Postgraduate Research Conference 2013-2014

7 December 2013 (Saturday)

Runme Shaw Building

FACULTY OF EDUCATION

THE UNIVERSITY OF HONG KONG

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NOTE: In order to be environmentally friendly, presenters are reminded not to print copies of your presentation for the audience at the conference. Audience who wish to obtain the presentation materials should contact the presenters direct for electronic copies.

Programme for the Postgraduate Research Conference (PRC) 2013-2014

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08:45 – 09:00	**Registration (Venue: Room 203, Runme Shaw Building)**					
	Runme Shaw Building					
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09:00 – 09:30	**RESEARCH REPORT** **Ms MA Jinyuan** **(PhD – PASSE)** **Internationalization of Higher Education Innovation: The Case of Organized Research Units of Chinese Research Universities** Chairperson: Ms AHN Christina Sanghee	**CONFIRMATION SEMINAR** **Ms HAN Ye** **(PhD – ELE)** **Investigating learner engagement with teacher written corrective feedback in Chinese tertiary-level EFL classrooms from a socio-cognitive perspective** *Q & A session*	**RESEARCH REPORT** **Ms FUNG Joy Yan Joyce** **(EdD – LDD)** **Examining the reliability and validity of the Chinese version of an instrument, Online Self-Regulated Learning Questionnaire (OLSQ)** Chairperson: Dr M T YUEN	**RESEARCH REPORT** **Miss SHEK Pui Yee Rachel** **(EdD Student, University of Bristol (HK programme))** **The changing nature of teacher professionalism in Hong Kong** Chairperson: Dr ADARLO Genejane Monroy	**RESEARCH REPORT** **Miss LAU Kwok Ling** **(PhD – CLL)** **The implementation of international mindedness in the International Baccalaureate Diploma Programme: Using Appraisal Theory to conduct classroom discourse analysis** Chairperson: Miss MING Sze Man	**RESEARCH REPORT** **Miss OU Jinghua** **(PhD – SHS)** **Relationship between tone production and cognitive abilities of attention and working memory among normal Cantonese speakers** Chairperson: Dr BARRETT Elizabeth
09:40 – 10:10	**RESEARCH REPORT** **Miss YAU Shu Ying** **(EdD – PASSE)** **A case study on the design and development of the Professional Accountant Qualification Programme in Hong Kong** Chairperson: Ms WOO Mei Wa Esther	Supervisory Panel: Dr F HYLAND (Primary Supervisor) Prof. J W TOLLEFSON (Co-supervisor) Dr J VAN AALST (Convenor) Chairperson: Dr J VAN AALST	**RESEARCH REPORT** **Mrs FRY Patricia Elizabeth** **(EdD – LDD)** **A case study investigating the semiotic affordances of pop-ups in 'The Tale of Peter Rabbit: A Pop-up Adventure' compared to the original tale** Chairperson: Miss MA Xiaoran	**RESEARCH REPORT** **Miss LINNIK Anastasia** **(Visiting PhD Student, Potsdam University)** **Discourse structure in aphasia** Chairperson: Ms CHAN Serene	**RESEARCH REPORT** **Mr LAM Wai Man** **(EdD – CLL)** **Case study on evaluating the Chinese writing skills of a secondary school student with dyslexia problems by way of systemic functional linguistics** Chairperson: Miss LIU Yiqi	**RESEARCH REPORT** **Miss TIET My Chanh** **(EdD – ELE)** **Make or Repeat History? – Exploring Teacher Reflective Practice (TPR) in a Hong Kong Primary School** Chairperson: Dr A X S GAO
10:10 – 10:40	**Morning Tea (Venue: Room 203, Runme Shaw Building)**					
10:40 – 11:10	**RESEARCH REPORT** **Ms LI Rong Hui** **(PhD – PASSE)** **Literature Review: Knowledge Networks** Chairperson: Ms CHAN Serene	**RESEARCH REPORT** **Mr CAI Yuyang** **(PhD – ELE)** **Examining the quality of a scoring rubric using generalizability theory and many–facet Rasch measurement** Chairperson: Ms MA Jinyuan	**RESEARCH REPORT** **Ms LIU Sau Hing Sylvia** **(EdD – LDD)** **Improving the social skills of average and high-ability Primary 1 students in Hong Kong: Parents as trainers** Chairperson: Dr M T YUEN	**RESEARCH REPORT** **Ms XU Lingling** **(Visiting PhD Student, University of Cambridge)** **'Unwanted outsiders' or 'Joints' of fields: Identities construction(s) of Mainland Chinese students in Hong Kong higher education institutions** Chairperson: Dr ADARLO Genejane Monroy	**RESEARCH REPORT** **Ms JIANG Lei** **(PhD – PASSE)** **National Identity Crisis in Hong Kong: a case study on the Moral and National Education controversy in 2012** Chairperson: Mr TSANG Leung Lun Lennon	**RESEARCH REPORT** **Miss SHI Dan** **(PhD – ELE)** **Shaping Pedagogic Discourse Through Decontextualization and Recontextualization in the L2 Tertiary Literature Classrooms** Chairperson: Dr BARRETT Elizabeth

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11:20 – 11:50	**RESEARCH REPORT** **Ms YAU Wai Ki Vickie (PhD – PASSE)** **From global trotting to personal journeys: mapping the typologies of global experiences among university students** Chairperson: Ms WOO Mei Wa Esther	**RESEARCH REPORT** **Mr JIANG Lianjiang (PhD – ELE)** **The affordances and challenges of using multimodal composing to mediate learner investment: Chinese College English teachers' perceptions** Chairperson: Miss YAU Shu Ying	**RESEARCH REPORT** **Miss CHEUNG Anisa (EdD – ELE)** **Integrating Language Arts Electives in the Hong Kong New Senior Secondary English Language Curriculum: Creating expanded learning opportunities for students** Chairperson: Ms AHN Christina Sanghee	**RESEARCH REPORT** **Ms HEO Jinyeong** **Mr KIM HanGil (Visiting Master Students, Seoul National University)** **Does School Size Matter?: School Size Effects on Students' Achievement and Sociality in Seoul, Korea** Chairperson: Miss LI Guan-ying	**RESEARCH REPORT** **Mrs LIU Junyan (PhD – PASSE)** **Research on Students' Satisfaction of International High School in Beijing** Chairperson: Miss YUNG Wan Shan	**RESEARCH REPORT** **Miss LIE Chiu Yun (EdD – PASSE)** **Teachers' perspectives on the implementation of issue-enquiry approach in the New Senior Secondary Liberal Studies curriculum in Hong Kong** Chairperson: Miss MA Xiaoran
12:00 – 12:30	**RESEARCH REPORT** **Mr TSANG Leung Lun Lennon (EdD – PASSE)** **A study on public relations of higher education institutions in Hong Kong** Chairperson: Ms MA Jinyuan	**RESEARCH REPORT** **Mr HUANG Enmou (PhD – ELE)** **Investigating the discursive construction of 'migrant children': Confronting the Realities** Chairperson: Miss YAU Shu Ying	**RESEARCH REPORT** **Mr YUNG Wai Ho (PhD – ELE)** **Teaching and learning English in the shadow of senior secondary education in Hong Kong** Chairperson: Dr A X S GAO	**RESEARCH REPORT** **Ms LIM Heejin (Visiting Master Student, Seoul National University)** **To stay or to leave? Factors influencing international students' career choice in Korean university** Chairperson: Miss LIU Yiqi	**RESEARCH REPORT** **Ms CHOU Wai Yi Priscilla (PhD – CLL)** **The education system for the South Asian ethnic minorities' students for learning Chinese language in Hong Kong** ***(Presented in Cantonese)*** Chairperson: Miss YUNG Wan Shan	**RESEARCH REPORT** **Ms ZHOC Ching Hsiang (PhD – LDD)** **On the psychometric properties of the Emotional Intelligence Scale (EIS): Findings from a sample of university students in Hong Kong** Chairperson: Dr LAW Chung Wa
12:50 – 14:20	**Lunch (Venue: Traders Hotel – Cafe Malacca)** Two shuttle buses will be arranged for travelling between HKU and Traders. From HKU to Traders: LG2/F, Knowles Building (12:35pm & 12:40pm) From Traders to HKU: G/F, Traders (2:10pm & 2:20pm)					
14:40 – 15:10	**RESEARCH REPORT** **Mr CHAN Kam Ho (PhD – SMAC)** **On-site development of Pedagogical Content Knowledge** Chairperson: Ms CHING Farrah	**RESEARCH REPORT** **Dr ADARLO Genejane Monroy (PhD – PASSE)** **Local yet Global: Citizenship Development through Service Learning in Health** Chairperson: Ms XU Lingling	**RESEARCH REPORT** **Mr LESHUKOV Oleg (Visiting PhD Student, National Research University "Higher School of Economics")** **Federal-regional relations with the policy in higher education in the federal countries (the case of Russia)** Chairperson: Miss CHEUNG Anisa	**RESEARCH REPORT** **Mr WOO David James (PhD – ITS)** **Changing Practices and Changing Ecologies: The case of a pedagogical technologist in a school** Chairperson: Miss LI Guan-ying	**RESEARCH REPORT** **Miss MING Sze Man (EdD – ELE)** **The Role of Cooperative Learning in a Competitive setting – A Multiple Case Study in Post-secondary Education** Chairperson: Mr LI Wan Hay	**RESEARCH REPORT** **Ms OOI Chia Wen (PhD – SHS)** **Phonological Short-Term Memory and Cantonese Relative Clause Comprehension in Children with Specific Language Impairment** Chairperson: Dr LAW Chung Wa

