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## English Language Policy in Higher Education in Hong Kong – A Critical Discourse Analysis and A Comparative Study

By Man Tak YAM

A dissertation submitted to the University of Bristol in accordance with the requirements of the degree of

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#### Abstract

The ascendancy of the English language appears to continue in Hong Kong's post-colonial times, despite the territory's transfer from British to Chinese sovereignty, but simultaneously be challenged by the Chinese language due to intensifying localization and integration with China and China's rise in the world stage.

This thesis examines the contemporary English language policy process in higher education (HE) in Hong Kong against the city's post-colonial political economic sociolinguistic context by investigating how the English language policies in public HE in Hong Kong are constructed by the government's University Grants Committee (UGC), and how two public universities respond to the UGC policies.

Via Critical Discourse Analysis, the on-line Major Reports of UGC are dissected to deconstruct the UGC policies; while the on-line Mission Statements of the English Language Centres of the two case universities are scrutinized to illuminate their partial responses to the policies. The issues unpacked from these analyses were discussed in interviews with relevant stakeholders in both universities to study their on-the-ground practices as the remaining components of the case universities' responses to the policies. The two universities' practices are compared to reveal how they enact the policies similarly and divergently.

#### The overarching findings are:

- (1) Both universities' responses converged with UGC's ('evolved') hegemony encased in the policies but with the stakeholders in both universities demonstrating critical strategic competence that operated more elaborately than the UGC hegemony being able to see beyond it in various aspects;
- (2) The universities' responses were framed by their specific contexts in terms of contrasting medium of instruction backgrounds and differing university-level management directives; and
- (3) Throughout the policy process, English was a discursive, ideological and contested social construct; whereas globalization was characterized as 'current', 'given' and 'non-negotiable' but with it explicitly acknowledged and embraced in one university's practice and not the other's.

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#### **Author's Declaration**

I declare that the work in this dissertation was carried out in accordance with the Regulations of the University of Bristol. The work is original, except where indicated by special reference in the text, and no part of the dissertation has been submitted for any other academic award. Any views expressed in the dissertation are those of the author.

SIGNED: DATE: 19 November 2018

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### 3.1 Vidovich's (2007) Hybridized Policy Cycle

#### **Abbreviations**

CDA Critical Discourse Analysis

CEPAS Common English Proficiency Assessment Scheme

25

CMI Chinese as Medium of Instruction

ELC English Language Centre

EMI English as Medium of Instruction

HE Higher Education

HEI Higher Education Institution LEGs Language Enhancement Grants

MOI Medium of Instruction PTH Putonghua/ Mandarin

UGC University Grants Committee

#### **CHAPTER 1**

#### Introduction

#### 1.1 Background to the Study

The English language has been playing an interesting role in the sociolinguistic landscape in Hong Kong, which is predominantly racially homogenous monolingual Chinese<sup>1</sup> society (Dickson & Cumming, 1996; Evans, 2013), but had been a British colony for over 150 years before its reunification with China in 1997. Before the handover, English and Chinese existed in a diglossic state where the former is the 'high' language and the latter 'low' (Lai, 2001). English enjoyed supremacy through being employed by the elites in important social domains such as the government, the professions, and higher education (HE); while Chinese was primarily used by the average people for everyday purposes (Dickson & Cumming, 1996; Evans, 2000; Poon, 2004). In the year before the handover, the government launched an important biliteracy (i.e. Standard Modern Chinese and English) and trilingualism (i.e. Cantonese, Putonghua (PTH)/Mandarin<sup>2</sup> and English) policy, which aims to produce a bilingual workforce that would on the one hand benefit from the globalized economy through English proficiency and on the other hand the fast-growing business opportunities presented by China through Chinese competency (Li, 2009; Poon, 2004). Many researchers (e.g. Adamson & Auyeung Lai, 1997; Choi, 2003; Evans, 2000; Lai & Byram, 2003; Li, 2009; Tsui, 2004) have stated that the dominance of English has not faltered after the handover because English has morphed into an international language favoured by the business sector, having retained its pre-handover association with power, social mobility and economic prosperity.

The public HE institutions (HEIs) in Hong Kong after the handover continue to employ English as the medium of instruction (MOI) except for one university,

<sup>&</sup>lt;sup>1</sup> This entails Cantonese being the spoken language and Standard Modern Chinese the written form (Evans, 2013).

<sup>&</sup>lt;sup>2</sup> PTH, also known as Mandarin, is China's national language and the spoken form of Standard Modern Chinese (Gao, 2012). It being a northern Chinese dialect differs from Cantonese a southern dialect in various linguistic aspects (Tardif et al., 2009).

whose MOI has been primarily Chinese for it was established to teach in Chinese to provide the Chinese-medium secondary school graduates with tertiary-level opportunities (Li, 2013; Evans, 2000). They are funded by the government via the University Grants Committee (UGC), which is appointed by the government to advise it on and steer the development and funding of HE in Hong Kong (UGC, 2014a).

Control of resources often means control of language policies (Tollefson & Tsui 2004). UGC has thus been a vehicle for the government to influence language policies in HE in Hong Kong. For example, although being informed by a study commissioned by itself that undergraduates did not possess sufficient English proficiency to cope with academic demands, UGC maintained the English language entrance requirement by rationalizing that as a means to preserve the quality of HE for English was perceived by local employers as a key linguistic medium on the international scene (Law, 1997). It also channelled additional resources to establish English language centres (ELCs) in universities to provide enhancement programmes and support services for students (Law, 1997; Poon, 2004). As for the biliteracy and trilingualism policy, UGC espoused it by professing in its 1996 report "Higher Education in Hong Kong - A Report by the University Grants Committee (Oct 1996)" that there was a decline in both English and Chinese standards of tertiary students in Hong Kong; and that the goal of HE was to produce proficient bilingual manpower in order to sustain the city's social and economic well-being on the global scene (UGC, 1996, chaps. 18.4 & 18.6). The policy is still being enforced as evidenced by the continuous disbursement of the Language Enhancement Grants (LEGs), which fund universities' initiatives to promote students' language proficiency in both English and Chinese, as documented in most UGC reports posthandover (UGC, 2000, 2002b, 2010a, 2011, 2012, 2013).

#### 1.2 Rationale for the Study

Although Hong Kong has been an ethnically homogenous monolingual Chinese society since its founding 150 years ago, it is clear that English has never lost its supremacy in the society during both the colonial and post-colonial eras against its complex historical political economic sociolinguistic background. The English

language appears to be prescribed to the HEIs hegemonically by the government organ, UGC, by way of language education policies that are linked to economic agenda in relation to the globalized world (e.g. the English language entrance requirement policy, and the biliteracy and trilingualism policy, as aforementioned). On the other hand, it can also be observed that the prevalence of English is endorsed in the city from the societal level (with the business sector being a staunch supporter as aforesaid), to the HE level (e.g. Law (1997) reports that the English language subject was mandated on undergraduate curricula by different universities in response to UGC's promotion of English in the run-up to 1997), down to the learner level (e.g. Evans & Morrison (2011) report that their undergraduate respondents admitted to not learning effectively through English as the MOI (EMI) but still preferred it). Yet, simultaneously, the post-handover sociolinguistic environment seems to witness Chinese gaining significance vis-a-vis English, owing to intensifying localization and integration with China, and China's enormous economic, demographic, and political clout (e.g. Lai (2015) reports that English is displayed by PTH to be the most socially distant language). It is apparent that globalization, particularly its economic aspect and entailing the rise of China as a global power, plays a distinct role in the phenomenon with respect to both the devising of government language policies and the response of a key audience, the HEIs. Ideologies, power and values of the government and different stakeholders involved are at work in an intricate fashion to engender the current phenomenon in the specific setting of Hong Kong HE.

