



SCOLAR  
語常會



LANGUAGE FUND  
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# Research and Development Project Dissemination Conference of SCOLAR

Advancing Excellence in Language Education:  
From Research and Development to Innovative Practice

DATE.

9 May 2019 (Thursday)

TIME.

9:30 ~ 16:50

VENUE.

Charles K. Kao Auditorium  
and Conference Halls 4-7,  
Hong Kong Science Park



# Message from the Chairman

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**Mr Lester Garson HUANG,  
SBS, JP**

Chairman, Standing Committee on  
Language Education and Research

## Advancing Excellence in Language Education - From Research and Development to Innovative Practice

The Standing Committee on Language Education and Research (SCOLAR) was established in 1996 to advise the Government of language education issues. Since then, it has been striving to raise the Chinese and English language standards of the people of Hong Kong. With the vision of enabling the people of Hong Kong to be biliterate and trilingual, SCOLAR, through the use of the Language Fund, has been carrying out various initiatives complementing the language education policy of the Government and the work of the Education Bureau in enhancing Chinese and English language learning and teaching, facilitating the implementation of curriculum reform in schools, enhancing professional development of language teachers, and creating a facilitating language learning environment in the community.

In formulating a language education policy, it is best to make reference to local and international practices and experience. We strive to build a solid foundation for the future development of language education. In the years 2015 to 2018, SCOLAR funded various high quality and leading-edge research and development projects to keep up with the development of society and to meet evolving educational needs and rising expectations of the language standards of our people in the 21<sup>st</sup> century. These projects covered prioritised themes on teaching pedagogy concerning Chinese and English language to cater for diversified needs of learners, to provide a smooth transition of language learning at different stages of schooling, and to enhance learning of Chinese by non-ethnic Chinese students.

'Research' is a detailed study of a subject so as to discover new information or to develop new understandings. Gaining new and better knowledge and understanding of how people learn languages enable us to adopt innovative teaching practices. These contribute to excellence in language education. Today's conference, themed on 'Advancing Excellence in Language Education: From Research and Development to Innovative Practice', will not only provide us with an important platform to share knowledge, experience and research outcomes on current language education issues and innovative practices, but will also highlight the importance of initiating and supporting research and development projects to advance excellence in language education.

I express my Committee's sincere gratitude to the academics and researchers of the funded projects for their time, effort and commitment in researching and developing new knowledge and understanding in language education in Hong Kong. Your valuable work has contributed to the solid foundation for language education in Hong Kong. Yet, there is much work ahead of us. Let us turn the knowledge we gain and share into innovative and effective practices to promote biliteracy and trilingualism.

# CONFERENCE PROGRAMME

09:30 — 10:00

Morning Registration (1/F Pre-Function Hall)

10:00 — 10:15

Welcome & Opening Remarks (Charles K. Kao Auditorium)

Officiating Guests:

Mr Lester Garson HUANG, SBS, JP  
Chairman, Standing Committee on  
Language Education and Research  
Medium: English

Mrs YEUNG HO Poi Yan, Ingrid, JP  
Permanent Secretary for Education

10:15 — 11:15

Symposium I (Charles K. Kao Auditorium)

**Dialogue With Academics: New Perspectives on Biliteracy and Trilingualism in Hong Kong**

Speakers:

Prof CHUNG Kevin Kien Hoa  
Prof LEE Fong King Cynthia  
Dr LI Bin

Facilitators:

Prof Cecilia CHUN  
Dr YUEN Chun Wah, David

Medium: English

11:15 — 11:40

Coffee Break (1/F Pre-Function Hall)

11:40 — 12:20

Guest Talk (Charles K. Kao Auditorium)

**From Research and Development to Innovative Practice**

Speaker: Prof CHENG Kai Ming

Emeritus Professor, The University of Hong Kong

Medium: English

12:30 — 13:35

Symposium II (Charles K. Kao Auditorium)

**Observing Non-Chinese Speaking (NCS) Students' Difficulties of Learning Chinese From a Linguistics Perspective**

**Using Supplementary Materials to Enhance Primary 6 Non-Chinese Students' Chinese Ability: An Action Research**

Dr LEUNG Wai Mun

**The Acquisition of Cantonese Vowels and Intonation by India-Urdu Students at Hong Kong Primary and Secondary Schools**

Dr LIU Yi

**From Speech to Spelling: Improving Chinese Proficiency of Non-Chinese Speaking Students Through Cantonese Speech Learning**

Dr MOK Peggy Pik Ki

Facilitator: Mr KWOK Wing Yin

Medium: Cantonese, Putonghua & English

13:35 — 14:50

Lunch / Afternoon Registration (1/F Pre-Function Hall)

14:50 — 15:30

Symposium III (Charles K. Kao Auditorium)

**Early Childhood Language Education**

**Dialogic Reading Programme on Chinese Language and Emergent Literacy Learning in Ethnic Minority Preschool Children in Hong Kong**

Dr ZHOU Yanling

**Teaching Approaches and English Literacy Skills: An Investigation Into Young Hong Kong Chinese ESL Children**

Dr YEUNG Susanna Siu Sze

Facilitator: Ms LEUNG Chi Kin, Gloria

Medium: English

15:30 — 15:55

Tea Break (1/F Pre-Function Hall)

15:55 — 16:50

Symposium IV (Charles K. Kao Auditorium)

**Information Technology for Supporting Chinese Language Learning for Non-Chinese Speaking (NCS) Students**

**An Online Reading Platform for Learning Chinese as Secondary Language**

Prof HO Man Koon

**A Mobile, Personal Reading Tutor for Learners of Chinese**

Dr LEE John Sie Yuen

**Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools**

Dr LOH Elizabeth Ka Yee

Facilitator: Mr KWOK Wing Yin

Medium: Cantonese & English

End of Conference

9 May 2019 (Thursday)

## Research and Development Project Dissemination Conference of SCOLAR

Advancing Excellence in Language Education:  
From Research and Development to Innovative Practice

Simultaneous interpretation service in  
English/Cantonese will be provided upon request,  
except for Parallel Sessions.