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15:20 – 15:50	**RESEARCH REPORT** **Ms HU Xinyun** **(EdD – ITS)** **Pre-service teachers' ICT adoption in preschool settings in Hong Kong** Chairperson: Ms XU Lingling	**RESEARCH REPORT** **Ms KIM Seung-Jung** **Mr WOO Han-Sol** **(Visiting Master/ PhD Students, Seoul National University)** **The Effects of the Performance-Based Annual Salary and Faculty Evaluation Policies on Research Performances of the Faculties** Chairperson: Miss CHEUNG Anisa	**RESEARCH REPORT** **Mr SEMENOV Dmitry** **(Visiting PhD Student, National Research University "Higher School of Economics")** **Institutional diversity in Russian higher education system** Chairperson: Mr TSANG Leung Lun Lennon	**CONFIRMATION SEMINAR** **Mr MA Guanzhong** **(PhD – ITS)** **Promoting Understanding of Methodology and Epistemology of Science to Foster Scientific Reasoning** *Q & A session* Supervisory Panel: Dr J VAN AALST (Primary Supervisor) Prof. C K K CHAN (Co-supervisor) Dr I-Fan SU (Convenor) Chairperson: Dr I-Fan SU	**RESEARCH REPORT** **Miss WANG Jing** **(PhD – ELE)** **A case study of the interplay between assessment and student metacognition** Chairperson: Miss MING Sze Man	**RESEARCH REPORT** **Miss LI Xinxin** **(MPhil – SHS)** **Mandarin Lexical Tone Perception by Children L2 Learners with Tone-language Background** Chairperson: Dr WONG Pui Shan
16:00 – 16:30	**RESEARCH REPORT** **Miss LI Na** **(PhD – SMAC)** **Teachers' responses in Mathematics Classrooms of Junior Middle School in Mainland China** Chairperson: Ms HU Xinyun	**RESEARCH REPORT** **Ms TAM Barbara** **(EdD Student, University of Bristol (HK programme))** **Professional Development of New Teachers in Higher Education: A Case Study of a University in Hong Kong** Chairperson: Mr CHAN Kam Ho	**RESEARCH REPORT** **Miss LEE Soo Jeung** **Miss KIM Byeol Hee** **(Visiting Master/ PhD Students, Seoul National University)** **Open Science or Research Commercialization : exploring knowledge transfer in Korean academics** Chairperson: Mr LI Wan Hay		**RESEARCH REPORT** **Miss YUNG Wan Shan** **(PhD – CLL)** **The effectiveness of reading to learn methodology to improve writing skills of non-Chinese speaking secondary school students in Hong Kong** ***(Presented in Cantonese)*** Chairperson: Mr CHUNG Yiu Kay Wilson	**RESEARCH REPORT** **Mr LI Bing** **(PhD – LDD)** **Expected and Experienced Teacher Identity: The Roles of Learning/Working Environments and Intellectual Styles** Chairperson: Dr WONG Pui Shan
16:30 – 17:00	**Afternoon Tea, Lucky Draw and Best Presenter Award Presentation (Venue: Room 203, Runme Shaw Building)**					
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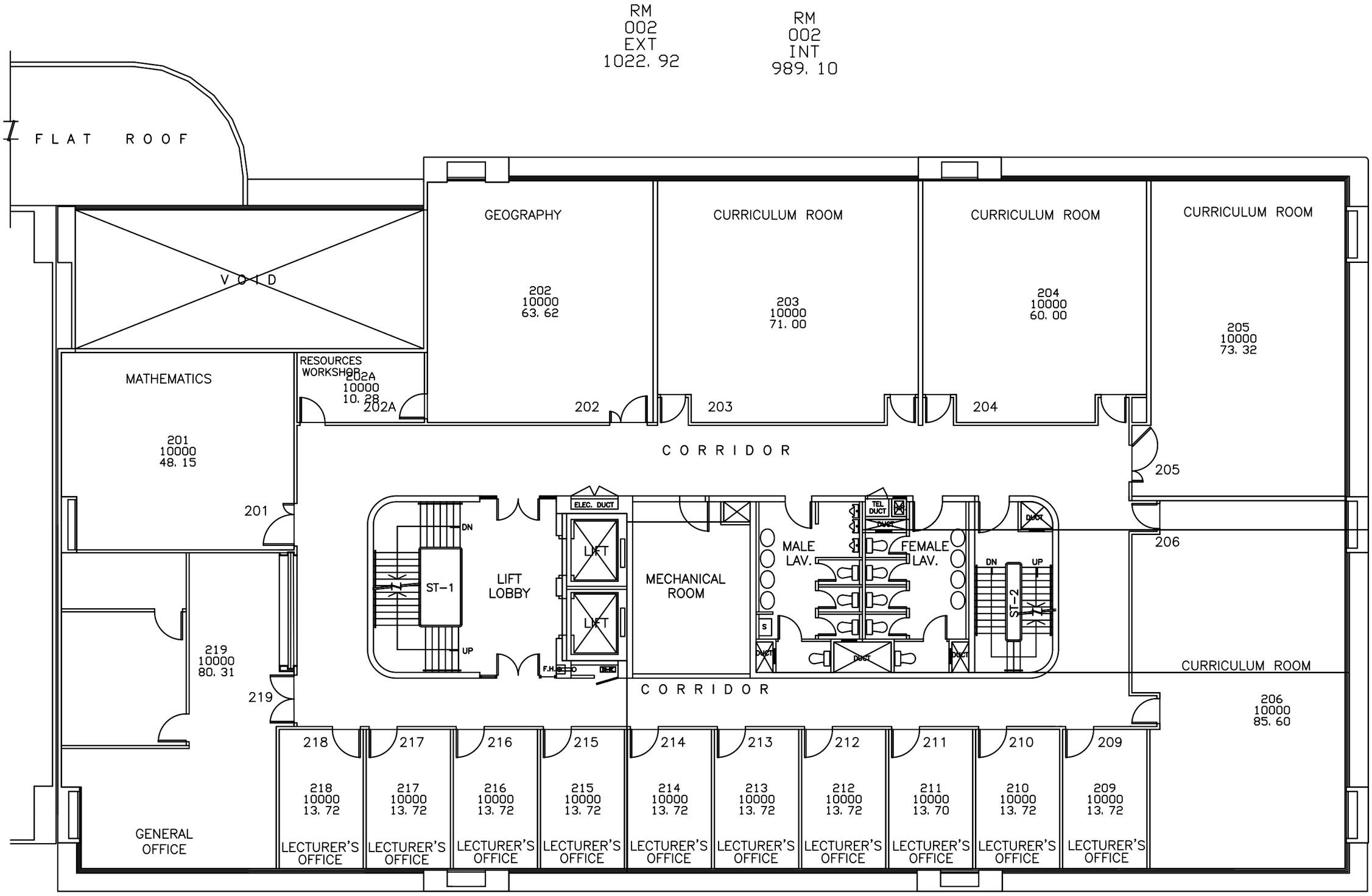
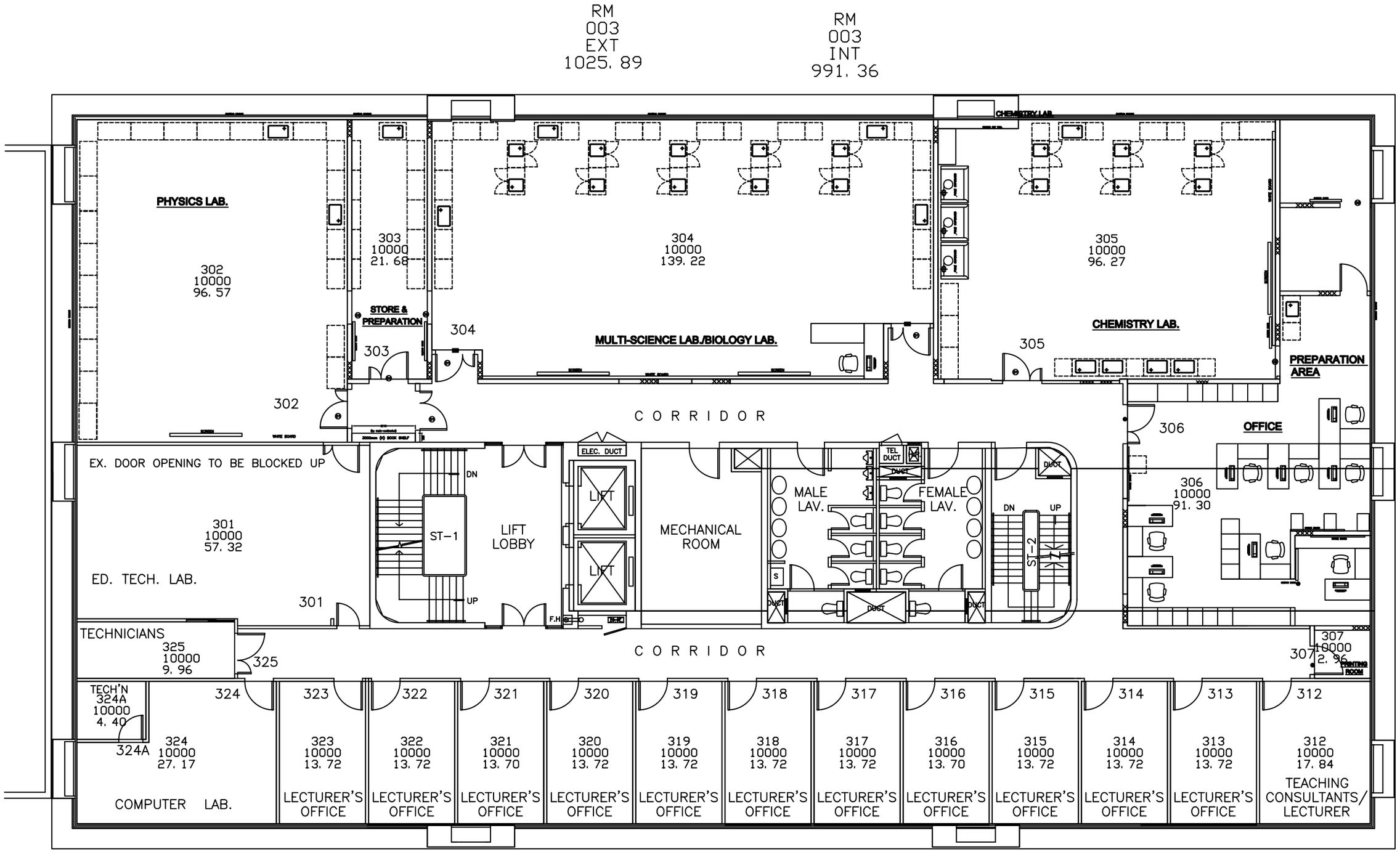
17:00 – 17:30	**EdD Consultation Meeting** (Chairperson: Professor David CARLESS, EdD Programme Director)			**MPhil/ PhD Student Consultation Meeting** (Chairperson: Professor Stephen ANDREWS, Dean)		



Runme Shaw Building
2ND Floor



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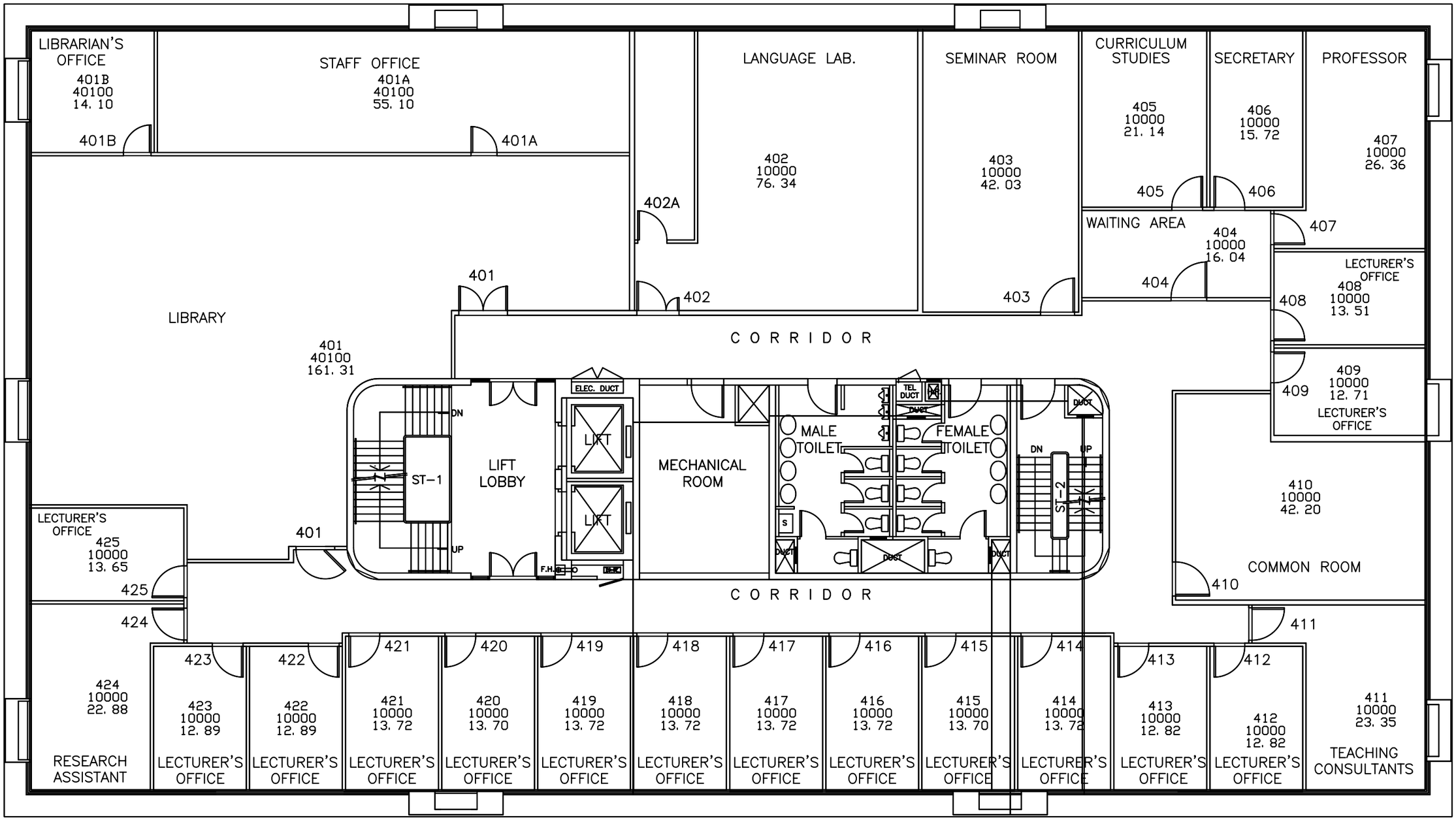