Language policies are posited to be subject to various intrinsic and extrinsic factors apart from educational consideration interacting within a wider social and political context (Evans, 2000; Tsui, 2004). They are 'symbolic' statements for political purposes and there are gaps between them and the practice of them, which are exploited by the stakeholders concerned to negotiate their own interests (Canagarajah, 2005a). Ozga (2000) shares the same view that different stakeholders take advantage of the spaces and the complex fluid interrelationships between policy purposes and planned outcomes; and the interpretation, mediation and enactment of policy 'on the ground' to modify a given policy programme. Also, it can be argued that language policies are ideological for they produce unequal power relationships between different interest groups in society; and are discursive for they are

connected to other issues as their rationalizations (Tollefson & Tsui, 2004; Tang, 2005). Examining the English language policy process in Hong Kong's HE could therefore be a worthwhile research effort that expands the understanding of the factors interacting and issues enfolded in the superficial realities surrounding the policies and the process. For instance, how is English's dominance maintained in HE despite Hong Kong's reunification with China?

#### 1.3 Aim of the Study and Research Questions

The objective of this study is to scrutinize the contemporary post-colonial English language policy process, from policy formulation to enactment, in HE in Hong Kong against the city's broader political socioeconomic context via Critical Discourse Analysis (CDA) and a comparative case study approach.

Specifically, this study aims to address the following research questions:

- (1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC?
- (2) How do two public HEIs respond to the government's English language policies through UGC?

#### 1.4 Design of the Study

This research assumes a hermeneutic perspective to analyze, interpret, and explain (Carr, 1995; Patton, 2015; Usher, 1996) the English language policy process as stipulated above (see section 4.1 for further discussion). It adopts the method of CDA advanced by Fairclough (2003) to inspect the pertinent English language policy texts and a comparative case study approach concentrating on the HEI using Chinese as the principle MOI (CMI) and one HEI among the seven EMI universities to conduct an in-depth examination of the topic.

Language policies are ideological and discursive constructs as aforementioned. The Hong Kong government's ideology, power and values and how its policies are justified are manifested in the policy texts published by UGC; and the policy texts are consumed by the public HEIs among other parties such as the general public.

Being one of the audiences and the direct beneficiary of UGC's disbursements, the institutions need to or naturally react to the government's policies. Their practices of the policies can be regarded as their responses to the policies and can be taken to be represented in their own policy texts. Analysis of policy texts is advocated by Ozga (2000) as a useful method in policy research since it looks into the source, the scope and the pattern of the policy within the discursive parameters of an investigation. Therefore, to research the English language policy process in Hong Kong's HE, examining relevant policy texts is an appropriate means. The pertinent policy texts generated by both UGC and the two case universities' texts are studied for the former sheds light on policy formulation by the government and the latter policy enactment in HE.

Moreover, in order to look closely into the enactment process of how the government policies are negotiated and practiced 'on the ground', the voices of the stakeholders in the two case universities are researched through in-depth interviews. The enactment is twofold, one is how the universities produce their own policies and the other is how their own policies and the UGC policies are practiced by their teachers and students. The issues revealed from the analyses of the UGC reports and the universities' policy texts generate questions for semi-structured interviews to solicit the voices of their teachers and students. The voices of the teachers and students with reference to the issues unveiled from the UGC reports and the universities' own policy texts are thereby canvassed.

To provide the discussion of the second research question in a concise fashion, the CDA of the policy texts of the CMI university and the voices of its stakeholders are presented and deliberated in detail; whereas the findings about the second case HEI's policy texts and stakeholder voices are rendered through a comparison to uncover the significant resemblances and differences in the two dissimilar HEIs' reactions to the government policies.

The motifs of what the English language is and the place of globalization in the policy process are also probed by dissecting the results obtained from the scrutiny of the government policies and the HEIs' responses as expounded above.

#### 1.5 Structure of the Thesis

This dissertation consists of eight chapters. Chapter 1 introduces the background to and rationale for the enquiry, the aim of the study, the research questions and the design of the investigation.

Chapter 2 contextualizes the English language policy situation in the HE sector in Hong Kong by discussing the sociolinguistic environment of Hong Kong; the Hong Kong HE sector vis-a-vis UGC; and the English language policies in Hong Kong HE.

Chapter 3 offers a literature review. It covers topics of language policy and English being contested ideological and discursive constructs; globalization and English; linguistic imperialism and English hegemony; neoliberalism, linguistic capital and English; and post-colonial performativity. The examination of the topics provides the theoretical underpinning for this research and the deliberations on the findings obtained.

Chapter 4 explicates the methodology of this investigation. It presents the justifications for adopting Fairclough's CDA framework and the comparative case study approach; and explains the data collection and analysis processes. The explanation of the processes entails how the pertinent English language policy texts are identified in the UGC reports; and the rationales for selecting the two case HEIs and taking the ELCs in the universities as the loci of practicing the UGC policies, hence the Mission Statements of the two ELCs and the voices of the ELCs' senior administrators, teachers and students being held to constitute the universities' responses to the UGC policies.

Chapter 5 seeks to address the first research question of how the English language policies in public HE in Hong Kong are discursively constructed by the government through UGC by critically analyzing the relevant published UGC reports using Fairclough's CDA framework.

Chapter 6 attempts to partially answer the second research question of how two public HEIs respond to the government's English language policies through UGC.

It comprises an analysis of the Mission Statement of the ELC in the CMI university using the Fairclough CDA framework and an examination of the findings from semi-structured interviews with its stakeholders in regard to the issues unpacked from the analyses of the UGC reports and the ELC Mission Statement.

Chapter 7 involves a comparison of the analysis results regarding the ELC Mission Statements and stakeholder voices of the second case HEI against the major findings concerning the CMI university. It aims to complete the answer to the second research question by scrutinizing the salient similarities and divergences in how the two different HEIs practice the UGC policies 'on the ground'.

Chapter 8 concludes this dissertation with final thoughts on the research topic; discussion about limitations of the study; and recommendations for future research.

#### **CHAPTER 2**

# Contextualization of English Language Policy in Higher Education in Hong Kong

#### 2.1 Introduction

Given that this study is situated in Hong Kong, it is necessary to first understand the context of the investigation. This chapter provides succinct accounts of the sociolinguistic environment of Hong Kong; the Hong Kong HE sector and UGC; and the English language policies in HE in Hong Kong.

#### 2.2 The Sociolinguistic Environment of Hong Kong

Hong Kong had been a British colony for over 150 years until 1997 when its sovereignty was returned to China. Although its society has always been primarily homogenously Chinese ethnically and linguistically<sup>3</sup> (Dickson & Cumming, 1996; Evans, 2000), the English language has been occupying a significant, though changing, position in the sociolinguistic development of the city.

During the colonial period before 1997, English and Chinese existed in a diglossic state where the former is the 'high' language and the latter 'low'. That is, English being the colonizer's language enjoyed preeminence through being employed by the elites in key social domains of the government, the legal field, the professions, higher levels of business, and HE; while Chinese was primarily used in daily communication of the common people (Dickson & Cumming, 1996; Evans, 2000; Poon, 2004). In the school system from the 1960s to early 1990s, while most primary schools adopted Chinese as the MOI, secondary schools largely employed English despite educators' advocacy of mother-tongue education that was found to benefit learning and avert denationalization of young locals (Tsui, 2004). And, the English language subject was accorded high status in the primary and secondary curricula (Adamson & Auyeung Lai, 1997; Dickson & Cumming, 1996). In order to

<sup>&</sup>lt;sup>3</sup> According to "2016 Population By-census – Summary Results" (CSD, 2017), 92% of Hong Kong's population are Chinese and 88.9% use Cantonese as their usual language.

justify its language policy, the government appropriated parental predilection for English-medium education and the commercial value of English competency in international communication (Evans, 2000; Tsui, 2004). These acts could be regarded as linguistic imperialism posited by Phillipson (1992, 1994), where the colonizer imposes its own language on its subjects attempting to assert the dominance of its regime thus creating inequalities in society (see Chapter 3 for further discussion).