**12:30 – 13:10**

### Parallel Sessions I (2/F Conference Halls)

**PS01 /** Conference Hall 04

**Integrating Content and Language Learning in EMI Education - Exploring "Thematic Patterns" as Pedagogical Strategies**

Presenter:  
Dr HE Peichang  
Medium: English

**PS02 /** Conference Hall 05

**Informing Pedagogy Through Exploring and Reforming Assessment Practices in EMI Education**

Presenters:  
Dr LO Yuen Yi  
Dr Daniel FUNG  
Medium: English

**PS03 /** Conference Hall 06

**Hong Kong Senior Secondary Students' Problems in Reading Classical Chinese Texts and the Effectiveness of Current Classical Chinese Reading Instruction**

Presenter:  
Prof LAU Kit Ling  
Medium: Cantonese

**PS04 /** Conference Hall 07

**Study on Young Children's Exposure to English Language**

Presenter:  
SCOLAR Early Childhood Language Team  
Medium: Cantonese

**14:50 - 15:30**

### Parallel Sessions II (2/F Conference Halls)

**PS05 /** Conference Hall 04

**Supporting Students' Academic Discourse Development in Sub-Degree Programmes: An Adjunct Language-Across-the-Curriculum Instructional Model**

Presenters:  
Dr TONG Esther Ka Man  
Dr Cecilia PUN  
Ms Phoebe SIU  
Medium: English

**PS06 /** Conference Hall 05

**L2 Classroom Talk and Subject Content Learning: Investigating the Relationship Between L2 Learning and Content Learning in EMI Mathematics and Science Classrooms**

Presenter:  
Ms Scarlet POON  
Medium: English

**PS07 /** Conference Hall 06

**Literacy Challenges and Students' Strategic Language Learning Efforts During the Primary-Secondary Transition**

Presenters:  
Dr Andy GAO  
Dr HU Jingjing  
Medium: English

**PS08 /** Conference Hall 07

**Brief Introduction of the Interlanguage Corpus of Non-Chinese Speaking (NCS) Learners of Chinese in Hong Kong Primary Schools**

Presenters:  
Prof CHAN Shui Duen  
Ms Liang Xin  
Ms Li Yingnan  
Medium: Cantonese & Putonghua

**15:55 – 16:35**

### Parallel Sessions III (2/F Conference Halls)

**PS09 /** Conference Hall 04

**Analysing English Learners' Experiences in the Transition From Senior Secondary Mainstream and Shadow Education to University Studies**

Presenters:  
Dr YUNG Kevin Wai Ho  
Dr Natalie FONG  
Medium: English

**PS10 /** Conference Hall 05

**Developing an Intelligent Tool for Computer-Assisted Formulaic Sequence Learning From YouTube Videos**

Presenter:  
Dr LIN Phoebe Ming Sum  
Medium: English

**PS11 /** Conference Hall 06

**Enhancement of Language Learning and Personal Growth Through Growing-up Stories: Transition and Connection of Teaching and Learning in Upper Primary and Junior Secondary Schooling**

Presenters:  
Dr FOK Yuk Ying  
Dr CHEUNG Sau Hung  
Dr KAN Hon Kin  
Medium: Cantonese

# Symposium 01

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## Reducing Early Literacy Differences in Preschool Children From Low-SES Families: The Effects of an Early Metalinguistic Intervention

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### PRINCIPAL INVESTIGATOR

#### **Prof CHUNG Kevin Kien Hoa**

Department of Early Childhood Education  
The Education University of Hong Kong

### CO-INVESTIGATORS

#### **Prof Catherine MCBRIDE**

Department of Psychology  
The Chinese University of Hong Kong

#### **Dr LAM Ian Chun Bun**

Department of Early Childhood Education  
The Education University of Hong Kong

#### **Dr LIU Duo**

Department of Special Education and  
Counselling  
The Education University of Hong Kong

In Hong Kong, nearly 20% of children are living below the poverty line. The project investigated the effects of a reading intervention program called “Joy of Learning Literacy (Jolly)” on language and reading skills in Chinese and English language among Chinese children from low-income families in Hong Kong. Ninety-nine children from K3 received pre-tests and post-tests, separated by 5 months, on phonological awareness, morphological awareness, vocabulary knowledge, and word reading in both Chinese and English. Between the two tests, the intervention group received 18 sessions of 30 minutes on Chinese and 12 sessions on English, whereas the control group received no treatment. ANCOVA analyses showed that controlling for parental education and child gender, age, and pre-test performance, the intervention group performed significantly better in post-tests on phonological awareness and morphological awareness in Chinese, and phonological awareness, vocabulary knowledge, and word reading in English, compared to the control group.

Findings underscored the potential benefit of an effective early reading intervention program for Chinese kindergarten children to address the reading achievement gap in low-income and medium-income families in Hong Kong. These findings can also raise public awareness of the influence of poverty on children’s language and literacy development and demonstrated ways to help low-SES children and their families.

Key words: Kindergarten children; Low-income families; Reading; Chinese and English

# Symposium 01

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## Case Studies on How Chinese English Learners in Hong Kong Secondary Schools Mediate Automated Content Feedback and Related Contextual Learning Elements for Essay Writing: Implications for Pedagogy

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### PRINCIPAL INVESTIGATOR

**Prof LEE Fong King Cynthia**

School of Education and Languages  
The Open University of Hong Kong

### CO-INVESTIGATORS

**Dr CHEUNG William Kwok Wai**

**Dr WONG Kelvin Chi Kuen**

Department of Computer Science  
Hong Kong Baptist University

This presentation reveals the ways in which twelve 14- to 15-year-old second language (L2) learners, four of each high, mid and low English proficiency levels were cognitively engaged in writing while using an automated content feedback program known as the Essay Critiquing System 2.0 in three workshops in two Hong Kong secondary schools. Through their video-recorded verbal reports and stimulated recalls, it was found that cognitive engagement was demonstrated and input was mediated by means of some composing strategies including questioning what and how to write, reading, reasoning and planning, making evaluative comments, and problem-solving strategies. Forty-eight strategies representing four types of mental activities, as well as six aspects of their writing were identified from the two sets of introspective data. Both sets of data showed that the three groups of adolescent language learners made mental efforts to complete their writing in their own ways. All of them were concerned with what to write most, followed by how to express themselves. Although the findings of the case studies may not be generalizable, through introspections they indicated how the adolescent learners were stimulated to use the System and technology to help them enrich both content and language while writing. The introspective data also shed light on pedagogical implications, particularly low proficiency learners, regarding the use of the System or similar computer-assisted programs to assist writing. The present study enhances our understanding of adolescent English learners' mental activities in a computer-assisted writing environment, an area which is not adequately researched.