Runme Shaw Building
4TH Floor

The University of Hong Kong
Main Campus

Research Report

Local yet Global: Citizenship Development through Service Learning in Health

Dr ADARLO Genejane Monroy
PhD Student
Faculty of Education
Email: gadarlo@hku.hk

RMS Room 204, 2/F
14:40 – 15:10

Keywords: Global Citizenship, Citizenship Development, Service Learning, Medical Education, Comparative Education

Service learning has been increasingly incorporated as a pedagogical approach for preparatory programs of health care professionals. Most published articles on service learning are evaluations of specific academic programs, demonstrating that service learning can lead to several outcomes, such as development of citizenship. However, in-depth studies are few on what kind of citizens can service learning bring forth. Thus, this study aims to explore the citizenship development of undergraduate students preparing for a career in health as they undergo credit-bearing service learning experiences in their local communities. In order to make sense and fully grasp the formation of citizenship identity among students from varied historical, cultural, socio-economic, and political contexts, a collective case study shall be conducted on part-time students taking the course on Gerontological Nursing from the School of Nursing in University of Hong Kong and on full-time students taking the course on Health Professional as a Changed Agent from the Health Sciences Program in Ateneo de Manila University. Field notes of a participant as observer shall be recorded and content analysis of reflection journals shall be done so as to gather convergent information in a natural setting with minimal obtrusion as possible. After identifying invariant themes across contextual differences and categorizing emerging patterns of citizenship, feedback through semi-structured interviews of selected students, faculty, and community partners shall be gathered to validate the qualitative data obtained. Despite issues of generalizability and personal biases inherent in qualitative research, theoretical and practical significances of the comparative findings shall be emphasized.

Research Report

Examining the quality of a scoring rubric using generalizability theory and many–facet Rasch measurement

Mr CAI Yuyang
PhD Student
Faculty of Education
Email: sailor_cai@hotmail.com

RMS Room 204, 2/F
10:40 – 11:10

Keywords: scoring rubric, generalizability theory (GT), many-facet Resch measurement (MFRM)

It is common to see that educational researchers depend on field experts' subjective ratings based on a predefined scoring rubric to represent learning outcomes. However, scores obtained in such a way are vulnerable to measurement errors that raters, rating criterions, individual test takers or the interaction among them may bring about. While traditional reliability estimates such as inter-rater reliability, intra-rater reliability, or Cronbach alpha can provide general information regarding the reliability of the scoring system, they are unable to profile particular sources that contribute to measurement errors of multiple sources. This study demonstrates the application of generalizability theory (GT) and many-facet Rasch measurement (MFRM) to fulfill such a need. Data used are the speaking performance of 200 international students studying English in the United Kingdom. Each participant performed one speaking task and rated by four raters based on four criteria: pronunciation, grammatical accuracy, fluency and task fulfillment; 10 points for each category. The generalizability study revealed that the largest source of error variance besides the residual error variance was examinees. The MFRM study identified specific cases and criteria that introduced measurement errors and suggested the nature of the errors. It is concluded that generalizability and MFRM analyses could provide complementary diagnostic information for monitoring and improving the quality of performance-based ratings.

Research Report

On-site development of Pedagogical Content Knowledge

Mr CHAN Kam Ho
PhD Student
Faculty of Education
Email: h0204121@gmail.com

RMS Room 202, 2/F
14:40 – 15:10

Keywords: Pedagogical Content Knowledge (PCK); Teaching new topics; Teaching difficult topics; Experienced teachers

Pedagogical Content Knowledge (PCK) is a unique knowledge base which enables teachers to transform their content knowledge into forms accessible to students. It is well-established that classroom experiences and reflection in/on these experiences are the foundations for PCK development. Yet, little is known about how teachers develop new PCK during the *interactive phase* of teaching. This study attempted to fill the gap by exploring into the moments when experienced teachers *invented* new instructional strategies *on the spot* during the lesson (thereafter termed on-site PCK development). This is part of a larger study which investigated how four experienced biology teachers coped with their first-time teaching of a difficult topic in a new curriculum. Drawing on data from classroom observations, field notes and interviews, this study documented the classroom instances and unpacked the teachers' thought processes ('reflection-in-action') associated with on-site PCK development. Altogether, nine instances of on-site PCK development were detected in the 15 lessons observed. Analysis of the teachers' thought processes identified the following as stimuli triggering on-site PCK development: (1) unanticipated student questions, (2) unexpected student reactions, (3) environmental stimulus and (4) teacher insights. Knowledge bases facilitative to on-site PCK development included: (1) teachers' understanding of the subject content, (2) strong pedagogical knowledge, and (3) their knowledge of students' prior knowledge. The findings have implications on how to promote teachers' on-site PCK development. Most importantly, the rich empirical evidence amassed points to the plausibility and fruitfulness of researching more into this important and yet under-researched field.

Research Report

Integrating Language Arts Electives in the Hong Kong New Senior Secondary English Language Curriculum: Creating expanded learning opportunities for students

Miss CHEUNG Anisa
EdD Student
Faculty of Education
Email: laihang0623@gmail.com

RMS Room 205, 2/F
11:20 – 11:50

Keywords: collective Third Space, repertoire of practice, horizontal and vertical forms of expertise

In recent years, increasing importance has been given to catering for learner diversity and providing diversified learning opportunities for students in the English Language Curriculum in Hong Kong. Teachers are encouraged to be sensitive to different learners' needs and make use of strategies that will enable each learner to learn better. One of the ways to do so is through introducing different Language Arts (LA) electives in the NSS English Language Curriculum. In light of this, this study aims at evaluating the effectiveness of integrating different LA elective modules in the English Language Curriculum in one school in face of the increasing emphasis attached to catering for learner diversity and providing expanded learning opportunities for students.

The theoretical constructs of collective Third Space, expansive learning and sociocritical literacy (Guiterrez, 2008) are drawn upon as the framework of this study. These views link language learning to its sociocultural context and experiences encountered in everyday life. Accordingly, teachers need to take the diversity in learners' everyday experience into account. "Repertoire of practice" and "horizontal and vertical forms of expertise" are some of the key notions of these theories. A qualitative evaluation research study would be conducted in one secondary school to evaluate the effectiveness of LA electives in terms of using heterogeneity as a principle of instruction to cater for learning diversity and expand students' repertoires of practice. Inductive data analysis would be carried out to examine the changes in the instructional approaches used by teachers, their views on the curriculum change, the changes in students' repertoire of practice and their perceptions regarding integrating different LA electives in the English lessons. The data would be gathered through lesson observations, interviews and questionnaires.

It is hoped that such analysis can lead to implications for the curriculum and pedagogical approaches regarding the teaching of language arts in the English Language Curriculum in Hong Kong.

Research Report

The educational system for the South Asian ethnic minorities' students for learning Chinese language in Hong Kong (Presented in Cantonese)

Ms CHOU Priscilla Wai Yi
PhD Student
Faculty of Education
Email: choupwy@hku.hk

RMS Room 301, 3/F
12:00 – 12:30

Keywords: South Asian ethnic minorities' students, teaching Chinese as a second language, teaching Chinese as a foreign language

As the population of South Asian ethnic minorities' students has risen rapidly recently, but their enrollment in tertiary education is far below standard owing to limited Chinese language proficiency, the teaching and learning of Chinese of South Asian ethnic minorities become an important education issue since 2000s.

This study aims at investigating the current policy and curriculum of Chinese language for South Asian ethnic minorities' students. The main research question of this project is "What is the course of change and development of the educational system provided for the South Asian ethnic minorities' students for learning Chinese language in Hong Kong from 1980s to 2010s".

The research methodology is adopting documentary analysis to study the educational system for the South Asian ethnic minorities' students for learning Chinese language in Hong Kong. The research will involve the literature review of papers from Legislative Council, newspapers and educational theses, reports and papers. It is found that, firstly, South Asian ethnic minorities' students in Hong Kong have to agonize between the mode of learning Chinese as a first language, as a second language, as a foreign language and in a mixed mode. Secondly, the immersion method of teaching second / foreign language which is prevailing in the western world may not work well in Hong Kong owing to the diversity of mother languages of South Asian ethnic minorities' students in Hong Kong. The result leads to a reconsideration of the position of South Asian ethnic minorities' students in the teaching and learning of Chinese language in Hong Kong.

Research Report

A case study investigating the semiotic affordances of pop-ups in 'The Tale of Peter Rabbit: A Pop-up Adventure' compared to the original tale

Mrs FRY Patricia Elizabeth
EdD Student
Faculty of Education
Email: patricia_fry@hotmail.com

RMS Room 205, 2/F
09:40 – 10:10

Keywords: multimodal semiotic analysis, meta-functions, narrative pop-up picture books, interaction

Pop-up's contribution to meaning has gone unnoticed within the semiotic field. Only in recent years have children's picture books undergone bimodal semiotic analyses with a focus on their visual and verbal interaction. This pilot study aims to reveal the semiotic affordances of the pop-up mode within *The Tale of Peter Rabbit: A Pop-up Adventure* via a comparison to the original narrative picture book by Beatrix Potter. This case study approach utilises M.A.K. Halliday's (1978) Systemic Functional Grammar model and Kress and van Leeuwen's (1996) visual semiotic model as an a priori construct. Books were theoretically selected based on quality, appropriateness and book similarity. Each mode was transcribed using multimodal clusters (Baldry & Thibault, 2006), as well as ranked into modal units (Chan, 2011). Each unit and subunit was categorised into the three meta-functions: ideational, interpersonal, and textual. Inter-semiotic comparisons revealed similar, yet different, ways that pop-ups deepened the narrative reading experience, while intra-semiotic analysis uncovered pop-up affordances across all three meta-functions, satisfying one the definitions of mode. Findings showed pop-ups extended material processes (particularly *doing*, as well as *being*) via kinetic motion. However, not all pop-up techniques capitalised on this. Additionally, pull-tabs and lift-the-flaps often increased interaction, yet at times, also interrupted the narrative flow. Surprisingly, layout changes due to pop-up adaptations altered the reading path and, therefore, meaning. These findings foreshadow the final study's potential to extend the theoretical understanding of the pop-up mode and, if applied in practice, may improve the quality and use of pop-ups.