The colonial administration started to change its language policy as it realized the need to vindicate its ruling legitimacy following a riot in 1967, when the city was evolving into an international business and financial centre, hence breeding a stronger sense of identity in its people; and China was gaining economic and political importance on the world stage in the 1970s (Poon, 2004). The government raised the status of Chinese in 1974 by decreeing it be the co-official language of Hong Kong. In the school system, Chinese was permitted to be used in the public school leaving examination, and the choice of MOI was left to individual secondary schools (Evans, 2000; Tsui, 2004). However, English-medium secondary schools continued to outnumber Chinese-medium ones from the 1960s to early 1990s due to a high demand created by students' and parents' preference based on their perceived supreme value of English and the practical advantages the English medium could bring (e.g. qualification for well-paid civil service jobs) (Evans, 2000; Poon, 2004; So, 1992). English-medium schools had better student intake, attained higher ranks and were considered prestigious (Bolton, 2000; Choi, 2003). A successful Englishmedium secondary education was held to be a chief ingredient of upward mobility The English medium can thus be seen as a selection device (So, 1992). In reality, mixed-code 4 teaching and learning academically and socially. nevertheless emerged extensively as a coping measure of the students as well as the teachers coming from the masses of average abilities who could not gain from English instruction, which was a result of the introduction of mass education at the time to meet the needs of the city's rapid population growth and economic progression (e.g. Bolton, 2000; Choi, 2003; Dickson & Cumming, 1996; Evans,

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<sup>&</sup>lt;sup>4</sup> It refers to the situation where Chinese is used in the English-medium instruction, and it takes different forms (e.g. Chinese terms inserted in English sentences, and one English sentence followed by a Chinese one) (e.g. Evans, 2000; Poon, 2004; So, 2000; Tang, 2005).

In the year prior to the handover, an important policy of biliteracy (i.e. Standard Modern Chinese and English) and trilingualism (i.e. Cantonese, PTH and English) The policy formally introduced PTH into Hong Kong's was launched. sociolinguistic ecology (Lai 2005; Poon 2010; Tsui 2007) and intended to equip Hong Kong with a bilingual workforce that would benefit from the globalized economy through English proficiency on the one hand and on the other capitalize on the booming business prospects offered by China through Chinese competency (Li, 2009; Poon, 2004). It was ad-hoc in nature initially but has extended from the education sector to the broader community (Poon, 2010). Example measures include allocating additional resources to Chinese-medium schools for strengthening the teaching and learning of English; placing PTH as a subject in the school curriculum; and setting up a PTH channel on the government radio (which had Cantonese and English channels). The policy and its reception in the society reflect the government's and the public's recognition of the economic competitive edge afforded by multilingualism with multilingual abilities taken to be marketable commodities (Edwards, 2004) (see Chapter 3 for related discussion).

That said, the stout support from the business sector for the policy focused on English rather than Chinese because the sector had serious concern over the perceived decline of English standards jeopardizing Hong Kong's capacity as an international business and financial centre (Bolton, 2000, Li, 2017). The influential corporations organized a coalition and devoted considerable financial resources to work with the government in English enhancement initiatives in the schools and the workplace (Choi, 2003; Li, 2009; Poon, 2004). The government also implemented a language enhancement policy directing various initiatives mainly at English (e.g. employing native-speaking English teachers from overseas for primary and secondary schools) (Poon, 2004). Simultaneously, China also allowed English to be stipulated in the Basic Law<sup>5</sup> of Hong Kong to stay an official language after the handover (Law, 1997). The policy and many of its attendant initiatives are still in

<sup>&</sup>lt;sup>5</sup> The Basic Law is a constitutional document for Hong Kong as a Special Administrative Region in China, enshrining the important concepts of "One Country, Two Systems", "a high degree of autonomy", and "Hong Kong People ruling Hong Kong". It also prescribes the various systems to be practised in the HKSAR (CMAB, 2005).

force (Lee & Leung, 2012). For example, the Workplace English Campaign, which established the Hong Kong Workplace English Benchmarks to reflect the English standards required for different industry sectors with the aim of promoting English competency in the workplace, is ongoing with large-scale public education and publicity programmes being organized.

Moreover, although the government immediately after the handover introduced the mother-tongue education policy mandating all but around 25% of secondary schools to change to their MOI to Chinese as a decolonization gesture (Tsui, 2007), 12 years later it implemented the fine-tuning policy that practically overturned the mother-tongue education policy. Due to the clamour for EMI from parents and the business sector, the fine-tuning policy permitted school-based decisions so that CMI schools could teach in English (Poon 2010).

Apparently the dominance of the English language did not wane leading up to the handover and has remained afterwards because English has developed into an international language that is particularly preferred by the business sector. It has therefore preserved its pre-handover synonymy with power, economic affluence and upward mobility (e.g. Adamson & Auyeung Lai, 1997; Dickson & Cumming, 1996; Evans, 2000; Lai & Byram, 2003; Li, 2009; Poon, 2004; So, 2000; Tsui, 2004). Further, such supremacy of English appears to be fully embraced by the society on all planes – the parents, the business community, the school system, and the HE sector. One additional peculiar observation is that the learners themselves subscribe to the preeminence even when they find English working against their interest. Evans & Morrison (2011) studied the schism between the EMI policy and the actual language use in a university and found that the students preferred EMI to CMI despite conceding to its hindrance to their learning.

Notwithstanding the above, considerable literatures on the Hong Kong sociolinguistic environment comment that, due to deepening localization, intensifying integration with China, and China's surging demographic, economic, and political powers in the world arena, Chinese, in both its written form and spoken varieties of Cantonese and PTH, is acquiring importance in the biliterate and trilingual ecology in the post-handover era (e.g. Evans, 2014; Gu, 2011; Lai, 2001,

2013, 2015; Lee & Leung, 2012; Li, 2009, 2018; Poon, 2010; Snow, 2010). Reviewing some empirical studies concerning language use and attitudes in Hong Kong, and cultural identity that were conducted at various post-colonial stages helps shed more light on the trend.

Two years after the handover, Mathews (2001) interviewed 45 mainly younger university-educated members of the middle class regarding their thoughts about their identity as a Hongkonger. He discovered that the 'Chineseness' of the identity had strengthened partly through the increasing use of Chinese while English was held onto as a matter of internationalism embedded in the Hong Kong identity since the colonial era. The same held true in HK's linguistic landscape<sup>6</sup> a decade later. Lai's (2013) analysis of 1,160 visual signs displayed in public spaces in chosen areas of Hong Kong demonstrated that, while English retained its dominance as a marker of internationalization, Chinese was thriving as an identity indicator.

Also at 12 years after the handover, Evans (2010) and Lee & Leung (2012) examined the language use in the city. Evans analysed questionnaire responses from 2,030 professionals and gathered qualitative data from selected informants by way of commentaries on the questionnaire results, diary studies, a meeting recording, and an office observation. Cantonese was found to continue to be the unmarked medium whereas English stayed prominent in the professional community. Lee & Leung surveyed 1,004 Hongkongers picked at random and Cantonese was revealed in both workplace and non-workplace settings to be the most frequently used with English and PTH ranging between 'infrequently used' and 'never used'. And, its formality had risen through being employed in more official fields such as the legislature.

Lai's longitudinal examination of changes in attitudes towards English, Cantonese and PTH over the 12-year period post-handover supplies notable details particularly about PTH. Lai (2005, 2007, 2012, 2015) in 2001 and 2009 conducted quantitative research with 1000+ secondary four (ages 15-17) students, who commenced secondary school one year after the handover and the instituting of the mother-tongue education and the biliteracy and trilingualism policies. The same

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<sup>&</sup>lt;sup>6</sup> Linguistic landscape of a given place refers to the language use on signs displayed in the public domain (e.g. road signs, billboards, etc) (Landry & Bourhis, 1997).

questionnaire<sup>7</sup> and matched-guise test (MGT)<sup>8</sup> were used in the two studies to examine their integrative and instrumental orientation towards the three spoken languages, with instrumental orientation referring to a positive inclination toward a language for pragmatic reasons (e.g. job opportunities) and integrative orientation a favorable inclination toward a language so as to become a valued member of a given community hence suggesting emotional identification with the community. The questionnaire findings unveiled no major changes in Hong Kong's linguistic equilibrium over the first 12 years under the Chinese rule. Cantonese was favoured most, English second and PTH least in the integrative domain; while English first, Cantonese second and PTH last in terms of instrumental values and social status (Lai 2012). However, the most remarkable positive changes had occurred with PTH denoting a gradual language shift towards it. While the 2001 respondents exhibited limited enthusiasm for PTH (Lai 2005), the 2009 respondents more strongly perceived trilingualism as a norm for Hongkongers for they more significantly agreed that a Hongkonger should be able to speak fluent Cantonese, English as well as Putonghua (Lai 2012). Furthermore, the MGT outcomes uncovered that English, despite its unswerving prestige, had replaced PTH as the most socially distant language with the latter upgrading in signifying solidarity and plausibly transforming to a language of professions (Lai, 2015).