# Symposium 01

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## An Investigation of Strategies and Methods in Learning Chinese Vocabulary by Non-Chinese Speaking Students in Hong Kong

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### PRINCIPAL INVESTIGATOR

#### Dr LI Bin

Department of Linguistics and Translation  
City University of Hong Kong

### CO-INVESTIGATORS

#### Dr LUN Suen Caesar

Department of Linguistics and Translation  
City University of Hong Kong

#### Dr WONG Pui Kwong

This project aimed at investigating the use of strategies in incidental learning of Chinese vocabulary by Hong Kong Non-Chinese speaking (NCS) students. It helped capture a comprehensive picture of lexical processing strategies used by second language (L2) learners and their effectiveness in vocabulary learning. The investigation should provide empirical evidence to the design of pedagogical plans and training methods targeting NCS students. We conducted questionnaire surveys and experiments to identify strategies that NCS students use in reading tasks, and to evaluate their use of Chinese dictionaries. We found that in reading, students inferred meanings of unfamiliar words mostly based on word form associations and contexts. Low frequency of dictionary use was also recorded. Results also revealed a minimal role of dictionary use in acquiring new vocabulary by the NCS students. Many students were beginners or intermediate learners, and unskilled users of vocabulary learning strategies. A follow-up delayed experiment revealed low rates of word retention, which suggested that most of our NCS students may have missed or forgotten unfamiliar words encountered in reading. We propose that strategy training should be provided to NCS students, especially those at advanced beginning and intermediate levels. The training could focus on developing awareness of strategy use for incidental vocabulary learning. Supportive measures for Chinese dictionary use, including pedagogical instructions and development of Chinese dictionaries designated for L2 learners, are urgently called for.

## Symposium 02

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### Using Supplementary Materials to Enhance Primary 6 Non-Chinese Students' Chinese Ability: An Action Research

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#### PRINCIPAL INVESTIGATOR

##### Dr LEUNG Wai Mun

Department of Chinese and  
Bilingual Studies

The Hong Kong Polytechnic University

Chinese reading and writing skills are often considered the major barriers for non-Chinese speaking (NCS) students when they attempt to learn Chinese in Hong Kong. In view of the long-standing lack of suitable Chinese textbooks, it is necessary to design tailor-made supporting materials for NCS students and adopt innovative teaching strategies. Besides discussing the difficulties and analysing typical errors of NCS students, this study also took into account the advantages and disadvantages of mainstream textbooks in relation to Chinese character lists, the grammar learning system, evaluation methods and teaching strategies as appropriate. Based on the initial research, this study developed Chinese supporting materials for NCS students. By associating the structure of Chinese characters and sentences, the vocabulary size of NCS students could be increased systematically. Each unit of the materials consisted of three key parts, namely character learning, word combinations and sentence building. According to the task-based approach, all learning points were organised as tasks, which incorporated games and activities as well. This study aimed at accommodating the learning needs of NCS students and enhancing their effectiveness in learning Chinese. In addition, the outcomes of the research were expected to contribute to the development of "Chinese Language Curriculum Second Language Learning Framework" conducted by the Hong Kong government.

## Symposium 02

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### The Acquisition of Cantonese Vowels and Intonation by India-Urdu Students at Hong Kong Primary and Secondary Schools

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#### PRINCIPAL INVESTIGATOR

##### Dr LIU Yi

Department of Chinese and Bilingual Studies

The Hong Kong Polytechnic University

#### CO-INVESTIGATOR

##### Prof CHAN Shui Duen

Department of Chinese and Bilingual Studies

The Hong Kong Polytechnic University

Since a large portion of non-Chinese students at the same age in Hong Kong are Urdu speakers, the study chose Urdu speakers from local primary and secondary schools as subjects, and adopted acoustic and the nativeness ratings as analytical methods to investigate the non-native students' production and perception performance of vowels and intonation in Hong Kong Cantonese. The results showed that non-native speakers' perception was better than production for both vowels and intonation. It was also found that similar vowels were easier to be produced and perceived by non-native speakers than new vowels. Moreover, the nativeness ratings of vowels produced by the students from primary schools were better than those produced by the subjects from secondary schools. With regard to the intonation acquisition of non-native speakers in Hong Kong Cantonese, the participants failed to realize the pitch of intonation as native speakers did, especially the raising feature of interrogative patterns. In addition, with the findings obtained from the current study, the project designed supplemental materials and conducted adaptive trainings to improve the speaking and listening performance of Urdu speakers in Hong Kong Cantonese.