Research Report

Examining the reliability and validity of the Chinese version of an instrument, Online Self-Regulated Learning Questionnaire (OLSQ)

Ms FUNG Joy Yan Joyce
EdD Student
Faculty of Education
Email: joycejyfung@gmail.com

RMS Room 205, 2/F
09:00 – 09:30

Keywords: Online learning, self-regulated learning

In Hong Kong, many schools have adopted online learning in the curriculum including the core subjects such as English language, Chinese language, and mathematics, as well as other subjects such as liberal studies and sciences. Knowing more about how students use self-regulated learning strategies in online learning could give school leaders more ideas about implementing online learning in their schools. The current study examines the reliability and validity of the Chinese version of an instrument, Online Self-Regulated Learning Questionnaire (OLSQ). The participants are students ranging from Primary 4 to Secondary 3 in Hong Kong. The instrument OLSQ was originally developed by Barnard, Paton and Lan (2008) to study college students' online self-regulatory learning behaviors and their perceptions of online course communication and collaboration with academic achievement. The sample size is 412. In the present study, the target students voluntarily participated in an online survey. The data is analyzed by using SPSS and AMOS. After analyzing the collected data, the results indicate that the Chinese version of the instrument is reliable and valid. Thus, the instrument is suitable to be used in Hong Kong.

Confirmation Seminar

Investigating learner engagement with teacher written corrective feedback in Chinese tertiary-level EFL classrooms from a socio-cognitive perspective

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RMS Room 204, 2/F
09:00 – 10:10

Keywords: written corrective feedback, learner engagement, socio-cognitive

Written corrective feedback (WCF) is a type of negative feedback which addresses linguistic errors in second language (L2) learners' writing. While WCF facilitates cognitive processes such as noticing-the-gap, it is situated in, and influenced by the sociocutural context. However, little research has looked at both the cognitive and social aspects of WCF. Moreover, with many recent studies examining learning outcomes of WCF, learner engagement with WCF is still an underexplored area. Against this backdrop, the current study aims to investigate L2 learners' cognitive, behavioral, and affective engagement with teacher WCF in a tertiary-level English-as-a-foreign-language (EFL) classroom in mainland China adopting a socio-cognitive perspective. It also aims to explore factors accounting for patterns of learner engagement that arise from sociocultural contexts. To address these goals, the study will take a qualitative, naturalistic multiple-case study approach, involving six learners of different proficiency levels recruited from two English classes taught by different teachers. Over a semester, data from multiple sources will be collected, including multiple drafts of learners' essays with teacher feedback, semi-structured interviews with teachers and learners, retrospective verbal reports from teachers and learners, classroom observations, and reflective accounts from learners. Teacher-student writing conferences, if taking place, will also be observed and audio-recorded. The paper will also report the findings of the pilot study carried out in the same context, involving one teacher and four learners. This showed individual differences in the four learners in terms of the depth and the patterns of engagement in cognitive, behavioral, and affective dimensions.

Research Report

Does School Size Matter?: School Size Effects on Students' Achievement and Sociality in Seoul, Korea

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RMS Room 206, 2/F
11:20 – 11:50

Keywords: School size; Design of school system; Students' achievement; Students' sociality

The purpose of this study is to enhance the understanding of school size and how school size affects students' achievement and sociality in Seoul, Korea. In the late 1950s, Korea underwent industrialization, and Seoul, a metropolitan city, attracted many people who wanted to get a job. Overpopulation phenomenon in Seoul as a result of industrialization led to increases in school size in the city. Over the past couple of years, the Korean government had been trying to improve the school environment in terms of school size, but schools in Seoul are still excessively large. The basic idea of the government effort is that school size has an effect on students' learning. School is a place where students study and spend most of their lives at. Therefore students recognize schools as a small society, and their experiences at school construct their knowledge and ability. For this reason, our research hypothesize was based on the effect of school size on students' learning. For the analysis, we used the data from Seoul Education Longitudinal Study of 2010 (SELS). The second collected data of SELS in 2011 is a representative sample of over 4,000 students in 73 general high schools in Seoul which also provides detailed information about the schools, students, teachers and parents. We employed Hierarchical Linear Modeling (HLM) to estimate school effects. Results show that there is no statistically significant effect on students' achievement, while medium-sized schools are favored compared with smaller or larger schools on students' sociality. Moreover, it was found that small school size is good for the achievement of low-SES students. The significance of this empirical study is that it could be useful to understand the meaning of school size and for the administrators to design school size.

Research Report

Pre-service teachers' ICT adoption in preschool settings in Hong Kong

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RMS Room 202, 2/F
15:20 – 15:50

Keywords: Information Communication Technology (ICT), pedagogical use of ICT, preschool

This paper investigates 15 pre-service teachers information and communication technology (ICT) adoption in teaching practicum in seven preschool settings. This study adopted an interpretive paradigm, using multiple case studies to collect both quantitative and qualitative data. To answer the two guiding research questions, multiple resource data were collected from a descriptive survey, one-on-one in-depth interviews, and the pre-service teachers' teaching practicum portfolios. The quantitative data represented the ICT adoption by each pre-service teacher, and the qualitative data provided additional narrative that contributed to further understanding of why there were different strategies in adopting ICT, as well as to understand the school-level conditions and individual PSTs' perceptions on their decision-makings to utilize ICT in the teaching practicum.

This study showed ICT was mainly used in Hong Kong in teacher-directed approach, major ICT-related pedagogical approaches were "direct teaching", and teacher-guided approach "guided practice" and "guided exploration". The children-initiated pedagogical approach was minimally adopted by the pre-service teachers at the seven preschools. Two school-level conditions significantly influenced pre-service teachers' ICT adoption in their teaching practicum, including the authority level of ICT decision making, and mentor's demonstration on using ICT. The most innovative cases emerge in the teacher level ICT decision making model, and mentor's positive demonstration in using ICT.

Research Report

Investigating the discursive construction of 'migrant children': Confronting the Realities

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RMS Room 204, 2/F
12:00 – 12:30

Keywords: critical sociolinguistic ethnography, migrant children, late modern China, marketization of education

The current majority of literature on the 'problems' and processes of educating 'migrant children' in China seems to have portrayed an irrefutable Reality wherein 'migrant children' are considered as creating problems for school management. One aspect neglected is the detailed analysis of how schools as modern institutions discursively construct the 'migrant children' category through dynamic discoursive resources, an investigation into which can also reveal the often neglected dilemmas the school teachers and administrators are facing under the condition of a late modern China.

This presentation is an attempt to offer some answers to the above aspects by providing some findings from my six-month ethnographic field study in one suburban public middle school in China. This study was informed by the theoretical/methodological/analytic framework of doing critical sociolinguistic ethnography (Pérez-Milans, 2013). Data analysis shows that though little different behavioral patterns between the local and migrant children and between the institutional regulation of the locals and migrants are found, derogatory discourses of the migrant students still dominate the school. This discursive positioning is particularly manifested in the ambivalence and hesitation of the teachers as manifested in the recurrent discursive features of long pauses, denial, we-group and other-group polarization, etc. These ambivalence and ambiguities of the school teachers are considered as strategic discursive practices they manipulate to cope with the dilemmas and difficulties when the school is facing its declining legitimacy in the market of public schools. These discursive practices further open for us a window to understand the difficulties public schools encounter in a deregulated and market-driven education system in late modern China (Pérez-Milans, 2013).

Research Report

National Identity Crisis in Hong Kong: a case study on the Moral and National Education controversy in 2012

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RMS Room 301, 3/F
10:40 – 11:10

Keywords: Hong Kong; national identity; national education

The Moral and National Education controversy in 2012 has triggered off a national identity crisis in Hong Kong and led to widespread debates on the Hong Kong's current identity politics. With respect to Hongkongers' national/Chinese identity, the mainstream Hong Kong studies either look at it in the framework of 'Hong Kong-Mainland dichotomy' or regard it as one of the cultural dimensions in the 'multilevel identity framework'. Both frameworks place Hong Kong's local interest at the centre of study. On the other hand, some other studies, from a different perspective, emphasise China's national interest as prime consideration and analyse Hongkongers' lack of national identification.

Out of the current debates, I put forward a new perspective – one that connects the previous two – to explain the deep-rooted reasons for Hong Kong's national identity dilemma. I argue for *two fundamental contradictions* between Beijing's and Hong Kong's perceptions on the identity politics of Hong Kong. First, while Beijing consider Hong Kong's stronger national identity as the prerequisite of its further democratisation and greater autonomy, Hong Kong's people regard further democracy in Hong Kong as well as in China as the prerequisite of their national identification. Second, while Beijing emphasises China's political sovereignty over Hong Kong, Hongkongers insist Hong Kong's superiority over mainland with regard to its socio-political systems. Furthermore, these two contradictions have their historical causes. Without a resolution to the two contradictions, Hong Kong's national identity dilemma is difficult to be improved, and in so doing, the national education is difficult to be promoted.

The arguments are demonstrated in two steps. First, a historical review is conducted into the changing identity politics in Hong Kong. Second, the proposed contradictions are examined within the case of MNE controversy through a discourse analysis. The existing discursive materials about the MNE controversy in 2012 are used, including relevant TV news reports, political and cultural critiques in mass media, forums, debates and interviews of local students, teachers, curriculum developers, parents and communities, HKU popular polls and etc.

Research Report

The affordances and challenges of using multimodal composing to mediate learner investment: Chinese College English teachers' perceptions

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RMS Room 204, 2/F
11:20 – 11:50

Keywords: multimodal composing, teacher perceptions, learner investment

As a result of recent developments in digital technologies, there has been a call to expand the scope of English language teaching from print-centric linguistic writing and speech to the production of multimodal compositions (Hafner, 2013), drawing on various semiotic resources. The purpose of the seminar is to report the experience and perceptions of a cohort of Chinese College English teachers who implemented such curricular change during a year-long collaborative action research on the role of multimodal composing in relation to learner investment in learning English as a foreign language in Mainland China. Five teachers were engaged with the implementation of multimodal projects within a structured but digitalized language teaching and learning context. In such projects students were invited to produce multimodal compositions with different modes and digital tools to reflect their learning of curricular topics. This seminar focuses on teachers' perceptions of the affordances and challenges of using multimodal composing for learner investment in language learning. Data were collected through teacher interviews, teacher interactions during regular meetings, classroom observations and written reflections. A thematic analysis shows that teachers perceived multimodal composing both as an access to students' lifeworlds and as an approach to create social contexts for meaningful language use. Nevertheless, teachers' attitudes fluctuate between feeling panic, awkward, happy, and ambivalent, indicating a dynamic nature of their perceptions when experiencing the multimodal curricular change. This may be related to teachers' varied understandings of their disciplinary identities, curricular goals, learner investment needs, institutional supports and contextual pressures.

Research Report

The Effects of the Performance-Based Annual Salary and Faculty Evaluation Policies on Research Performances of the Faculties

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15:20 – 15:50

Keywords: Higher Education, the performance-based annual salary system, the performance of faculty works

Universities in South Korea have started to adopt performance-based assessment policies since social demands for accountability of higher education increased. But Lots of controversial issues related to performance based system have been raised. Therefore, this study aims to analyze the effects of the performance-based annual salary and the faculty evaluation policies in the universities. Data was collected by coding salary and assessment policies from each universities rule books. We coded 78 universities except universities under students number 1500 an year, universities with professional and specific missions and universities not to open their rule books to the public.