20 years after the handover, Liu (2018) obtained analogous results in his replication of Lai's studies by adapting her questionnaire to survey and compare a local and a mainland group of 30+ students each in an EMI university. The aforementioned trilingualism norm for Hongkongers was affirmed in Hansen Edwards' (2018) case study concerning the language use and native-speaker identification of nine locally-raised university students. While all of the students used English extensively across the domains of school, home and social, most of them labelled themselves as native speakers of English, Cantonese as well as PTH. The study also showed that the bases for the students' identification as native speakers of English and PTH were mainly language expertise (i.e. proficiency) and use; whereas those for Cantonese

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<sup>&</sup>lt;sup>7</sup> A list of evaluatively worded statements with a 4-point Likert scale about the attributes associated with the languages, respondents' preferences of the languages, the language repertoire of Hongkongers, etc.

<sup>&</sup>lt;sup>8</sup> An instrument commonly employed for language attitudes research that involves respondents evaluating personality traits upon hearing audio inputs with respect to the linguistic varieties/elements under examination (Kircher, 2016).

were linguistic inheritance (i.e. being born into the language) and parental language use.

Apart from illustrating the climbing significance of Chinese (Cantonese/PTH) in Hong Kong's language ecology, the above studies all point to English, Cantonese and PTH having their own specific roles and positions but operating as an 'inseparable trio' to the members of the Hong Kong speech community. At the same time, as presented in the forgoing discussion, the development of Hong Kong's sociolinguistic environment into its current state has entailed different language policies having been instituted by the government since the colonial era to regulate both English and Chinese.

Therefore, in order for this study to examine how the government formulates the contemporary English language policy process in Hong Kong HE and how the stakeholders practice it, it appears reasonable to approach the topic through the biliterate and trilingual context, where English does not function in isolation but in relation to Chinese.

#### 2.3 The HE Sector in Hong Kong and UGC

The HE system in Hong Kong consists of eight public HEIs<sup>9</sup> that are financed by the government and a number of private colleges that are not. To ensure the relevance of this inquiry, which is to examine issues surrounding the government's English language policies vis-a-vis those of HEIs' practices, the public HE sector is focused on.

The public institutions since the colonial era have been funded by the government via UGC<sup>10</sup>. UGC and its members are appointed by the government to advise it on and steer the development and funding of tertiary education in Hong Kong (UGC, 2014a). UGC was established in 1965 by modelling on the UK counterpart (Law, 1997). It is what Hodgson & Spours (2006) refer to as an "arm's length agency",

<sup>&</sup>lt;sup>9</sup> For ethical considerations, the eight institutions are anonymized.

<sup>&</sup>lt;sup>10</sup> UGC was known before 1994 as "University & Polytechnic Grants Committee" to include the Polytechnic institutions that were later upgraded to University status.

which is set up by the government to indirectly control educational institutions' behaviours through potent steering mechanisms such as funding, targets and inspection. Law (1997) argues that the government strengthened UGC's role and functions in the 1990s and appointed British scholars to take most seats on UGC with their terms lasting beyond the handover as neocolonizing measures 11 with intent to stretch the influence of the outgoing British regime beyond the handover. And, the initiatives and actions UGC has since undertaken with the HEIs are seen to harness globalization as the justification, and be driven by neoliberalism and exhibit the attendant managerialist characteristics (Chan, 2007; Deem et al., 2008; Law, 2003; Mok, 2003, 2005).

Marginson and Rhodes (2002) refer to globalization as increasingly extensive and intense global relations resulting from the shrinking of distance and timespan in communications and travel; and they posit that HE impacts on and is impacted by global economic, cultural and educational forces, which renders HEIs global actors (see section 3.3 for further discussion). One of the global economic forces is the adoption of neoliberalism in public sector management, where the state is replaced by market mechanisms to redistribute resources (Rizvi & Lingard 2010). This paradigm shift occasions managerialism in the governance of publicly-funded organizations including HEIs, in which the techniques and values operating in the private sector are applied (e.g. use of internal cost centres and emphasis on competition between them) (Deem, 2001) (see section 3.5 for further discussion).

In the 1990's, UGC shifted its role from a fund distributor to a goal setter that directed the institutions' developments; and started appropriating globalization to legitimize that. For example, its 1991-2001 plan "Higher Education 1991-2001 – An Interim Report (Nov 1993)" prescribed that all institutions should become "centres of excellence" that were recognized "internationally as of equal status to their peers in the same subject area" (Law, 1997; UGC, 1993, para.27.a.). Law (1997) reports that UGC also assumed the duty of streaming students by encouraging several HEIs to develop first and higher degree programmes and others

<sup>&</sup>lt;sup>11</sup> Law (1997) defines "neocolonization" as "the adjustment of colonial mechanisms, practice or traditions or creation of new ones by the departing sovereign power or its allies to support the preservation of their interest in Hong Kong beyond 1997" (p.188).

mainly first and sub-degree courses. And, by emulating the British strategies, UGC began introducing centrally orchestrated quality assurance mechanisms and organizing evaluation visits to the institutions, with the major ones being Research Assessment Exercises (RAEs); Teaching and Learning Quality Process Reviews (TLQPRs); and Management Reviews (MRs) (Mok, 2003, 2005). assesses university departments as cost centres and the research output of each cost centre determines the funding the centre is allocated. Research performance has thus become a vital factor in staffing matters (e.g. appointment, contract renewal, and promotion) (Chan, 2007). And, internal competition has been instilled and promoted in the HE system whereby the aforementioned "centres of excellence" can be pursued by eliminating weaker research units (Mok, 2005). The TLQPR was implemented to examine the measures utilized by the HEIs to assure quality teaching and learning as the primary mission of the HEIs, hence an attempt by UGC to uphold the accountability of the HEIs for the quality of their teaching and learning obligation (Kennedy, 2011). The MR aimed to evaluate the effectiveness of management in the HEIs (Mok, 2005). It concerned the managerial systems and practices of the HEIs, covering areas of development of a strategic plan; resource allocation; implementation of plans; roles, responsibilities and training; service delivery; and management information systems (Chan & Lo, 2007). It marked UGC's intervention in the governance of the HEIs (Chan, 2007).

In the 2000s, to react to the ongoing issue of quality assurance in teaching and learning and to participate in the global movement, UGC in 2007 established the Quality Audit Council (QAC) under its aegis to conduct audits to replace TLQPR, which received limited support (Kennedy, 2011). The audits are maintained by QAC to assure that "the quality of the educational experience in all first degree level programmes and above... offered by UGC-funded institutions is sustained and improved, and is at an internationally competitive level" (UGC, 2006, para. 2 in section "Quality" under section "UGC in 2006"); and do not review research or managerial activities unless they affect the quality of teaching and learning (Lee, 2014; QAC, 2007). However, academics believe the audit results do inform funding allocations to the HEIs by UGC given UGC's explicit advocacy of internal competition within the HE sector (Mok & Chan, 2016). Apart from administering the aforementioned quality assurance, evaluation and review exercises, UGC has

also engaged itself in strategizing Hong Kong's position as an international education hub in response to globalization and in re-ordering the local HE landscape since it believes that HE can fulfil political, social and economic purposes (Lee, 2014; Mok, 2005). For instance, UGC, after stating in its 2002 report the need for Hong Kong HE to strive for international competitiveness to the end of future economic opportunity (Mok, 2005; UGC, 2002a), proclaimed in its 2004 publication "Hong Kong Higher Education: To Make a Difference, To Move with the Times (Jan 2004)" that the HE sector should aspire to be "the education hub of the region", for it shared the Hong Kong identity of Asia's world city as promoted by the government (UGC, 2004, p.5). Also, it set out in the same publication individual role statements for the eight public universities (UGC, 2004, Annex A); and stipulated that it would advise the government to navigate the direction of the HE sector accordingly into role-differentiation between the universities while engaging in deep and extensive collaborations in that the whole sector would form one coherent force in the regional and international HE arena (Mok, 2005; UGC, 2004). Recently, UGC made use of the RAE conducted in 2014 to fortify its tactic to promote Hong Kong as an international education hub by attaching more emphasis to the differentiation of HEIs in terms of research outputs with international recognition (Mok & Chan, 2016).