## Symposium 02

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### From Speech to Spelling: Improving Chinese Proficiency of Non-Chinese Speaking Students Through Cantonese Speech Learning

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#### PRINCIPAL INVESTIGATOR

**Dr MOK Peggy Pik Ki**

Department of Linguistics and Modern Languages

The Chinese University of Hong Kong

#### CO-INVESTIGATOR

**Dr YU Alan C L**

Department of Linguistics  
University of Chicago

With an increasing number of South Asian (SA) students entering mainstream schools in Hong Kong, there is a dire lack of research investigating their Cantonese speech acquisition. This project had two distinct objectives: 1) a research-oriented objective to investigate the speech acquisition of Cantonese by SA students; and 2) a teaching-oriented objective to equip SA students with the practical skills to type Chinese characters effectively through the Cantonese romanization system (Jyutping). Our research findings suggested that Cantonese phonological contrasts were not uniformly difficult for SA students. They could distinguish the contrasts of onset aspiration, vowel length and vowel rounding better than the contrasts of coda place of articulation contrast and lexical tone. Nevertheless, their better distinction of the three contrasts was still worse than that of Cantonese native speakers. The language background of the SA students was one factor affecting their Cantonese acquisition. A series of Jyutping typing workshops were conducted in both secondary and primary schools for SA students. Compared to using handwriting to input Chinese characters in the pre-test, the SA students could input many more Chinese characters using Jyutping spelling in the post-test. Our results demonstrated the ease and usefulness of introducing Jyutping to the SA students as a practical means to improve their Chinese learning.

# Symposium 03

## Dialogic Reading Programme on Chinese Language and Emergent Literacy Learning in Ethnic Minority Preschool Children in Hong Kong

### PRINCIPAL INVESTIGATOR

#### Dr ZHOU Yanling

Department of Early Childhood Education  
The Education University of Hong Kong

### CO-INVESTIGATORS

#### Prof CHUNG Kevin Kien Hoa

Department of Early Childhood Education  
The Education University of Hong Kong

#### Prof Catherine MCBRIDE

Department of Psychology  
The Chinese University of Hong Kong

### Highlights

- All groups enjoyed the dialogic reading programme and were significantly better in T2 than in T1 on a range of skills.
- Dialogic reading programme paired with multi-sensory learning of Chinese characters yielded significantly more effects on children's Chinese word reading as well as early writing skills than other training condition.
- Dialogic reading programme paired with morphological awareness skills had tendency to improve children's vocabulary knowledge.

This research study examined whether including a component of multi-sensory learning (MS) of Chinese characters, or a component of morphological awareness (MA) would increase the effect of a dialogic reading programme on Chinese early reading and writing skills in ethnic minority children learning Chinese as a second language (L2) in local Hong Kong kindergartens. A total of 118 three- to four-year-old ethnic minority kindergartners (Mean age: 49.8 months, SD: 7.9191months) in Hong Kong local kindergartens were recruited for the study. Most prevalent home languages reported by parents included English (41), Urdu (26) Nepali (14), Punjabi (14), Tagalog (4), Hindi (4), Korean (3), and other languages such as Bahasa Indonesia, Bengali, Dutch, Esan, Ewe, French, Kinyarwanda, Russian, and Tamil, respectively. These children were randomly assigned into 3 types of training groups: DR+MS, DR+MA and DR along with control groups: the MS group (N=39, 21 boys, 18 girls); the MA group (N=40, 13 boys, 27 girls) and the DR control group (N=39, 21 boys, 18 girls). Before and right after the 12-week training session, all the children were tested using a range of Chinese reading and writing related tasks, including Chinese word reading, writing and vocabulary skills, phonological processing skills, morphological awareness skills, orthographic skills, narrative skills, hand-eye coordination skills, and pure copying skills. The results showed that the DR+MS group yielded the most significant growth on Chinese word reading and writing skills. The DR+MA group had a tendency to improve the most in Chinese vocabulary knowledge. These results may have an impact on pedagogical design for Chinese learning among L2 kindergarten children in Hong Kong. The follow-up test conducted again 3 months after the training revealed that the DR+MS group showed a greater improvement in Chinese character recognition and character writing ( $p < .01$ ) when compared with pre-test performance. Specifically, the DR+MS group performed statistically better than the DR control group in both Chinese character recognition and character writing.

## Symposium 03

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### Teaching Approaches and English Literacy Skills: An Investigation Into Young Hong Kong Chinese ESL Children

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#### PRINCIPAL INVESTIGATOR

**Dr YEUNG Susanna Siu Sze**

Department of Psychology  
The Education University of Hong Kong

#### CO-INVESTIGATOR

**Dr NG Mei Lee**

Department of Early Childhood Education  
The Education University of Hong Kong

Currently, there is a lack of understanding in current practices of English language teaching and its impacts on early literacy skills. Therefore, the present project was proposed to fill this research gap by (1) describing the current English language teaching practices in preschools through analysis of curriculum documents and observation of English lessons; and (2) examining the impacts of various teaching approaches on early English literacy. Thirteen local kindergartens with varying teaching approaches in English language instruction were recruited in the present project. Curriculum documents were collected from these schools. Lesson observations from the beginning to the end of the school year were conducted in one K3 classroom in each school. One hundred and twenty-eight lessons were recorded and coded in terms of teaching content, quality of instruction and pedagogy with an observational system developed by the team members of the project based on existing documented and validated observational systems. Children in these classrooms were assessed three times in a year (beginning, middle and end of the year) on English language and reading skills. The impacts of the teaching approaches both in terms of teaching components and teaching quality on the mentioned literacy outcomes were examined. Results indicated that the current English language teaching practices in the sampled kindergarten displayed commonalities as well as differences. School/teacher variations as reflected in the document analysis and lesson coding were found to explain language and literacy gains over the year. Implications on providing quality English instruction in pre-primary setting were discussed.

# Symposium 04

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## An Online Reading Platform for Learning Chinese as Secondary Language

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### PRINCIPAL INVESTIGATOR

#### Prof HO Man Koon

School of Humanities and Languages  
Caritas Institute of Higher Education

### CO-INVESTIGATOR

#### Dr LEUNG Sze Ming

Caritas Institute of Higher Education

The main objective of this project was to enhance the Chinese language reading ability of junior secondary students who are the non-Chinese ethnic minorities in Hong Kong. Students learnt to master reading strategies through a well-designed reading platform. Reading materials were tailor-made to cater for various interests of students. Features of the reading materials are listed as follows:

- 1/ Topics related to the daily life in Hong Kong, e.g., housing, transport, cuisine and shopping;
- 2/ Cultural activities of the non-Chinese ethnic minorities; and
- 3/ Passages graded in six levels of difficulty to cater for learner diversity.