We analyze how performance-based policies of university level affects the performance of research by a multiple regression model. The evaluation of academic works are used in rehiring, renewal, promotion, and tenure of faculties and performance-based policies have differences between universities. As a result, the evaluation system of the faculty doesn't work significantly in increasing performance of research. Second, 'the performance-based annual salary system' works as mechanism that increases the research performance of the faculties in some universities. But the system is only significant on domestic paper publications at the 0.1 level and it has negative effect on publishing in SSCI journals. These results could be interpreted as performance-based mechanism has negative effects on motivation and quality of research. This research have limitations that data is aggregated data of university level and there may be a gap between rules of university and real management.

Research Report

Case study on evaluating the Chinese writing skills of a secondary school student with dyslexia problems by way of systemic functional linguistics

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RMS Room 301, 3/F
09:40 – 10:10

Keywords: systemic functional linguistics, transitivity, modality, mood and theme

In Hong Kong, there is not in place a comprehensive and reliable assessment tools to do screen tests on students with dyslexia. Therefore, my research area focuses on evaluating the writing skills of students with dyslexia problems using systemic functional linguistics.

This research aims at conducting an analysis of writing performance of student with dyslexia problems in Chinese language subjects of HKCEE. Their writing performance within time limits is also assessed by using systemic functional linguistics, including transitivity of ideational metafunction, mood and modality of interpersonal metafunction and theme of textual metafunction, etc. Attempts will be made to identify the common characteristics of dyslexic students in their writing performance.

The results indicate that on transitivity of ideational meta-function, the processes that take place mainly include material process, mental process and relational process, and the occurrence of which is most frequent. In the aspect of mood and modality of interpersonal meta-function, there are 13 occasions of modalization and one occasion of modulation. On theme of textual meta-function, the theme mainly concerns time and person while rheme makes reference to congregation (Roll Call) and social dialogue. Based on the above 3 analyses, it is found that the text content of the student is narrowly focused and fails to make description across a wide spectrum, or fails to make an in-depth description of a certain scenario and frequently repeats the same concept.

Research Report

The implementation of international mindedness in the International Baccalaureate Diploma Programme: Using Appraisal Theory to conduct classroom discourse analysis

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RMS Room 301, 3/F
09:00 – 09:30

Keywords: International mindedness, Chinese as a second language, international education, International Baccalaureate Diploma Programme, classroom discourse analysis, Appraisal Theory, Systemic Functional Linguistics

This study aims at examining how successful 'international mindedness' is implemented in the International Baccalaureate Diploma Programme (IBDP) in a second language Chinese classroom in an international school. I refer to Hayden, Rancic and Thompson (2000:107), Haywood (2007:86-87), Skelton (2007:380-388), UNESCO Declaration (2004:91-95), McKenzie (2012:227) and Hill (2006, 2012) contribute new insights on international mindedness, which have been used extensively in international education. International mindedness can be defined as communication, collaboration, knowledge, intercultural understanding, political awareness, curiosity and interest in global issues, open attitudes, criteria for truth, human values, critical thinking and problem solving skills. I apply multi-methodological triangulation approaches include classroom observation, in-depth semi-structured interviews, classroom discourse analysis (Christie, 2008), Systemic Functional Linguistics (SFL) (Halliday, 1994) and Appraisal Theory (Martin and White, 2005). The choice of the representative cases contributes much to the external validity of the case study, it is important to show that the school in question is typical example of the implementation of an IB Chinese Diploma Programme. I conducted 4 lessons classroom observations. There were 14 students of Year 12 international school students were aged 17 on average involved in teacher-student discussion, collaborative learning and research, group presentation; and there were 5 students and a teacher accepted the interview at the end of the teaching cycle in lesson 4 and after school respectively. The findings show how the teacher implemented 'international mindedness' successfully in her teaching by scaffolding and how students expressed 'international mindedness' in their representations of values and knowledge. Students realized 'international mindedness' by making judgments, reflection on the moral values and applying interdisciplinary knowledge, real life problem solving skills by collaborative learning and inquiry based learning. The findings also demonstrate how students performed in classwork and individual writing after the teaching and learning cycle. The study concludes that IB curriculum officers and educators should consider how to effectively promote international mindedness in IB curriculum and assessment development.

Research Report

Open Science or Research Commercialization: exploring knowledge transfer in Korean academics

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RMS Room 205, 2/F
16:00 – 16:30

Keywords: knowledge transfer, academic capitalism, UIG research collaboration, research commercialization, open science

The emphasis on social contribution of universities' research has led to the development of new university-industry-government networks and it also enhanced the level of research commercialization such as application for patents from universities. Faculty members in the natural science and engineering science in particular, have paid more attention to the research commercialization, and government has tried to make various policies to enhance universities' entrepreneurship. In regard to this, since the perspective of academic research in universities appears to be changing from open science based on public good knowledge to the emphasis on research commercialization based on academic capitalism, it is important to analyze the characteristics of knowledge transfer in university and the influence of research commercialization on academic research. In this study, patents were used as a proxy variable of research commercialization, and publications and research collaboration as a proxy variable of open science. Variables for faculty members' characteristics are gender, rank, career, country of PhD training, discipline, work experiences before seeking appointment to a university (postdoctoral experience, company experience, research Institute experience). The characteristics of universities are type, location, and the number of full-time faculty members, ratio of graduate students, and research fund. The data for this study was drawn from Korea Researcher Information (KRI) data in National Research Foundation, and WOS, SCOPUS, RISS, DBpia were used to collect bibliographic information of publications. Descriptive statistics and regression analysis were used to examine the effect of faculty members' characteristics and university features on research productivity, UIG coauthoring dynamics and research commercialization, and fixed effect model was used to analyze the effect of patent on publication.

This study will provide various implications to the academic community in terms of understanding the features of academic research transfer and the impact of research commercialization on academic research.

Research Report

Federal-regional relations with the policy in higher education in the federal countries (the case of Russia)

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RMS Room 205, 2/F
14:40 – 15:10

Keywords: Regional system of higher education, heterogeneity

At the current time the sphere of higher education in Russia is analyzed mostly on the institutional level, leaving on the periphery of research activities the topic of higher education heterogeneity on the scale of regions or large territorial units. The differences in regional development arises the problem misunderstanding the features of higher education systems in the regions. In this regard, ignoring modern features of regional education systems in fundamental studies, in processes of the formulation and implementation of policies across the country is not possible.

The purpose of the research: To explore the model of federal-regional policy in higher education in Russian Federation

The objectives of the research:

- Description of the model of federal-regional organization of higher education
- To analyze the factors of heterogeneity (socio-economic aspects, demographic aspects, legal aspects), correlation between regions development and performance of higher education systems
- To design the typology of regional higher education system

Methods:

- Retrospective analysis of the formation of the system of higher education in Russia
- To design the typology of regional higher education system

The main further questions are:

- How federal government should manage the regional systems of higher education?
- What is optimal federal policy in higher education in regions?

Research Report

Expected and Experienced Teacher Identity: The Roles of Learning/Working Environments and Intellectual Styles

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RMS Room 402, 4/F
16:00 – 16:30

Keywords: Teacher identity; Learning/Working environments; Thinking/ Teaching styles

Much research has shown that early career teachers in primary and secondary schools often experience "reality shock" in the transition from students to teachers. Furthermore, attrition rate is documented to be the highest among them, due to their wavering teacher identity. To address these problems, plentiful studies have been carried out. However, little is known about how the changed environments influence the identity transformation of these teachers in student-to-teacher transition, and the roles of their thought process in coping with this crisis. Against this background, it is the primary objective of the present research to seek answers to: 1) whether the changed environments (learning/working environments) influence early career teachers' intellectual styles (thinking/teaching styles); and 2) whether the interactions of the changed environments and intellectual styles influence these teachers' perceptions of teacher identity. Approximately 1,000 year-4 students in a teacher training program, Chongqing, China, will be surveyed with five paper-and-pencil questionnaires for their perceptions of environment, intellectual styles, and teacher identity. The same questionnaire survey will be conducted among the same sample in the following year after the research participants will have taught in primary and secondary schools. This will be followed by interviews of selected research participants. SPSS 21 and SEM will be employed for data analyses, running Hierarchical Multiple Regression, Process Analysis, and Path Analysis. The findings of the present research would help encourage educators and school administrative to be more mindful of early career teachers' identity crisis, and to improve teacher preparation program and in-service training program.

Research Report

Teachers' responses in Mathematics Classrooms of Junior Middle School in Mainland China

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RMS Room 202, 2/F
16:00 – 16:30

Keywords: teachers' responses; junior middle school; mathematics teachers

Questioning is an instructional activity frequently adopted by teachers in mathematics classrooms all over the world. However, there is much less research focusing on the teachers' responses. The students' ideas and thinking can be reflected by their answers. When teachers receive these answers, what types of responses mostly appear in the classroom? For this reason, in this presentation, the main types of teachers' responses will be presented.

24 mathematics lessons in 4 regions (Shenyang, Beijing, Hangzhou and Chongqing) of mainland China were collected. Each teacher was videotaped once. A coding system of teacher's responses has been developed. The video was analyzed by Nnvio 8.0 according to this coding system.

The results indicated that: (1) there are mainly 4 kinds of response including "not accept", "accept but the attitude is neutral", "accepted and encourage", and "investigate and apply"; (2) the most frequent teachers' responses used is "accepted but the attitude is neutral" while the least is that "Not accept".

According to the results of the analysis, teachers should pay much more attention to the content of students' mathematical thinking, conjecture and solution rather than just stare at the correct answer.

Research Report

Literature Review: Knowledge Networks

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RMS Room 202, 2/F
10:40 – 11:10

Keywords: knowledge, networks, knowledge networks

Global knowledge networks have increased in many academic and scientific fields. There are various approaches being taken to study this phenomenon. This PRC talk presents the *literature* focusing on the evolution of knowledge networks. It identifies three major themes: knowledge transfer, knowledge sharing and knowledge innovation. It also addresses themes at three levels of analysis: interpersonal, inter-organizational, and intra-organizational. The review provides essential information about definitions, characteristics, patterns, and structures of knowledge networks. Finally, the paper will point out the key unexplored questions that will guide future research.

Research Report

Mandarin Lexical Tone Perception by Children L2 Learners with Tone-language Background

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RMS Room 402, 4/F
15:20 – 15:50

Keywords: Mandarin lexical tone perception, tone language speakers, Children L2 Learners

Lexical tones in Mandarin often pose great challenge to second language learners. This may be because lexical tone contrasts are absent from their L1 system. It is not clear whether speakers with another tone language as the first language also encounter similar difficulty when learning Mandarin lexical tones. Native linguistic experience of tones has facilitative or interfering effect. Besides, lexical tone learning mechanism of native Mandarin speakers is proved to have distinctive differences from second language learners. The present study will examine lexical tone perception ability in Cantonese-speaking children. Children with Cantonese as their native language at the age of 7 years were assessed on the Mandarin tone perception ability. Five syllables /bu/, /di/, /lu/, /na/, and /ka/ carrying four Mandarin lexical tones will be used as the stimuli. The perception test consists of a discrimination task and an identification task. Results in discrimination test showed a mean overall accuracy of 91.9%. In identification test, Cantonese children got 60.6% accuracy rate and showed significant difference among four tones with highest accuracy in Tone 1 while lowest in Tone 4. Besides, Cantonese children showed more tendency in identifying Tone 2 to Tone 3 and Tone 3 to Tone 2.