The institution of the quality assurance mechanisms and the growing proactive intervention from the government via UGC in the names of value-for-money, efficiency, effectiveness, performance, public accountability, and internal and international competitiveness as aforementioned have been impacting HEIs' structures, development, and governance (Law, 2017); and have induced important and complex changes in university management and academic values (Lee, 2017). On the one hand, these UGC undertakings are criticized to defeat their purposes by pressurizing academics and university administrators into compliance with copious quantifiable business-oriented performance indicators instead (Lee, 2014); but on the other hand, such rise of managerialism was revealed to have not met severe resistance in Lee's (2017) survey of Hong Kong academics' perceptions of their work and working circumstances vis-a-vis the management factors of their universities. For instance, academics accepted that institutional missions should be emphasized and the traditional value of collegiality be moderated within the

prevalent managerialist context; that their institutions were largely managed in a top-down style but that did not affect their work or working conditions; and that the resources allocation was based on performance. And, UGC's espousal of international competitiveness could be held to spur HEIs' internationalization endeavours to pursue world rankings and international benchmarking, enlarge their non-local student and faculty populations, and seek overseas collaborations and partnerships; and to render HE a global commodity for economic exchange as in Britain, America, Australia and Singapore (Lee, 2014).

The deliberation above demonstrates that since the 1990s' the government, through UGC, has switched its role from being the service provider of HE to the service purchaser that allots resources to HEIs based on their performance measured by indicators on teaching, research and management (Lee, 2014). The HEIs therefore operate with 'autonomy that is regulated by UGC' (Law, 2017; Lo, 2010; Mok & Chan, 2016). In Fairclough's (2003) CDA framework, which is utilized to dissect policy texts in this study (see Chapter 4 for full discussion), hegemony is defined as universalizing or naturalizing particular representations of the social world to establish and sustain power relations (pp.45-46). Adopting this definition, despite the handover and the prevailingly British membership having been replaced with one comprising Chinese mainland and international representation against a localsdominant line-up (UGC, 2014b), the roles and functions of UGC do not seem to have receded in its hegemonic nature. That is because the 'regulated autonomy' possessed by the HEIs appears to be imbued with the neoliberal and managerialist values and practices advocated by UGC; and be framed by UGC appropriating globalization as legitimation with internationalization efforts by HEIs being called for as the response to globalization.

#### 2.4 English Language Policies in HE in Hong Kong

It is useful to note that the word "policy" is used in this thesis to refer to the English language policy process as a whole whereas "policies" specific individual English language policies. While section 4.5.1 details the pertinent English language policy texts published by UGC and Chapter 5 dissects the texts to study the policy process; the overview is that English language policy in Hong Kong HE encompasses various

individual policies being in operation over the years as sketched out below.

Apart from the CMI university, pseudo-named University A (UniA)<sup>12</sup>, all the public HEIs before and after the handover have employed EMI. UniA is the exception for it was established to teach in Chinese to provide the Chinese-medium secondary school graduates with tertiary-level opportunities (Bolton, 2000; Evans, 2000). Its MOI was specified to be Chinese in the Ordinance that incorporated the university in 1963 (DoJ, 2008; Li, 2013). Nonetheless, various researchers (e.g. Gu, 2006; Li, 2013; Lin & Luk, 2005) report that UniA has long been teaching professional disciplines (e.g. medicine) in English and has been under pressure to convert to completely English-medium.

Control of resources often means control of language policies (Tollefson & Tsui 2004). As explicated above, the government exerts influence over the HEIs' English language policies by deploying UGC. Law (1997) comments that in the run-up to the handover the colonial government reinforced English in HE through UGC as a neocolonizing measure. For instance, although a study commissioned by UGC itself showed that undergraduates did not possess adequate English competency for tertiary level academic pursuit; that Cantonese was resorted to in teaching more than supposed; and that the number of linguistically qualified enrollees was exceeded by the number of places offered by the HEIs, UGC maintained the use of English language entrance requirements and legitimized that as a means to retain the quality of HE. That was because English was perceived by particularly local employers to be an important linguistic tool on the international scene (Law, 1997). At the same time, in order to avert reduction in funding by keeping up the enrollment numbers, some HEIs admitted students who were below par and some lowered the entrance requirements with respect to the English language. They also repelled any change in their EMI policy. Furthermore, UGC, in support of the government's language enhancement policy, channelled additional resources to, among various initiatives, establish ELCs in universities to provide enhancement programmes and support services for students (Law, 1997; Poon, 2004). Different universities were reported to have responded to UGC's promotion of English and mandated that the English

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<sup>&</sup>lt;sup>12</sup> Pseudonym is used to preserve the university's anonymity.

language be made a compulsory subject on their undergraduate curricula (Law, 1997).

In the year prior to the handover, UGC advocated the government's biliteracy and trilingualism policy through in its publication "Higher Education in Hong Kong - A Report by the University Grants Committee (Oct 1996)". The Report proclaimed that both English and Chinese standards of university graduates in Hong Kong were deteriorating; and stated that the object of HE was to generate manpower adept in bilingual capability for sustaining the city's prosperity in the globalized world. The Report reads "... the social and economic well-being of the territory is... dependent on the language ability of its population... HE... aims to produce proficient users of both Chinese and English" (UGC, 1996, chap.18.4). It recommended that universities should conduct tests on students' English and Chinese abilities, reflect their levels on the academic records, and disallow progression for insufficient proficiency (UGC, 1996). Some universities were reported to have since prescribed exit examinations to ensure graduates' English and Chinese competency (Law, 1997).

The policy has been sanctioned beyond the handover. UGC stated in its publication "Report on the 1998-2001 Triennium (6.12.2002)" that its incessant disbursement of LEGs to all HEIs since 1991 was a testament to its pledge to improve tertiary students' language capability. The purpose of LEGs is to sponsor universities' initiatives to foster students' language proficiency in both English and Chinese (UGC, 2002b). Its continuous distribution is recorded in most UGC reports released after 1997 (UGC, 2000, 2002b, 2010a, 2011, 2012, 2013). Evans & Morrison (2011) see that the policy has put HE under two divergent forces - one being globalization, in which English proficiency is highlighted; and the other being integration with the hinterland, which is facilitated through Chinese language skill.

It is apparent from the preceding account that the ascendancy of English has been maintained in Hong Kong HE after the handover through the retention and imposition of various specific English language policies by UGC and the HEIs. Furthermore, in the same vein as how the 'regulated autonomy' is exercised between UGC and the HEIs as expounded in the previous section, the English language

policies and the enduring dominance of English appear to be justified by globalization and manifest a neoliberal orientation towards economic objectives and international competitiveness (Deem et. al., 2008; Lo, 2010) (see sections 3.3 & 3.5 for further discussion).

#### 2.5 Conclusion

The foregoing discussion illustrates that the English language in the post-handover time of Hong Kong continues to enjoy a preeminent, albeit shifting, status in the city's sociolinguistic scene despite its Chinese background and its reunification with China, which is emerging as a world power exerting tremendous economic, demographic, and political influence over the city. An interesting issue is that, while the dominance of English appears to be engendered through government hegemony by the administration mobilizing its advisory and funding organ, UGC, to decree policies concerning the English language, it is observed to be espoused by the society including the HE sector against the sociolinguistic backdrop that becomes more readily shaped by Chinese (Cantonese/PTH). It is obvious that the HEIs take various and seemingly consonant actions to respond to the policies promulgated by UGC. And, in UGC proclaiming pertinent English language policies and in the HEIs practicing the policies, globalization, neoliberalism, and managerialism appear to occupy a place.