Under the guidance of the Chinese Language teachers in school, remarkable improvement was found in both reading comprehension performance and the participating students' ability to increase their vocabulary size.

# Symposium 04

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## A Mobile, Personal Reading Tutor for Learners of Chinese

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### PRINCIPAL INVESTIGATOR

**Dr LEE John Sie Yuen**

Department of Linguistics and Translation  
City University of Hong Kong

### CO-INVESTIGATORS

**Dr KIT Chunyu**

**Prof Jonathan WEBSTER**

Department of Linguistics and Translation  
City University of Hong Kong

Extensive, extra-curricular reading is important for learning foreign languages. Learners therefore need to venture beyond their textbooks to seek additional reading materials. However, it is often difficult to identify suitable materials with an appropriate number of new words to stretch vocabulary knowledge, without hindering comprehension.

Most existing systems require users to choose a level on a proficiency scale. These scales can be opaque for users, and often too coarse-grained to cater for individual needs. We presented a personal and adaptive text retrieval method for language learning. A user could search for documents with the desired percentage of words that were new to himself or herself. To compute this percentage, the learner model estimated the user's vocabulary knowledge, and dynamically updated itself through user interactions.

We reported the extent to which this method helped users retrieve texts at their desired difficulty levels in a mobile app. In empirical evaluations on learning Chinese as a foreign language, we showed that the personalised learner model achieved state-of-the-art performance in predicting new vocabulary, and that its adaptive algorithm led to a more accurate estimation of text difficulty than a non-adaptive baseline.

## Symposium 04

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### Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools

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#### PRINCIPAL INVESTIGATOR

**Dr LOH Elizabeth Ka Yee**

Division of Chinese Language and Literature  
The University of Hong Kong

#### CO-INVESTIGATORS

**Prof TSE Shek Kam**

**Dr SHUM Mark Shiu Kee**

**Dr KI Wing Wah**

**Dr KWAN Che Ying**

Centre for Advancement of Chinese  
Language Education and Research  
(CACLER)

The University of Hong Kong

**Dr LAU Vincent Man Kin**

Department of Computer Science  
The University of Hong Kong

**Dr TAI Chung Pui**

Division of Chinese Language and Literature  
The University of Hong Kong

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In collaboration with eight pilot secondary schools, this project aimed at studying the role of innovative pedagogies of Chinese as a second language (CSL) and teacher development models in raising the effectiveness of Chinese learning for non-Chinese speaking (NCS) students.

The study found that the three pedagogies of “Reading to Learn”, “Drama in Chinese Education” and “mLang mobile technology-assisted CSL Learning”, which were developed in collaboration with teachers, could be used in conjunction with the mainstream or school-based curriculum to enable students to engage in learning autonomously and improve their Chinese language skills explicitly. Teachers could also develop self-innovation and professional growth, which would help further the investigation on “Chinese as a Second Language Learning Framework”.

# Parallel Session 01

## Integrating Content and Language Learning in EMI Education - Exploring “Thematic Patterns” as Pedagogical Strategies

### PRINCIPAL INVESTIGATOR

#### **Prof LIN Angel M Y**

Division of English Language Education  
The University of Hong Kong

### CO-INVESTIGATORS

#### **Dr CHAN Kennedy K H**

Division of Mathematics and  
Science Education  
The University of Hong Kong

#### **Dr KWAN Tammy Y L**

Division of Policy, Administration and  
Social Sciences Education  
The University of Hong Kong

#### **Dr LO Yuen Yi**

Division of English Language Education  
The University of Hong Kong

Drawing on theories of “thematic patterns” (Lemke, 1990) and “concept mapping” strategy (Novak & Gowin, 1984), this research developed a thematic-patterns-based “Concept + Language Mapping” (CLM) pedagogy which was adopted in EMI classrooms of Integrated Science, Biology, and Geography subjects at different grades. Following a design-based (Reeves, 2000) mixed-method (Creswell, 2003) research design, quasi-experimental testing was employed to evaluate the effectiveness of the CLM pedagogy and materials which was further examined by lesson observations and semi-structured interviews with teachers and students. The quantitative and qualitative data both indicated that the CLM approach had a positive effect on students’ content and language knowledge development. The CLM pedagogy was effective in EMI content and language integrated learning (CLIL) classrooms and the CLM materials were positively evaluated by the teachers and students who considered the CLM pedagogical strategies useful for learning content subjects in English as their additional language. Qualitative analyses of classroom observations and interviews revealed that the positive effects of the CLM approach were most evident when teachers emphasized the learning of both content and language and manipulated the CLM materials and activities flexibly through both design and spontaneous scaffoldings (Gibbons, 2009; Lin, 2016) to guide students to understand the thematic patterns in concepts and the interrelationships between the concepts through a series of communicative classroom interactions (Mortimer & Scott, 2003) in self-directed and collaborative learning. The research findings are significant for not only the enhancement of students’ content and language knowledge but also teachers’ professional development in CLIL classroom practices.

## Parallel Session 02

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### Informing Pedagogy Through Exploring and Reforming Assessment Practices in EMI Education

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#### PRINCIPAL INVESTIGATOR

##### Dr LO Yuen Yi

Division of English Language Education  
The University of Hong Kong

#### CO-INVESTIGATORS

##### Prof LIN Angel M Y

##### Prof David CARLESS

Division of English Language Education  
The University of Hong Kong

##### Dr FUNG Dennis C L

Division of Mathematics and Science  
Education  
The University of Hong Kong

This three-phase study sought to examine the assessment practices of English-as-medium-of-instruction (EMI) education in Hong Kong. In particular, it examined how students are assessed and whether assessment practices align with the dual goal of EMI (i.e. content and English language learning) and classroom teaching. The first stage examined the cognitive and linguistic demands imposed by questions in school textbooks, school-based examinations and the public examination. The analysis revealed a rather big leap in both types of demands from junior to senior secondary education. The second phase of the study examined the relationship among objectives, instruction and assessment practices of 12 Biology/Integrated Science and Geography teachers, employing a multi-case study approach. It was observed that only a few teachers incorporated explicit language scaffolding to help students meet the linguistic demands of assessments. In the final stage, an assessment paper was designed for Science and Geography. These papers consisted of questions of varying levels of cognitive and linguistic demands. They were tried out with secondary school students, whose performance was analysed to see if the tests could diagnose students' learning in content and language dimensions. The findings of this study deepen our understanding of assessment practices in EMI and yield important implications for designing valid assessments in EMI. These also inform more effective classroom pedagogy and enhance the learning effectiveness of EMI education in Hong Kong and other contexts where similar bilingual education programmes are in place.

