training materials can be accessed at:

https://scholarproject2018.cacler.hku.hk/en/result.html#materials_dev

If you are interested in reading the outputs associated with this project, please refer to the following publications:

Lai, C. (Under Review). The nature of social media use and ethnic minorities' acculturation. *New Media & Society*.

Lai, C. & Tai, C. P. (2021). Types of social media activities and Hong Kong south and southeast Asians youth's Chinese language learning motivation. *System*, 97, 102432

Lai, C., Gu, M. Y., Gao, F. & Yung, J. (2020). Motivational mechanisms of ethnic minorities' social media engagement with mainstream culture. *Journal of Multilingual and Multicultural Development*. Doi: 10.1080/01434632.2020.1738442.

THANKS!!

Questions/Comments?