Research Report

Teachers' perspectives on the implementation of issue-enquiry approach in the New Senior Secondary Liberal Studies curriculum in Hong Kong

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RMS Room 402, 4/F
11:20 – 11:50

Keywords: Educational change, teacher epistemological belief, teacher efficacy, issue-enquiry approach

In the past century, researchers have found that most of the educational changes have failed. The major problem occurs in the implementation process. As educational changes affect the normal practices of teachers, it is essential for teachers to understand the need of change. Teachers' attitudes towards educational change, teachers' epistemological belief, teacher efficacy, and knowledge and skills are the factors affecting teachers' willingness to implement educational changes in the classrooms. Some research show that teachers' willingness has increased after the provision of teacher development in the studies of Mathematics and Science, but limited research has been done in Social Science and interdisciplinary subjects.

In Hong Kong, New Senior Secondary (NSS) Liberal Studies (LS) curriculum was launched in 2009. Issue-enquiry approach, a new concept to most teachers, was suggested as the preferred pedagogy. The Education Bureau has been providing a number of professional development programmes for teachers to familiarize themselves with the pedagogy. However, a number of surveys conducted by the teachers' associations have shown that adoption of issue-enquiry approach is one of the major difficulties faced by LS teachers.

The aim of the study is to understand how in-service LS teachers interpret issue-enquiry approach and factors affecting their practice in the classrooms. Twenty LS teachers with various experiences will be interviewed. It is expected that this study will offer an insight for policymakers on the implementation of educational change and improvement of teacher professional development. This presentation will give an overview of the literature and research design.

Research Report

To stay or to leave? Factors influencing international students' career choice in Korean University

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RMS Room 206, 2/F
12:00 – 12:30

Keywords: Globalization, Higher Education, Student mobility, International student's career choice

Over the last decade, in order to fulfill its goal to establish itself as a region's educational hub, Korean government and universities have put enormous efforts and resources in recruiting international students. 'Study Korea Project', a state-led initiative was introduced from 2004 and as a result, Korea became a country with highest increase rate of international student among the OECD countries. However, in contrast to the huge and rapid influx of international students, those who stays in Korea after completion of their study is as low as 5%. Based on the perspective of brain-circulation or brain-gain approach, it is clear that Korea is not utilizing foreign talents in its labor market. Although such discouraging phenomenon is apparent, there has been lack of interest from government, university and academic society in finding out about the post-study mobility pattern and its related factors. Based on such point of view, this study aims to find out about the career decision of international students studying in a Korean university by analyzing the differences between students' nationality, degree stage and course. Also, factors influencing their decision will be also investigated by using logistic regression. As for data, total 305 surveys were collected and the target group was international students enrolled in a degree course since the proposition and career plan of exchange/language students are clearly different. As a result, this study aims to bring out some meaningful implications for future quality management and recruitment policy for international students for Higher education actors in South Korea.

Research Report

Discourse structure in aphasia

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RMS Room 206, 2/F
09:40 – 10:10

Keywords: discourse production, aphasia, rhetorical structure

While many studies of fluent aphasia have documented well enough the disturbances in phonological, lexical-semantic, and syntactic aspects of language production, there is still a substantial amount of disparity in findings on the micro- and macro structure levels. In a number of studies it has been claimed that overall text macrostructure and global coherence are relatively preserved in aphasia, while others demonstrated that people with aphasia do experience difficulties communicating at the discourse level.

It has been argued that natural discourse is structured hierarchically, and not linearly (Grimes 1975, Fox 1987). Several frameworks have been proposed to formalize the structure of discourse. We hypothesize that patients may experience difficulties building the structure at different levels depending on the severity of aphasia. We argue that omissions in discourse structure may hinder the process of anaphoric accessibility, often making aphasic speech vague and hard to follow. In order to test this hypothesis, a corpus of German and Russian aphasic spontaneous speech is being collected. Rhetorical Structure Theory (RST, Mann & Thompson 1985) will be used as a formal framework to annotate the samples for discourse structure. In RST, discourse is segmented into elementary units that are connected to each other with certain semantic relations into bigger units, thus forming a tree. Some of the tendencies found in a pilot study will be discussed, as well as our expectations and some limitations of our approach. An outline of the main study in progress will be given.

Research Report

Research on Students' Satisfaction of International High School in Beijing

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RMS Room 301, 3/F
11:20 – 11:50

Keywords: Satisfaction, International High School, Study abroad

Since 1996, mainland China has been experiencing another climax of studying abroad. And Studying abroad at younger age has become a recent phenomenal. Among these young people, there are many senior high school students who wish to study abroad after secondary education and need to receive an international high school education. Many international high schools have set up to meet this demand. Now Beijing has 19 international high schools which become more and more attractive for students.

This paper tries to explore the students' satisfaction of international high schools in Beijing, which especially focuses on satisfaction of curriculums, satisfaction of teaching staff and satisfaction of teachers' instructional methods. This paper use data from questionnaire survey collecting from all the students who are attending the 19 international high schools. Due to the hierarchical data structure, I apply the hierarchical linear model and get some meaningful findings.

At Student-level: (1) Male student's satisfaction of international high schools is significantly higher than female student. International high school should pay more attention to female students to improve their satisfaction. (2) Grade 10 student's satisfaction is significantly higher than student in grade 12. (3) Annual household income has negatively significant influence on student's satisfaction. But we haven't see significant influence of parents' education and career. (4) The variable Appsch has positively significant influence on student's satisfaction. Students who want to apply for the admission of world top 50 universities are more satisfied with international high schools than those who only plan to go to common universities. But student's long-term plan of studying abroad doesn't show significant influence on satisfaction.

At School-level: (1) Students in public international high school are more satisfied than those in private one. When Beijing Education Commission examine and approve a new proposal for international high school, they should pay more attention to the private one. (2) Ratio of foreign teachers to local teachers has positively significant influences on students' satisfaction. For an international high school, in order to improve students' satisfaction, hire more foreign teachers to give lessons is a good choice.

Research Report

Improving the social skills of average and high-ability Primary 1 students in Hong Kong: Parents as trainers

Ms LIU Sau Hing Sylvia
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RMS Room 205, 2/F
10:40 – 11:10

Keywords: Social competence, high ability children, parent education, play, Hong Kong

The research resulted from the perceived needs for face-to-face interactions and parent involvement in developing young children's social competence. Studies of such school-wide social programmes, with the inclusion of parents as trainers, and their applications with high-ability children in Hong Kong are rare. This study evaluated a social skills programme which has been implemented in the target primary school since 2006. In order to promote parents' ownership of the programme, parent-trainers were teamed with new parent-volunteers to conduct eight cycles of intervention. Participants were 122 Primary 1 students (age range: 5.67 - 6.75 years) in the target school and the control group comprised 136 students from a comparable school. *Raven's Progressive Matrices* was used to identify high- and average- ability. In order to assess programme impact, parents and teachers completed *the Early School Behavior Rating Scale*. Parents also completed *the Multicultural Inventory of Parenting Self-Efficacy* and *the Measure of Consistent Discipline*; results indicated that changes in children's social competence were positively correlated with parenting efficacy and parenting control. High ability students showed significant improvements in social competence, sustained over time, in home and school settings. On the other hand, students of average ability exhibited positive improvements in social competence in school, but this did not always transfer to home. The positive impact on boys was significantly higher than girls, both parent and teacher-rated scores indicated that the programme could help narrow the gender differences in social competence. Teachers' ratings indicated that greater improvement occurred for students in the programme than for those in control group. In conclusion, the study advances thinking in school and educational psychology, results demonstrate practical application of school-wide social intervention for both average- and high-ability students in an inclusive setting instead of a pull-out mode for high ability students.

Confirmation Seminar

Promoting Understanding of Methodology and Epistemology of Science to Foster Scientific Reasoning

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RMS Room 206, 2/F
15:20 – 16:30

Keywords: scientific reasoning; conceptual change; epistemic cognition; nature of science

Conceptual understanding is a critical objective in science education. Approaches to teaching for conceptual understanding entail reasoning about data in evaluation of knowledge claims in science. While prior research in scientific reasoning and conceptual change has demonstrated a set of factors that influence this reasoning, little is known about how prior belief and understanding of methodology interact and account for this reasoning, and what are students' epistemologies of science that justify their reasoning. Therefore the focus of the research is on students' reasoning about data in light of methodology of obtaining the data and in context of prior belief about knowledge claim under evaluation. The investigation consists of two studies. Study 1 investigates how secondary school students evaluate knowledge claims in physics in face of anomalous data. Study 2 develops an instructional intervention that targets on selected dimensions of understanding of methodology and epistemologies of science based on findings of Study 1, and evaluates its efficacy in promoting students' reasoning about data and conceptual understanding in physics. In this seminar, I will report the conceptual framework of the research, the design of the investigation, and some preliminary findings of pilot study.

Research Report

Internationalization of Higher Education Innovation: The Case of Organized Research Units of Chinese Research Universities

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RMS Room 202, 2/F
09:00 – 09:30

Keywords: university-based organized research unit, internationalization, university-industry-government relation, higher education innovation

In the context of knowledge-based economy, innovation of higher education has become a core of the national agenda driving political and economic transformations in China. A number of international stakeholders have been making efforts to tap the innovation potential of Chinese research universities to build stronger transformative thrusts that consolidate governmental, industrial and academic goals. The study investigates the international, intercultural and global dimensions integrated, through the interactions and cooperation between university-based organized research units (ORU) and their international stakeholders. It examines how these relations reflect on and contribute to the university-industry-government relations in China and how do these dimensions affect the innovation capacity of Chinese research universities and the entire national innovation system (NIS).

This study is designed as a comparative case-study, focusing on the university-based ORUs of two selected Chinese research universities, Peking University (PKU) and Tsinghua University (THU). It draws insights from qualitative data collected through a three-phase research process: Phase One is an extensive content analysis of key documents and website information. Phase Two is a basic descriptive quantitative analysis of the R&D data with regards to Chinese higher education, which are available publicly. The indicators for measuring the impacts are identified in this Phase. Phase Three of the study consists of extensive semi-structured interviews. It involves field visits to PKU and THU as well as their affiliated research institutes located outside the main campuses. Moreover, this phase involves possible visits to offices of selected international stakeholders.

Based on the interviews with researchers, university- and ORU-level administrative staff of PKU and THU, the preliminary findings of the pilot study suggest that: as "plastic boundary objects", research universities' ORUs play an important role in both local and global connections of the universities. To a certain extent, the findings substantiate the hypothesis that ORUs' internationalization of Triple Helix linkages provide opportunities for international and local stakeholders to connect and create impact across a wider range of R&D players at home and abroad.

Research Report

The Role of Cooperative Learning in a Competitive setting - A Multiple Case Study in Post-secondary Education

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RMS Room 301, 3/F
14:40 – 15:10

Keywords: Post-secondary education, collaborative learning, case studies, teaching and learning

Tests and examinations have long been highly competitive and taking a dominating role in students' learning. With the adoption of assessed cooperative group work in college assessment, both students and lecturers involved react very differently. It is important to investigate teachers' and students' perceptions and reactions towards such an adoption and how they cope with this process-oriented assessment. The aim of this presentation is to report progress of the current investigation.

Cooperative learning (CL) can be defined as a process when students are encouraged to achieve common learning goals by working together. It is claimed that CL is an effective teaching practice in foreign and second language.

In this study, it is an attempt to explore the potential benefits and drawbacks of cooperative learning in post-secondary classrooms. It also aims at investigating the students' and teachers' perceptions towards CL.

There are 2 phases in the study. Phase 1 involves three case studies in classrooms of English, Psychology and Marketing. Data will be collected from these classrooms through lesson observations, students and lecturers questionnaires and semi-structured interviews with the students. Phase 2 is a practical action research in which data and insights emerged in Phase 1 will be applied to the researchers' classroom in order to collect feedback in regard to the practice of CL.