## Parallel Session 03

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### Hong Kong Senior Secondary Students' Problems in Reading Classical Chinese Texts and the Effectiveness of Current Classical Chinese Reading Instruction

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#### PRINCIPAL INVESTIGATOR

##### **Prof LAU Kit Ling**

Department of Curriculum and Instruction  
The Chinese University of Hong Kong

Findings of the study indicated that students' classical Chinese (CC) reading performance was unsatisfactory, especially word interpretation. Students also perceived word reading as the major obstacle to CC reading. Moreover, students' knowledge in CC language and their use of translation and comprehension strategies were poor. Pre- and post-test comparison indicated no significant change in students' CC reading performance and perception of reading difficulty after one academic year. While teachers' CC reading instruction differed slightly among the four participated schools, most of the teachers adopted teacher-centered lecturing, questioning, and drilling to teach CC reading. The effectiveness of teachers' instruction on students' CC reading comprehension was affected by various factors, such as students' language ability and motivation, the appropriateness of instructional design and teacher support. Suggestions for teachers to improve the teaching content and instructional approach of current CC reading instruction were discussed in the report based on these findings.

# Parallel Session 04

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## Study on Young Children's Exposure to English Language

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### PRINCIPAL INVESTIGATOR

**Dr Sandy SHUM**

SCOLAR Early Childhood Language Team

### CO-INVESTIGATORS

**Dr Daphne TAM**

**Miss Kitty CHAN**

SCOLAR Early Childhood Language Team

Hong Kong is a society where English is widely known and spoken in official and educational setting and a majority of Hong Kong children receive early exposure and experiences in English at a very young age. A sizeable body of research indicated that children's later literacy skills and academic success are dependent on children's early language and literacy abilities, but little research has been conducted on the early language and literacy development of local children in Hong Kong, particularly during the early childhood years. This study examines how the development of early English language and literacy skills influences the later language and conventional literacy skills in a group of Primary One second language learners in Hong Kong. Results revealed that the participants who had early exposure to developmentally-appropriate and meaningful English oral language and literacy activities outperformed the participants who had no such exposure in many areas in oracy and literacy. Findings also suggested that favourable language learning conditions are conducive to language and literacy development for young second language learners. Implications for further research and pedagogical significance of the study were also discussed.

## Parallel Session 05

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### Supporting Students' Academic Discourse Development in Sub-Degree Programmes: An Adjunct Language-Across-the-Curriculum Instructional Model

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#### PRINCIPAL INVESTIGATOR

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The thrust to adopt explicit instructional approaches that support students' academic discourse development while they are being socialised into an academic discipline at entry tertiary level has been increasingly appealing to the Hong Kong tertiary education sector. Such an instructional orientation is built upon the need to enhance English language learners' awareness of how meaning is constructed and realised through multimodal resources in their disciplinary studies. Drawn on multiple data sources, including student surveys, faculty member surveys, programme leader interviews, and course documents, the first phase of this project focused on identifying the English language needs of students and the hidden/intended English language learning outcomes of the target academic programmes, which informed the design of three distinctive adjunct English-in-the-discipline courses, representing Engineering, Sociology, and Business disciplines. The varied language needs, beliefs and attitudes reflected a range of ontological preferences in terms of how closely integrated the language and discipline content instruction should be. The qualitative and quantitative data from questionnaires, interviews and documentary evidence in Phase Two of the study supported the effectiveness of the adjunct model in aiding students' development of academic discourse prerequisite to academic success in their field of study. The results of this study provided a linguistic account of sub-degree students' language demands in the target academic programmes, raised questions about the prospects and challenges in designing genre-based adjunct English support programmes in post-secondary contexts, and highlighted considerations regarding student preparedness, teacher collaboration, assessment design, mode of delivery, and institutional practices.

## Parallel Session 06

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### L2 Classroom Talk and Subject Content Learning: Investigating the Relationship Between L2 Learning and Content Learning in EMI Mathematics and Science Classrooms

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This study aimed at unpacking the complex question of how students develop cognitive understanding of content subjects through the use of English language. In particular it examined the role of English (or L2) as the medium of instruction in the teaching and learning of Mathematics and Science classrooms in junior secondary schools of Hong Kong (S1 and S2). The study also sought insights into the role of language in science and mathematics learning through an investigation of classroom talk in these two subjects. Data stemmed from 283 lesson observations across 8 local secondary schools, multiple semi-structured and focus group interviews with teachers and students from each school and questionnaire data from 390 respondents. Qualitative and quantitative data demonstrated that schools were implementing a bilingual model of teaching in different ways and with differing degrees of success. Findings suggested that junior secondary students lacked confidence in using English and did not take opportunities to participate in classroom discourse while teachers sometimes lacked the practical knowledge and/or time to encourage extended classroom discourse through effective questioning and classroom talk in Mathematics and Science classrooms. Students were found to have difficulty adjusting to the demands of an EMI class when transitioning from Primary 6 to Secondary 1 and there were issues related to the amount of time and space given to students to 'talk' the language of Science and Mathematics in English and to consider problems individually or in groups. Implications were suggested for classroom practice and teachers' professional development.