This English language policy phenomenon is a complex topic that entails different agents acting upon various social, economic and political issues and factors interwoven with one another in the process. To augment the knowledge about it, it would be reasonable to ask questions such as how UGC constructs its hegemony with respect to the English language policies, how similar the HEIs' reactions are or whether there are any differences, and why the HEIs respond to the policies the way they do comparably or divergently. This study seeks to find answers to the said questions by examining the contemporary English language policy process from policy formulation to enactment in HE in Hong Kong within the wider political socioeconomic context. Also, as explicated in section 2.2, the relation between English and Chinese (Cantonese/PTH) has been intertwining and dynamic since the colonial era in terms of government policies and Hong Kong's language ecology.

English in the city cannot be looked at in a vacuum but in connection with Chinese (Cantonese/PTH) especially in the current sociolinguistic environment. It therefore follows that, although the scope of this investigation is English language policy, it is apposite to examine the topic through the biliterate and trilingual context comprising Chinese as an 'integral' part. The next chapter provides the conceptual framework for this investigation.

#### **CHAPTER 3**

#### Literature Review and Conceptual Framework

#### 3.1 Introduction

This chapter furnishes the conceptual underpinning for this study that aims to investigate the contemporary English language policy process from policy formulation to enactment in HE in Hong Kong against the broader political socioeconomic context. The ensuing sections discuss the relevant theoretical notions, intellectual arguments and language policy experiences of other places; and draw reference from them to reflect on the Hong Kong situation.

# 3.2 Language Policy and English as Contested Ideological and Discursive Constructs

In order to resolve how to tackle the intricate topic of English language policy in Hong Kong HE, inspecting how education policy should be understood appears an essential point of departure.

Over the past few decades, there has been extensive literature on what education policy is and the competing conceptualizations of it. Prominent approaches involve bifurcations of the 'top-down' versus 'bottom-up' models, and the 'state-centred' versus 'policy cycle' models.

The top-down model separates policy making from policy execution and sees that policy is made at the top and implemented by agents at the bottom according to policy objectives by coordination and control through authority and organizational hierarchy. It is prescriptive for it concerns what should happen (Barrett, 2004; Ham & Hill, 1993). The bottom-up model assumes a micro-political orientation to intra-and inter-organizational behavior, and views policy as a continual process of translating intentions into action where policy is modified through the power-interest structures and relationships between partaking agents, particularly the front-line implementers or 'street-level bureaucrats' who would exercise their own discretion

when executing policies. It is descriptive for it seeks to understand and explain the process (Barrett, 2004; Lipsky, 2010). This dichotomy resembles the 'state-centred' versus 'policy cycle' bifurcation. The state-centred model emphasizes the macro level structural constraints of policy and the significance of the state as the prime funder and regulator of education and a key actor in creation of public policies (Dale, 1997; Ham & Hill, 1993). The policy cycle approach takes on a post-structuralist perspective to view policy as a 'messy' dynamic process located within broader discourses that may or may not produce intended outcomes, and focuses on the micro-political processes and individual actors construing policy at their local levels. Policy is represented in a triangular cycle where policy is recontextualized via three primary policy contexts, namely (i) the context of influence, where policy discourses are constructed under the influence of interest groups; (ii) the context of policy text production, where assorted forms of texts, may be inconsistent or contradictory, are generated to represent policy; and (iii) the context of practice, where policy is subject to interpretation and recreation during implementation (Ball, 1994; Ball, 2006; Bowe et al., 1992).

Each conceptualization meets its criticism since it tends to dismiss aspects that the opposing approach seeks to address and overstates its own utility (Ham & Hill, 1993; Winters, 2006). For example, the top-down model is chastised for failing to consider the complexity involved in the interactions at the front line of policy delivery (Barrett, 2004); while the bottom-up school exaggerating implementers' power to subvert policy (Hill & Hupe, 2009).

Against growing recognition of the advantages of theoretical eclecticism by drawing on strengths of varied perspectives to produce complementary analytic tools to enable a more holistic study of education policy issues, Vidovich (2007) modifies Bowe et al.'s (1992) policy cycle to encompass the aforementioned polarized approaches and the pervasive phenomenon of globalization that affects national and local dynamics as follows:

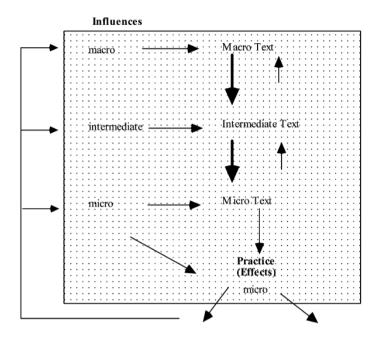


Figure 3.1 Vidovich's (2007, p.291) Hybridized Policy Cycle

With the macro-level influences referring to global or international impacts, micro-level influences to localized contexts, and bi-directional arrows to interconnections between the different levels of text production, the hybridized policy cycle allows concurrent consideration of plurality of contexts and multiplicity of trajectories in the 'messy' dynamic policy process.

What can be distilled from the discussions about how education policy should be analyzed is that education policy is a complex and fluid process framed by wider discourses, beyond the government or the state devising policy texts, with its practices 'on the ground' possibly departing from the original intent. It comprises negotiations, contestations, struggles and shifting of power between different policy actors against different contexts. It is value-laden and ideological for different actors can modify policy in their interests by exploiting the spaces between planning and outcomes and the conflicts between purposes. It entails discursive reinterpretation and recreation (Taylor et al., 1997; Ozga, 2000).

One classification with regard to the purposes of policy offered by Rizvi & Lingard (2010) supplements the above understanding of policy as a process. It is a dichotomy of material versus symbolic policies, which create different spaces for

responses at the local level to take place (Costley & Leung, 2014). Material policies are those that are to induce change through considerable funding, clear and measurable implementation structures, and careful monitoring; whereas symbolic policies tend to have vague goals and outcomes and less top-down commitment, and may assume only strategic functions of legitimizing particular political stances and changing the climate in which certain issues are deliberated and handled, thus affording more space for localized interpretation of government policies (Costley & Leung, 2014; Rizvi & Lingard, 2010).

Being a subset of education policy, language education policy shares the same characteristics. Shohamy (2006) sees that language education policy is a powerful mechanism for the government to create order, and manage and control the linguistic repertoire and language behaviour through its education system. To that end, the government often resorts to an array of strategies such as language loyalty and collective identity. However, language policy may not be fully implemented, and language practices may not result from declared policies but from other factors. Also, there could exist resistance in various forms to declared policies. Teacher and other educational personnel are the chief agents to translate policies to practices of language learning; and "classrooms can be regarded as sites of struggle about whose knowledge, experiences, literacy and discourse practices and ways of using language count" (Shohamy, 2006, p.79). Therefore, language education policy, whether in its formation or enactment, is situated within discourses being imbued with political, ideological, social and economical agendas of the state and the agents involved (Shohamy, 2006); and it is interpreted, negotiated, resisted and recreated at each level of an education system from the national ministry to the classroom (Menken & Garcia, 2010).

On how language policy 'is lived' at the societal level, Canagarajah (2005a) comments that "people negotiate language policies in their favour in their everyday lives in micro-social domains" (p.427). In Canagarajah's (2005a, 2006) and Blommaert's (2005) studies of the relations between English and vernacular languages in post-colonial communities such as Sri Lanka and Tanzania respectively, it is found that, although the government legislates for the vernacular language in a top-down manner, the community appraises the status and functions of the

competing languages differently. The language policy is taken as a symbolic <sup>13</sup> statement for political purposes while the people take advantage of the gaps between the policy-practice divide to manage local values and identities, and to negotiate their interests for individual and class mobility with respect to their ethnicity and community rights.