The intended significance of this research is to inform practical teaching methods which are conducive to learning at the post-secondary school level. It is hoped that findings in relation to their classroom activities, materials adopted, practice opportunities as well as teaching and learning strategies can be obtained and analysed. Furthermore, the curriculum in post-secondary classrooms can be further enhanced.

Research Report

Phonological Short-Term Memory and Cantonese Relative Clause Comprehension in Children with Specific Language Impairment

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RMS Room 402, 4/F
14:40 – 15:10

Keywords: phonological short-term memory, serial order and item information, Cantonese relative clause, specific language impairment

One explanation for relative clauses (RC) learning difficulty in children with Specific Language Impairment (SLI) is their deficit in computation system for argument movement and thematic role assignment. These computation difficulties are suggested to be a result of deficit in phonological short-term memory (pSTM). The abilities to store items, and to accurately retain their serial order, are crucial for learning the non-canonical word order and the comparatively long sentences in RC. This study aims to examine the nature of pSTM deficit and its relationship with RC comprehension. Study 1 examines the pSTM of 13 Cantonese-speaking children with SLI, aged between 5;00 and 6;10 years, via tasks that either maximizes serial order or item pSTM. Study 2 examines RC comprehension in these children and Study 3 analyzes the impact of pSTM has on RC comprehension via a sentence recognition task. Result indicates that both serial order and item pSTM in these children does not increase with age. In RC comprehension, there is no Object RC over Subject RC superiority as evidenced in typically developing children. Children who perform well in Subject RC recognition task show less error in Subject RC comprehension, suggesting the ability to comprehend RC is related to the ability to identify word order difference in sentences. However, the similar pattern is not observed in Object RC recognition and comprehension. This study provides evidence for clinical intervention direction by informing us on the characteristic of pSTM deficit in SLI and the how the different components of pSTMs affect RC comprehension.

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Research Report

Relationship between tone production and cognitive abilities of attention and working memory among normal Cantonese speakers

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RMS Room 402, 4/F
09:00 – 09:30

Keywords: Individual differences, Tone production, tone perception, Cantonese, Cognitive ability

Sound variations are persistent in the phonological system of all languages. Such variations, at the individual level, are exhibited by different patterns of perception and production. An intriguing question is why diverse patterns of sound perception and production exist, even in a linguistically homogeneous community, beyond sociocultural factors such as customs and traditions. Recent studies have suggested individual differences in cognitive capabilities and personality traits as important sources of variability in speech processing. Yet, how speech perception is associated with different aspects of cognitive abilities is still not clear. Moreover, there has been little discussion of how the production side of speech is related to cognitive abilities.

The present study sets out to examine individual differences in speech production - particularly tone production, and how they may be related to differences in cognitive functions, such as attention and working memory. The individual variations in tone production are captured in an on-going sound change – tone merging in Hong Kong Cantonese, in which normal native speakers are reported to lose the distinctions between tonal contrasts in perception and/or production. Two groups of participants have been identified, both showing good perception of the six contrastive tones in Cantonese but differing in their production of specifically T2 and T5, i.e. distinctive vs. non-distinctive. A battery of cognitive tests assessing different components of attention and working memory in visual and auditory modalities were administered. Initial results suggest that participants of poor production show significantly longer RTs in discrimination than those of good production, though both groups are supposed to be able to distinguish all tones.

Research Report

Institutional diversity in Russian higher education system

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RMS Room 205, 2/F
15:20 – 15:50

The study is focused on the evolution of Russian higher education system and institutional differentiation. Targeted soviet higher education policy (especially in 30-s) shaped a very specific design of the system as a whole and created several unique types of higher education institutions. Rapid shift to the market economy in 90-s after the USSR collapse changed the landscape. Separate government decisions along with the growing public disappointment bring the question of institutional diversity on the table. The analysis resulted in a typology of the Russian higher education institutions based on the quantitative indicators. Besides the important objective of the presentation is to discuss the research questions for the future phase of the study. It will be focused on the diversity in higher education systems in post-soviet countries. Despite shared past these countries had different transformation experiences which are interesting to compare.

Research Report

The changing nature of teacher professionalism in Hong Kong

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RMS Room 206, 2/F
09:00 – 09:30

Following global trends in education, Hong Kong has experienced a series of substantial educational reforms starting from the year of 2000. The teaching profession of primary education has been undergoing significant changes. After the reform, a group of young school leaders were promoted to senior ranks at their young age.

The broad aim of my study is to investigate the changing nature of teacher professionalism in Hong Kong. The key research questions are:

1. What international trends of teacher professionalism can be seen in current Hong Kong educational policy reforms?
2. How do the new Hong Kong policies redefine teachers' role and professionalism in practice?
3. How do they perceive the impact of policy reforms on teacher professionalism relating to knowledge, autonomy and responsibility? To what extent do young teachers and leaders believe that the teaching profession is rewarding, fulfilling and sustainable?
4. What conceptions of teacher professionalism do their practices demonstrate?

The present study draws upon the interpretive-hermeneutic paradigm and chooses the case study as the research methodology. The study investigates a local primary school that has been struggling for a survival during the years of policy reforms. Qualitative research methods including documentary data analysis, in-depth interviews and non-participant observations are employed.

The study reveals a new professionalism emerged amongst some young school leaders. They are more likely to maintain high professional identity and long-term commitment on teaching under the accountability and performativity measures. On the other hand, they are sacrificing their family life, personal life and health for the profession. The end of the paper discusses the implications for the future policy and practice in Hong Kong as well as for future research.

Research Report

Shaping Pedagogic Discourse Through Decontextualization and Recontextualization in the L2 Tertiary Literature Classrooms

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RMS Room 402, 4/F
10:40 – 11:10

Keywords: English literature education, pedagogic discourse, pedagogic practice

This paper will investigate how literary knowledge is pedagogized and reproduced through the pedagogic processes of decontextualization and recontextualization that take place in L2 tertiary literature classrooms. The production of literary knowledge constructs esoteric meanings requiring specialist knowledge and training. In order to make the esoteric accessible to students of literature, pedagogic discourse must be structured by the recontextualizing agents (teachers) in the pedagogic recontextualizing field. For this to occur, the pedagogic process of decontextualization is undertaken to delocate the original literary discourse from the field of knowledge production and relocate it to the field of knowledge reproduction through pedagogic recontextualization.

The field data were collected from classroom observation, document analysis of teaching syllabi and semi-structured interviews of teachers who were engaged in literature teaching in the tertiary literature classrooms in Hong Kong and Taiwan where the study was carried out. The major findings show how the pedagogic discourse has been shaped via the pedagogic process of decontextualization based on the practising ideology in the recontextualizing field for literature teaching in the L2 tertiary contexts. In addition, the finding also reveals how literary texts get recontextualized for literary knowledge reproduction in the pedagogic classroom practices. It is believed that the findings would cast light on the influence of the institutional practices exerted on text production in the L2 tertiary literature classrooms.

Research Report

Professional Development of New Teachers in Higher Education: A Case Study of a University in Hong Kong

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RMS Room 204, 2/F
16:00 – 16:30

In Hong Kong, there is a growing recognition of the need for training for academic staff who have teaching responsibilities. Universities have been urged to strengthen the teaching staff's professional expertise in teaching and learning at the entry level and have started to place a higher priority on professional development programmes for new teaching staff.

In order to provide effective professional development, it is important to have an understanding of how teachers develop, the types of influences that act upon them, and how these influences affect change on their teaching practice. My study aims at investigating how new academic staff develop their teaching in the early years. The major research questions are:

- How do new teachers develop the way they teach?
- To what extent does an initial training programme help new teachers develop their teaching?
- What other factors influence the way new teachers teach in their early years?

This study is situated in the interpretivist paradigm and it is a case study of the university I am employed at. It uses multiple qualitative methods of data collection including interviews, policy document reviews, archival records, observation of teaching sessions and professional development workshops as well as drawing on personal experience.

I am currently in the stage of data collection. In the presentation at the upcoming conference, I will share with participants the challenges I have faced at various stages of the project: e.g. the difficulty in identifying appropriate informants, the methodology employed for data collection, and some initial feedback and its implication for future practice and research.

Research Report

Make or Repeat History? – Exploring Teacher Reflective Practice (TPR) in a Hong Kong Primary School

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RMS Room 402, 4/F
09:40 – 10:10

Keywords: teacher reflective practice, reflection, professional learning

In recent years, reflective practice has become a core component in many teacher education programs and professional development endeavors. The literature reveals abundant theorizing of what teacher reflective practice (TRP) "should be", its potential benefits and the exploration of tools that help to foster it. However, few studies examine how this concept plays out in in-service teachers' work life and its efficacy in practice, especially in the Hong Kong context. This presentation introduces an overview of a mixed-methods exploratory case study to examine the reflective practice of local English teachers in a Hong Kong primary school. The participants will be a team of four same grade-level English teachers. The study will use ethnographic techniques such as interviews, observation field notes, artifact analysis and researcher journal entries to explore how, what and why do the teachers reflect. Both numerical and narrative data will be collected and analyzed to help the researcher provide an in-depth exploration of how TRP plays out with teachers individually and in small-group settings (micro-view) and in relation to the broader school context (macro-view). This study is the researcher's attempt to explore TRP in a Hong Kong primary school to further more useful discussions and research on ways to make TRP a viable professional tool for in-service teachers in today's highly accountable education climate in Hong Kong and globally.

Research Report

A study on public relations of higher education institutions in Hong Kong

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RMS Room 202, 2/F
12:00 – 12:30

Keywords: Public Relations, Higher Education Institutions, Marketing, Integrated Marketing Communication, News & Media

This is a study about the public relations (PR) practice of higher education institutions (HEI) in Hong Kong. PR encompasses a very large scope including but not limited to media relations, alumni affairs, fund-raising and student recruitment.

Hong Kong HEIs have been affected by a number of high profile PR failures. This study will consider the underlying causes of these failures and how good PR practice may help to improve the future reputation of Hong Kong universities? This study will provide theoretically-informed recommendations to universities to help them improve their PR practice.

This is a mixed-method study. A questionnaire survey will examine the attitudes of prospective students' and their parents' toward the importance of an HEI for their decision for application for government funded universities. In parallel to the survey, several in-depth interviews with senior managers of Hong Kong HEIs will unveil the beliefs of senior managers drawing on Fairclough's (2003) four strategies for legitimation of beliefs.

The presentation of work in progress will include a content analysis of news reporting by Hong Kong media about HEIs in Hong Kong. For instance, among the 300 news articles sampled, mostly are about expert opinions by university members (32%) and the least are about student admission (1%). Although most articles (84%) are found to contribute no effects on the image of the respective universities, more positive articles (11%) than negative articles (5%) are found.

This presentation aims to seek feedback from participants as a means of refining my survey instrument.

Research Report

A case study of the interplay between assessment and student metacognition

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RMS Room 301, 3/F
15:20 – 15:50

Keywords: Metacognition, assessment, teaching

Metacognition is pivotal to student learning, and assessment, which takes a crucial role in student academic experience, could provide opportunities to develop metacognition. This study, therefore, explores how to promote students' metacognition by examining award-winning teachers' assessment practices. A multiple-case qualitative design was adopted involving three award-winning teachers in a prestigious university in Hong Kong. Data were collected from a variety of sources, including classroom and online observation, interviews (think-aloud protocols, stimulated recall, semi-structured interviews) and documents (teaching plans, worksheets, written self-reflections and written feedback).