## Parallel Session 07

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### Literacy Challenges and Students' Strategic Language Learning Efforts During the Primary-Secondary Transition

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#### PRINCIPAL INVESTIGATOR

**Dr Andy GAO**

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#### CO-INVESTIGATOR

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Under the fine tuning of Medium of Instruction (MOI) policy in Hong Kong's secondary school, many primary school leavers are expected to learn subject knowledge with and through English after admission to secondary schools. This change of MOI poses significant language demands on Secondary 1 students. Given the increased language challenges, these students may not necessarily have developed effective learning strategies to cope with them. Therefore, this project examined the literacy challenges that Secondary 1 students have and the self-regulated learning strategies they use during the transition year. Two secondary schools and four primary schools were involved in this project while Integrated Sciences and Mathematics were the EMI subjects in our investigation. We collected a variety of data including lesson observations, interviews, and material artefacts such as students' textbooks, homework, notebooks and test papers. We also conducted interviews with teachers and parents and surveyed on a large number of students. Systematic analysis was performed on the data we believed would yield the most significant insights. So far, we found that the underachievers involved in this project experienced many challenges in learning subject content in English. The language challenges included technical and non-technical terms, dense noun phrases, difficult conjunctions/prepositions/pronouns, implicit logical relationship, and unclear questions. Differences were also identified between the underachievers and the high achievers in terms of the type of resources and the processes they used. Suggestions were provided to the teachers about ways to help students overcome the language challenges and to develop their self-regulated learning ability.

## Parallel Session 08

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### Brief Introduction of the Interlanguage Corpus of Non-Chinese Speaking (NCS) Learners of Chinese in Hong Kong Primary Schools

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#### PRINCIPAL INVESTIGATOR

##### Prof CHAN Shui Duen

Department of Chinese and Bilingual  
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The Hong Kong Polytechnic University

The establishment of the learner corpus aims at capturing the interlanguage of Non-Chinese speaking students in their learning of Chinese in local primary schools in Hong Kong. The understanding of learners' interlanguage would provide educators with useful information for curriculum planning, teaching and learning activity design, as well as material development. The corpus contains a variety of text types produced by Chinese L2 learners studying in grade 1 to grade 6 in local primary schools. The corpus contains 300,000 characters. Based on HSK Grading Standards and Grammar Outline, as well as the Modern Chinese Dictionary (fifth edition), this learner corpus is tagged to show the part of speech of word, phrases, sentence structure, punctuation and erroneous characters. Annotation of misused Chinese characters is sorted by error types, while wrongly written characters are displayed in the form of screenshots. Users can search keywords on the user interface to find information about characters, words, grammatical items, punctuation and erroneous characters, and character/word frequency.

## Parallel Session 09

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### Analysing English Learners' Experiences in the Transition From Senior Secondary Mainstream and Shadow Education to University Studies

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#### PRINCIPAL INVESTIGATOR

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#### ADVISOR

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The study aimed at understanding first-year university students' English learning experiences in their senior secondary school years, and the extent to which their English proficiency meets the language needs for university studies. First-year university students from the local curriculum in the University of Hong Kong were invited to respond to a questionnaire about their English learning background. Among the 1,016 respondents, 66 with diverse backgrounds were recruited to participate in two one-to-one semi-structured interviews. These participants reflected on their English learning experiences at school and, if any, private tutoring; and evaluated how such experiences impacted their use of English at university. The findings revealed that students in general only slightly agreed that the learning objectives in the secondary English language curriculum were met. Compared with school teachers, students perceived that private tutors were only better in helping them with examinations. A weak positive correlation was shown between students' secondary school English results and their university English course grades, and several challenges in learning English in the transition were found. One evident aspect was how to properly cite academic sources in writing and speaking. The participants struggled with selecting suitable texts from sources, paraphrasing them, and using them to support their arguments. They also perceived a need to abandon the formulaic expressions they recited for the secondary school examination in university. This study reveals gaps between secondary school English and university English and offers insight into what first-year students need when they transition from secondary school to university studies.

# Parallel Session 10

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## Developing an Intelligent Tool for Computer-Assisted Formulaic Sequence Learning From YouTube Videos

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### PRINCIPAL INVESTIGATOR

#### Dr LIN Phoebe Ming Sum

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Exposure to input outside the classroom is key to the achievement of nativelike proficiency in a foreign language. With the advent of the Internet, watching internet television and social media has become part of the daily routine for many young people. Such an extensive exposure to internet media offers young people a great opportunity to expand their knowledge of idiomatic English expressions and usages.

Despite many hours of exposure, however, self-directed learning from internet media has not been effective. This is due to the lack of guidance to draw learners' attention to noteworthy language features in the videos and consolidate the knowledge gained. Consequently, the vocabulary and idiomatic usages encountered in the internet videos are quickly forgotten.

This project developed IdiomsTube ([www.idiomstube.com](http://www.idiomstube.com)), the first-ever computer-assisted language learning tool that intelligently guides the learning of idiomatic expressions from internet television and media. The tool automatically generates learning tasks for any English videos that learners watch on YouTube, monitors the progress of each learner and delivers personalised learning plans.

# Parallel Session 11

## Enhancement of Language Learning and Personal Growth Through Growing-up Stories: Transition and Connection of Teaching and Learning in Upper Primary and Junior Secondary Schooling

### PRINCIPAL INVESTIGATOR

**Dr FOK Yuk Ying**

Children's Literature and Culture  
Association of Hong Kong

### CO-INVESTIGATORS

**Dr CHEUNG Sau Hung**

**Dr KAN Hon Kin**

The Education University of Hong Kong

Through the study and teaching of growing-up stories, this research aimed at:

1. enhancing the effectiveness of "Language Learning" and fostering "Personal Growth" of upper primary and junior secondary students;
2. strengthening teachers' subject knowledge and pedagogical strategies in teaching of growing-up stories through experimental teaching in order to optimize classroom practice;
3. establishing a theoretical model of growing-up stories teaching and promoting teaching practice; and
4. providing a reference to education authorities and relevant stakeholders for the implementation of the growing-up stories teaching in Hong Kong's primary and secondary schools, so as to promote the quality of curriculum and teaching effectiveness of the Chinese Language subject.