Blommaert (2005) and Canagarajah (2005a, 2006) also posit that English, against the globalization, post-modern and capitalist discourses, is contested, ideological and discursive as well. They find that English is used in discursively strategic ways (outside the government policy prescription) in that certain groups of individuals use English with their vernacular languages via code-mixing or code-switching in certain typical situations to accomplish their local interests. For instance, professionals in Sri Lanka code-switch with English in their in-group communication to mark their status and derive identity, which is considered the local interpenetrating the global (Canagarajah, 2006) (see sections 3.3 and 3.6 for further discussions).

In the case of Hong Kong HE, the forgoing discussions about language education policy and English are applicable. It can be seen from the last chapter that Hong Kong's language policies are devised from the contestation between different endogenous and exogenous factors apart from educational consideration within a wider socio-political context and broader discourses (Evans, 2000; Poon, 2004; Tsui, 2004). They are ideological for they produce unequal power relationships between different interest groups in the society, and discursive for they are related to other issues as their justifications (Tang, 2005; Tollefson & Tsui, 2004). That UGC continued to prescribe English language entrance requirements despite university entrants' English deficiency and that it promoted English under the biliteracy and trilingualism policy primarily to preserve Hong Kong's position in economic activities within the world epitomize the argument being made. UGC's actions reflect its ideology that places economic consideration and business sector's belief before students' educational needs and their learning. And, the HEIs appear to react

<sup>&</sup>lt;sup>13</sup> Canagarajah's meaning of policies being 'symbolic statements' could be seen as tying in with Rizvi & Lingard's (2010) category of 'symbolic policies' in terms of the latter's strategic functions to legitimize certain political views and alter milieus for the discussion and tackling of particular issues (as explained in a previous paragraph).

in compliance. It is argued that these are achieved by English being discursively constructed as an important linguistic capital in the context of neoliberal and globalization discourses (Choi, 2003; Lin, 2005; Lin & Luk, 2005) (see section 3.5 for further discussion).

Now that it is established that English language policy in Hong Kong HE is a contested, ideological and discursive process, adopting the policy cycle perspective to frame this investigation is a fitting approach; and Vidovich's (2007) hybridized policy cycle model above is of usefulness. With globalization being a macro-level influence, the model enables what this study aims to examine as articulated in the two research questions to be systematically analyzed as follows:

Research Question	Elements in Vidovich's Hybridized
	Policy Cycle
(1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC?	How is the 'intermediate text' produced?
(2) How do two public HEIs respond to the government's English language policies through UGC?	How is the 'micro text' produced? And, what is the 'practice'?

Table 3.1 Mapping of Research Questions to Vidovich's (2007)
Hybridized Policy Cycle

The above correspondence, in turn, shows that this study operationalized by the above research questions should be able to appropriately tackle the English language policies in Hong Kong HE as a policy process for the intermediate and micro levels of the process against the macro-level influence such as globalization are addressed by the research questions. Further, Vidovich (2007) advises that "An analysis of micro-level influences... involve teasing out specific localized contexts within different types of institutions..." (p.290). The comparative analysis of practices conducted between two case HEIs with reference to the second research question is therefore theoretically validated.

#### 3.3 Globalization and English

As a key component entailed in Vidovich's (2007) hybridized policy cycle discussed

above, globalization is ubiquitous and "it is now difficult to understand education policies and practices without reference to globalization processes" (Vidovich, 2007, p.290). Hence, what is globalization? What is its relationship with the English language, which is labelled the 'international language', and English language policies? This section tries to examine those topics.

Some scholars (e.g. Canagarajah, 2005b; Kumaravadivelu, 2008; Robertson, 1992) posit that globalization could be dated back to the 15th century European colonization; and its current form over the past two or three decades is not only new disposition of geopolitical relationships in the world but an intensified version of translocal relationships that further compress time and space restrictions (Canagarajah, 2005b). Through space-time condensation enabled by new media and information and communications technologies, globalization is treated as a discursive practice which opens a space where customary binaries, most significantly international versus national, universal versus particular, cosmopolitan versus parochial, and global versus local, are frustrated; and meanings in teaching and learning are negotiated (Edwards & Usher, 2008). And, some scholars view globalization as a homogenizing process by the Western hegemony over the local (Giddens, 2002; Phillipson, 1992, 1994; Phillipson & Skutnabb-Kangas, 1996); whereas some argue that it encompasses a synergetic relationship between the global, national and local (Block, 2008; Block & Cameron, 2002), which is termed as 'glocalization' (Robertson, 1995) and 'hybridization' (Nederveen Pieterse, 1995), since the dominant communities need to work with the local to advance their interests (Canagarajah, 2005b). Therefore, although globalization still displays the dominance of the West, there are growing resources and possibilities for the local to negotiate a space within the global (Canagarajah, 2005b). Such global-local dialectics is also captured in the 'glonacal agency heuristic' advocated by Marginson & Rhoades (2002) for their studies of HE. Their heuristics highlights the intersections, interactions, and mutual determinations simultaneously flowing between the global, national and local levels in the initiatives engaged by organizations and individuals in the HE sector. They see that while global HE initiatives carried out by international organizations (e.g. the European Union) shape the national policies of individual states, impact on the states' local universities, hence influencing the practices of their professors and administrators; the national

and local entities and their collective efforts can concurrently challenge and delineate alternatives to the global patterns and flows (Marginson & Rhoades, 2002).

The above discussion shows that globalization is an extremely complicated process that operates at multiple levels with diverse effects, as Dale & Robertson (2002) comment. They also find globalization a powerful and heterogeneous discourse that is polemically employed to deal with changes in contemporary societies. Globalization has become a prevailing discourse and is linked with a market ideology that legitimizes economic discourses embedded in neoliberalism, thus allowing governments to exploit education policy as a means to mobilize education to efficiently and effectively advance the national agenda in the global marketplace (Vidovich, 2007); and it turns many countries into competitive neoliberal ones with commercial logics brought into education (Robertson & Dale, 2014). Nations nowadays are located within a global field of comparison and education policies are often articulated with global competitiveness (e.g. rankings) and other global imperatives deployed as the rationales; and to understand education policies therefore requires a 'global analysis of contemporary states' instead of a perspective of a 'stateless globe' (Rizvi & Lingard, 2010).

In the context of globalization, a common linguistic code is needed to capacitate the global flows of people, technology, money, information, and ideology, which are theorized by Appadurai (1996) as five shifting and multidimensional domains of 'ethnoscapes'; 'technoscapes'; 'financescapes'; 'mediascapes'; and 'ideoscapes' respectively. That causes immense implications for language education since many participants in these global exchanges are not native speakers of the common code but will have to acquire it through learning (Block & Cameron, 2002). The English language has assumed the said role to serve as a lingua franca or an international language around the world in this globalized era; and globalization has engendered an environment for English to work with other languages to perform the functions of a transnational community such as international business, tourism, and science (e.g. Block, 2008; Bolton, 2000; Canagarajah, 2005b; Cherrington, 2000; Kubota, 2011; Lee & Norton, 2009; Loos, 2000; Modiano, 2001; Park, 2011; Ricento, 2010; Sharifian 2009; Shohamy, 2006; Warschauer, 2000).

On the nature of such a wide spread of English, the commentary appears to be driven broadly by two disparate camps. One school concerns 'linguistic imperialism' (Phillipson, 1992), 'linguistic human rights' and 'linguistic genocide' (Skutnabb-Kangas, 1999) in which the prevalence of dominant languages, most significantly English, is characterized as the Western nations manipulating their powers to sustain their dominance at the expense of the local languages. For instance, English is found to be portrayed by the Western world as representing ideas such as progress, modernity, pragmatic usefulness and liberality so that it is perceived by the indigenous people to be indispensable and non-negotiable; hence generating threats to the existence of the local languages through their native speakers being dispossessed of the rights to learn or use them (Phillipson & Skutnabb-Kangas, 1996). The other camp is about viewing the local linguistic community as having the critical competence to resist the dominance of English by appropriating English in partnership with the native language in a discursive and complex manner to serve different collective and individual purposes and interests (Blommaert, 2005; Brutt-Griffler, 2002a, 2002b; Canagarajah, 1999, 2005a; Pennycook, 2000a). Warschauer (2000) summarizes such a paradoxical contemporary position of the English language by commenting that "English... will be a carrier of inequality, which is precisely why increasing numbers of people will use English to challenge that inequality... by breaking down doors or... rewriting rules" (p.530).