This multi-method approach allowed the study to project a holistic picture of the teachers' dynamic assessment practices and students' metacognitive developmental process. This presentation builds on data from one case teacher and presents influence of the teacher' assessment practices on students' metacognitive development. Data analysis of this case revealed that the teacher's assessment task design oriented students toward their knowledge of self, task and strategy; teacher modeling was found to be a major metacognitive strategy for preparing students for assessment tasks, and students' metacognition was greatly influenced by this strategy in the process of completing the assessment tasks.

This study sheds light to teachers and teacher educators on better pedagogical understanding of metacognition; it also makes pedagogical recommendations concerning how to bring students' metacognition into full play through assessment practices.

Research Report

Changing Practices and Changing Ecologies: The case of a pedagogical technologist in a school

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RMS Room 206, 2/F
14:40 – 15:10

Keywords: TPACK, pedagogical technologist, schools, case studies

This study explored how pedagogical technologists (PTs), as coordinators of pedagogy and technology, contribute to changes in teaching and learning practices through supporting technology integration in their school ecologies. How PTs support technology integration is not understood well because the establishment of the PT as a staff position is recent in schools. Literature on PTs is scarce. The PT role may reflect changes to how schools provide support to technological pedagogical change. As technologies continue to change schools, more schools may consider supporting technology integration through PT staff positions.

Through a case study methodology, this research examines how a PT changes teaching and learning practices in the primary section of an international, religious school in Hong Kong. The PT had arrived at the school and left after one year. Data were collected during that year, through several interviews with the PT, and one interview with the school principal. The PT's interactions in the school were also observed. This study adopts an ecological perspective to understand innovation and complexity in schools. Data were coded by following theoretical propositions. The study identified prominent actors, or species, in the school ecology, and relationships between the PT and these species. Data show conflict between the PT and several school stakeholder bodies, but collaboration between the PT and the school section principal, in changing the school's physical infrastructure, professional development, financing, curriculum and strategic plans. This study recommends longitudinal research in this school ecology and general ways to sustain PTs in school ecologies.

Research Report

'Unwanted outsiders' or 'Joints' of fields: Identities construction(s) of Mainland Chinese students in Hong Kong higher education institutions

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RMS Room 206, 2/F
10:40 – 11:10

Keywords: Bourdieu, identity construction, migrant students, field, habitus

A review of literature reveals scarce empirical research that employs Bourdieu's concepts of *field*, *habitus* and *capital* to operationalise migrant students' identities construction(s) in cross-border within-country contexts. A salient example of such contexts is Hong Kong (HK), which, since its reversion to China in 1997, has become an attractive higher education destination for mainland Chinese (MLC) students. Nevertheless, the linguistic, cultural and ideological differences between HK and mainland China present a novel field for MLC students to adapt to.

Based on in-depth interview data and written accounts (e.g. blog entries) collected in the first two phases of a larger PhD study, this paper employs a three-stage analytical framework to examine snapshots of 20 MLC students who are at different stages of their stay in HK, including freshmen, sophomores, seniors and graduates. While all suffer from being up-rooted from the original field, some MLC students remain feeling marginalised 'unwanted outsiders'; some others, however, strategically capitalise on being at the edge of two fields by repositioning themselves to be the 'joints' of fields. Data indicate participants' complicated conversions and transformations of various forms of capital amid the complex inter-relations of the two fields. A wide spectrum of identities is shown to be deconstructed, constructed and reconstructed in their cross-border higher education pursuits. This paper highlights a contingent understanding of the 'field' by refocusing the role of the 'edges' of fields and posits a pragmatic approach towards employing Bourdieu's theory of practice in such cross-border within country contexts.

Research Report

A case study on the design and development of the Professional Accountant Qualification Programme in Hong Kong

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RMS Room 202, 2/F
09:40 – 10:10

Keywords: professional accountant examination, professionalism, accreditation

Background

Since the incorporation of Hong Kong Institute of Certified Public Accountants (HKICPA) in 1973, there was a hope in designing and developing a home grown programme in training and assessing the professional competencies for accounting students who would like to pursue a Professional Accountant designation in Hong Kong. As there existed a number of limitations on pre-1997 system in qualifying accountants in Hong Kong and a number of restrictions for Hong Kong students to take overseas professional accounting examination, in the early 1990s, a Task Force under the Council of HKICPA was established with a view to develop professional accounting Qualification Programme (QP) to groom professional accountants locally. I was one of the parties involved in the development. I found that it would be meaningful to document the whole story in developing QP. In my study, the macro and micro economic environment of Hong Kong would be discussed to understand more about the market demand and supply of professional accountants in Hong Kong.

Research questions

1. Why HKICPA has to design and develop its own QP in training accountants in Hong Kong?
2. In the design and development stage, what are the key factors needed to be considered by HKICPA
3. What are the processes that had gone through in order to make QP well recognized in Hong Kong and internationally?

Research methodology

Case study method will be adopted in my study. This study views the design and development of QP as a case and investigates how QP came about. Data will be collected in reviewing document issued by Hong Kong government and HKICPA and interviews the members of the Task Force (as stated above), academia, major employers and graduates in order to have an in-depth understanding of the whole process in design and development.

Significance of this research / Findings and conclusion

- It might possibly enrich the theoretical framework of QP,
- The implications of the findings might be able to serve as a reference for other disciplines to develop their QP.
- The impact of QP on both local and international prospective accountants would be significant but there is no previous study on this area.

Research Report

From global trotting to personal journeys: mapping the typologies of global experiences among university students

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RMS Room 202, 2/F
11:20 – 11:50

Keywords: internationalization, global citizenship, cultural management, student experience, student development

The concept of "global citizenship" came about in the past couple of decades as means to mitigate some of the challenges and risks inflicted upon humankind as a result of globalization. As globalization accelerates cultural exchanges across the world, the number of students traveling abroad as part of their university experience has also exponentially increased. Such global experiences are often interpreted as activities that facilitate the development of "global citizenship" that is loosely understood as a combination of cultural intelligence and embodiment of cosmopolitan ideals. While these experiences excite and open new perspectives for students, they also challenge existing knowledge, world views, and paradigms that includes culturally-based expectations, values and beliefs. This research aims to understand the journey of developing "global citizenship" as understood by the individual under the influence of its social context - the University of Hong Kong. By way of narrative inquiry, this research examines student's journey and thought processes in relation to their personal experiences and understanding of "global citizenship". Four typologies of "global citizens" emerged from qualitative analysis of nineteen in-depth interviews with undergraduates at the University - the Achievers, Learners, Explorers and Builders. Each typology encapsulates unique perspectives and practices of "global citizenship" in the transformation from concept and activity, to personal experiences and meanings. These typologies can offer insights and suggest tools for management of programs and mentoring of students to maximize the benefits of activities and programs of "global citizenship".

Research Report

Teaching and learning English in the shadow of senior secondary education in Hong Kong

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RMS Room 205, 2/F
12:00 – 12:30

Keywords: shadow education, English teaching and learning, comparative education, L2 self

While private supplementary tutoring has become increasingly popular worldwide and research in this field has recently received more attention, the study of private supplementary tutoring in English (PST-E) has been rather limited in English language education and applied linguistics. This study investigates the situation of English teaching and learning of senior secondary education in a large-scale tutorial centre in Hong Kong from sociocultural and psychological perspectives. A questionnaire survey of over 1,000 respondents who enrolled in English courses in the tutorial centre was conducted to elicit their biographical background information and their reasons for learning English and participating in PST-E. Among them, 100 respondents were selected for one-to-one phone interviews for more in-depth inquiry and for the researcher to select participants for case studies. Twenty participants were selected for the first face-to-face interviews and were asked to write a reflective essay about their English learning experience. The data from the learners' perspective were compared with those from their three tutors' perspective through interviews and classroom observations. The presentation will report on the findings from both quantitative and qualitative data and explained with Dörnyei's (2005, 2009) L2 Motivational Self System as a theoretical framework. The study aims to challenge the taken-for-granted necessity of participating in PST-E for academic success as a sociocultural norm and seeks to unveil the situation of PST-E as an out-of-class learning activity which policy makers and English language educators should take into account because of its significant impact on the mainstream education system.

Research Report

The effectiveness of reading to learn methodology to improve writing skills of non-Chinese speaking secondary school students in Hong Kong

(Presented in Cantonese)

Miss YUNG Wan Shan
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RMS Room 301, 3/F
16:00 – 16:30

Keywords: R2L methodology, *NCS students*, *effectiveness*, *Systemic Functional Linguistics*

Nowadays in Hong Kong, many educational institutions and scholars are deeply concerned about the research topics on teaching strategies for Non-Chinese speaking (NCS) students in Chinese subject. Although a lot of effort has been put in research, results of the current studies have not been able to explore effective methodologies in Teaching Chinese as a Second Language in the field of reading and writing. Hence, this study attempts to fill this research gap and to adopt "Reading to Learn" (R2L) methodology in Chinese classes for NCS students from secondary schools in Hong Kong. It aims to evaluate the effectiveness of R2L methodology in enhancing Chinese writing skills of NCS students, and in improving teaching skills of Chinese teachers in their classes.

This study involves two types of NCS students from two secondary schools, including secondary one students who are beginners in learning Chinese, secondary three students who are sitting for GCSE and/or GCEAS Chinese examination. Each type of students involves two different groups, one is Experimental group, the other one is Control group. This study also focuses on analyzing how Chinese teachers adopt R2L methodology to teach NCS secondary school students writing in Chinese. The main research tools in this study are teachers' teaching documents analysis, semi-structured interviews with teachers and students, classroom observation and students' writing tasks analysis. Moreover, writing tasks done by these two types of students would be extracted from the pretest and post-test and analyzed through the perspective of Systemic Functional Linguistics, especially in "Theme-Rheme Structure" and "Cohesion System", so as to fully evaluate the effectiveness of R2L methodology in improving writing skills of NCS secondary school students in Hong Kong.

Research Report

On the psychometric properties of the Emotional Intelligence Scale (EIS): Findings from a sample of university students in Hong Kong

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RMS Room 402, 4/F
12:00 – 12:30

Keywords: Emotional intelligence, Emotional Intelligence Scale (EIS), Psychometric properties, Confirmatory factor analysis, Hong Kong

This study examined the psychometric properties of the Emotional Intelligence Scale (EIS) in a sample of university students in Hong Kong. On the basis of the theoretical model of Salovey & Mayer (1990), Schutte et al. (1998) developed the EIS, which is one of the most frequently used scale in measuring emotional intelligence (Fernandez-Berrocal & Extremera, 2006; Mayer, Richard, & Barsade, 2008; Van Rooy, Alonso, & Viswesvaran, 2005). Although the scale was found to be uni-dimensional in Schutte et al.'s (1998) initial study, a number of later studies showed that the scale could have a structure of two factors, four factors and even six factors. In order to evaluate the structure of the EIS, I administered the scale to 1724 undergraduate students in a university in Hong Kong. The psychometric properties of the EIS were assessed against the criteria of: (i) factor structure; (ii) internal consistency; and (iii) descriptive statistics. The confirmatory factor analytic results showed that the six-factor model could best fit the data of the present study. The six-factor model was further evaluated through a two-higher order factor of interpersonal and intrapersonal emotional intelligence. Multiple group confirmatory factor analyses supported that both the six-factor model and the six-factor with 2 higher-order factor model were invariant between males and females in the sample. The scale also demonstrated good internal consistency, ranging from 0.54 to 0.76. In sum, the findings suggested that the EIS possesses good psychometric properties in a Hong Kong sample thereby supporting the use of the EIS in a Chinese context.