# Conference Information

## CKK Auditorium & 10W

### Hong Kong Science Park - Location Map



CKK Auditorium

#### Fast Food

- Food Village**  
G/F, Lakeside 1
- Park Gourmet**  
G/F, Core Building 2
- Super Super Congee**  
G/F, Core Building 2
- I Noodles**  
G/F, Lakeside 1
- Singma House**  
G/F, Lakeside 1
- Tong Pak Fu**  
G/F, Lakeside 1
- Nam Sky Kitchen**  
G/F Lakeside 1
- Subway**  
1/F, Lakeside 1

#### Chinese Cuisine

- ClubONE on the PARK**  
S061-S066, G/F, 12W
- Happiness Cuisine**  
1/F, Core Building 2

#### Japanese Cuisine

- Hana-Musubi**  
K001, G/F, Core Building 1
- Yayoi**  
G/F Lakeside 1

#### Western Restaurant

- Food Lab**  
Units S067-S069, G/F, 12W
- hc:cafe** (For Members only)  
1/F Club House, Lakeside 2
- i Cuisine**  
G/F, Harbour View 1
- Tom Bar + Grill**  
G/F, Harbour View 2
- WM Cafe & Bar**  
G/F, Enterprise Place

#### Coffee Shop

- Pacific Coffee**  
G/F, Enterprise Place
- Starbucks**  
G/F, Core Building 1

## How to Access Hong Kong Science Park

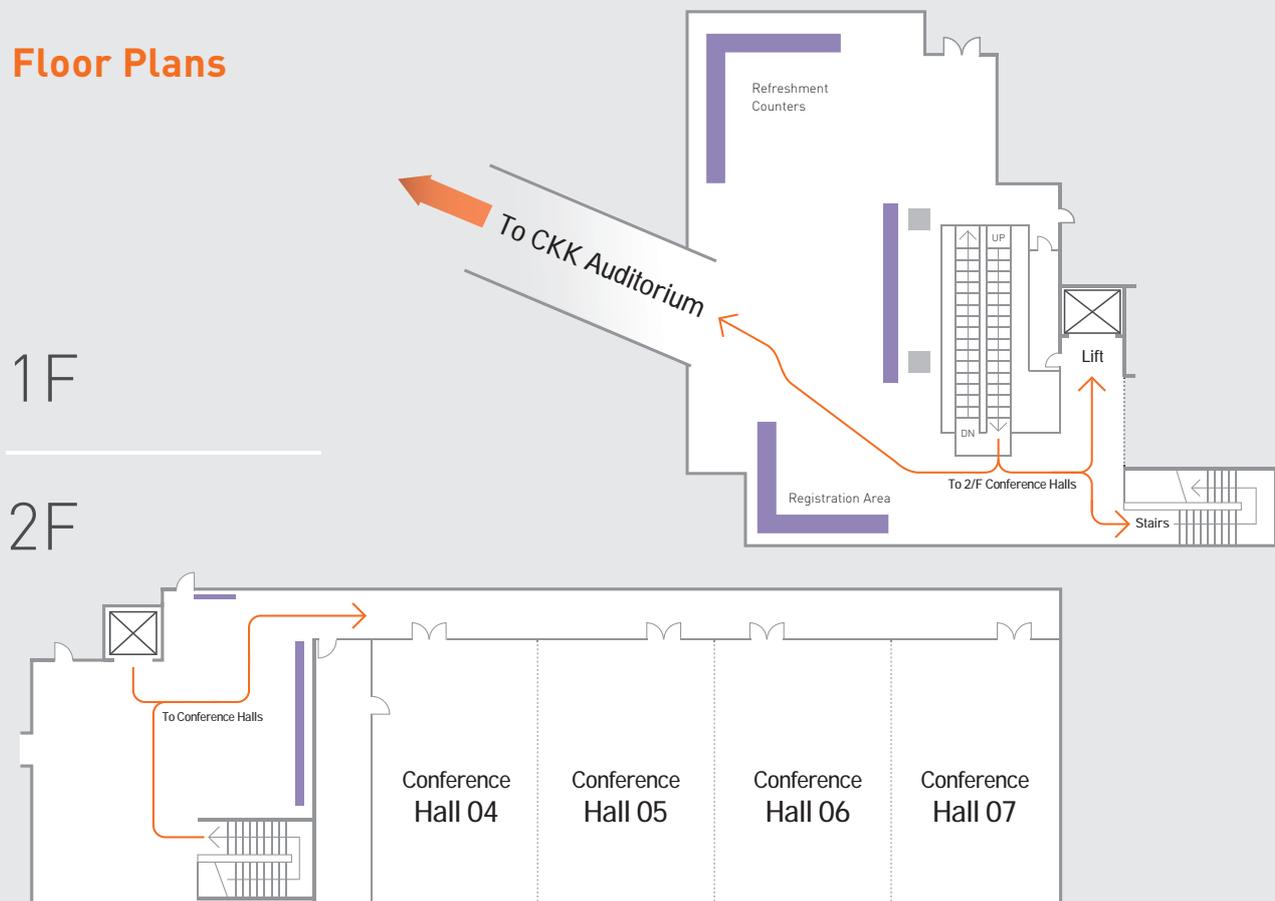


**272K Bus**  
5-minute bus ride from University Station



**27 Minibus**  
10-minute minibus ride from Sha Tin Station (Pai Tau Street)

## Floor Plans



## Internet Access

Complimentary Wifi is available at the Conference venue. To access the public free Wi-Fi provided by Hong Kong Science Park:

- 1 View available networks
- 2 Click on the "Wi-Fi.HK via HKSTP" network to connect
- 4 When prompted, press "Agree & Connect"

If you have any enquiries about the Wi-Fi service, please contact the MICE Team of HKSTP on 2639 8266 / 2639 8301.