Against the entwining discourses of globalization and neoliberal economy, English, instead of merely the conventional representation of a national or cultural identity (Block, 2008), is regarded as a commodity and proficiency in it a valued skill in the job market (Edwards, 2004), or a linguistic capital conducive to economic development (Loos, 2000; Silver, 2005) (see section 3.5 for further discussion). Such a paradigm shift pushes governments around the world to factor into their language policies the place, the role, and the teaching and learning of the English language vis-a-vis the vernaculars (Block, 2008) for education is taken as a business to primarily foster nations' global competitiveness (Rizvi & Lingard, 2010; Vidovich, 2007). The current neoliberal purpose of language education thus presents a challenge to English language educators to deal with a pedagogical dilemma between preserving local languages and cultures and reaping the benefits of globalization via English as the international language (Canagarajah, 2008; Modiano

2004).

Being a former British colony, the Hong Kong case, although not gaining independence like most former colonies (Evans, 2010), exemplifies the antithetical continuation of the dominance of English in post-colonial regions in the contemporary world. While decolonization usually involves resisting English and asserting the native languages to meet the demands of various local social groups and ethnic communities within post-colonial states towards the end of autonomy; globalization reinstates in these societies the need for English to address the post-modern conditions posed from outside (Canagarajah, 2005a, 2006, 2008). The biliteracy and trilingualism policy introduced by the Hong Kong government shortly before the handover of Hong Kong encapsulates the pull and push forces of English exerted by decolonization and globalization – the promotion of English proficiency to enable the city to maintain its competitive edge in the neoliberal global economy whereas the espousal of Chinese competence to serve the integration with the Chinese mainland and to take advantage of its thriving market (Evans & Morrison, 2011; Li, 2009; Poon, 2004, 2010; UGC, 1996).

The different notions reviewed above regarding the pervasive spread of English in relation to local languages against the backdrop of globalization with its associated neoliberal economic discourse, and their relevance to the Hong Kong case will be discussed in more detail in the succeeding sections.

## 3.4 Linguistic Imperialism and English Hegemony

As mentioned in Chapter 2, the colonial regime before the handover imposing English on the Hong Kong society including its education system could be regarded as 'linguistic imperialism' in Phillipson's (1992) term. Although this study is about Hong Kong HE's contemporary English language policy, it would be helpful to understand some notion pertaining to the past from which the present state has developed.

In his account of the promotion of English and its learning approaches worldwide predominantly carried out by the two key English-speaking capitalist countries, the United Kingdom (UK) (e.g. through the British Council) and the United States (US) (e.g. through the United States Information Agency), Phillipson (1992) offers a definition of English linguistic imperialism: "the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (p.47). Phillipson (1994) holds 'linguicism' as the central concept in that more resources and power are allocated to one language than the others rendering the strength of the one language structurally linked to the weakness of the other languages. The case for dominant languages is constantly reinforced through mainly covert hegemonic processes, while the other languages are usually regarded as 'unnatural' order of things (Phillipson & Skutnabb-Kangas, 1996). That leads to deprivation of linguistic human rights of the speakers of other languages and disruption of language ecology, where linguistic human rights and language ecology are about fostering minority language rights, linguistic diversity and the moral significance of the cultivation and preservation of native languages (May, 2003, 2005; Pennycook, 2000a; Phillipson, 2008, 2009a, 2009b; Phillipson & Skutnabb-Kangas, 1996). The situation in underdeveloped countries in Africa exemplifies the idea for the Africans are conditioned by the Western world (e.g. the UK and the US) through the asymmetric distribution of resources and power between European languages (e.g. English) and indigenous African languages to believe that European languages would aid their countries' development (Phillipson, 1994).

Phillipson (2009a, 2009b) further claims that linguistic imperialism and neoliberalism (see section 3.5 for further discussion) intertwine. That results in learning or using English being made a luxury unaffordable for the poor; and promoting English as the default language internationally and intranationally leading to local languages losing their domains (i.e. linguistic capital dispossession). Pennycook (2000a) sees that English linguistic imperialism can be theoretically understood as 'English linguistic hegemony' for it deals with 'structural power' embedded in the English teaching profession, i.e. its explicit and implicit values, beliefs, purposes and activities, to advocate and sustain English's dominance over other languages.

Phillipson's theory of linguistic imperialism is seminal (Jenkins, 2009). However,

there are opposing views proposed by scholars such as Bisong (1995), Brutt-Griffler (2002a, 2002b), Cherrington (2000) and Davies (1996). They contend that linguistic imperialism is ahistorical and static disregarding the outcomes of languages in contact, and focuses only on the negative dimensions of ideology (Davies, 1996); and that it disallows free choice of language in former colonies (Cherrington, 2000), where the spread of English is not due to an imperial regime unidirectionally imposing it on passive subjects but instead a result of the subjects wresting it from the colonial government as part of their struggle against colonialism in a contested terrain (Brutt-Griffler, 2002a). For instance, in his account of the sociolinguistic scene of Nigeria, Bisong (1995) argues that English albeit being Nigeria's official language has not displaced the vernacular languages since the colonial era because the Nigerians are able to appreciate the advantage of acquiring English to perform a pragmatic function (e.g. expansion of consciousness) in the multilingual society of Nigeria.

As Phillipson (1994) maintains, English was the language of power in all British and American colonies where the local languages were marginalized. The case of Hong Kong in its colonial past could be taken as no exception as evidenced by its diglossic sociolinguistic environment where English was the 'high' language and 'Chinese' low (Chapter 2). The language education policy in Hong Kong was steered by linguistic imperialism or English hegemony, in which English rather than the mother tongue of Chinese was prescribed as the MOI although the first language was found to be the most effective medium for learning (e.g. Tsui, 2004). The colonial administration thus succeeded in averting threat to its power by depriving its subjects of quality education through English and denying their voice in Chinese (Morrison & Lui, 2000). The post-colonial situation has, however, not changed superficially. English continues to enjoy prevalence in the society and the education system including HE. Would such phenomenon still be English hegemony as Phillipson advocates or the society members' self-initiated adaptive responses to socioeconomic forces as Bisong and Brutt-Griffler posit? Other relevant concepts to be presented in the following sections may contribute to a deeper understanding of the Hong Kong case.

## 3.5 Neoliberalism, Linguistic Capital and English

As mentioned in the section above, Phillipson (2009a, 2009b) contends that linguistic imperialism or English hegemony interlocks with neoliberalism. Understanding what neoliberalism is would thus help further the discussion.

Before 1980s, government intervention, which was largely based on Keynesian economic theories that promote government expenditure, high taxes and heavy public sector borrowing (Ball, 2006), was believed to be desirable and necessary for solving social problems, enhancing national economic performance, and ensuring greater equality of opportunities through various redistributive measures (Rizvi & Lingard, 2010). From 1980s, following the Thatcher and Reagan governments, the neoliberal market ideology gained popularity, resulting in the state minimizing its role in the governance of the public sector including education and turning to market mechanisms for it, hence bringing about corporatization, privatization, commercialization, managerialism, and greater demand for accountability in the sector (Deem, 2001; Jessop, 1994; Peters & Marshall, 1996; Rizvi & Lingard, 2010). The governance of HEIs thus became predicated upon private sector values such as efficiency, performance and competition; and HEIs operate by way of business techniques such as cost centres, targets and audits (Deem, 2001), which leads to abatement of professional control vis-à-vis managerial control (Marginson & Rhodes, 2002). As Dale (1992, 1997) puts it, neoliberalism opposes to the state assuming the responsibility to support the public good functions of education and regards education as a commodity instead of a public good. To neoliberal states, education is central to mainly economic competitiveness (Lauder et al., 2006). Education is subjugated to economic interests in its content and process, and it is redesigned to mean "acquisition of the appropriate mix of skills" (Ozga, 2000, p.56); and the education system to yield "differentiated flexible workforces<sup>14</sup> of the future" (p.24). Further, the said tenets entailed in neoliberalism, which is a politically imposed hegemonic discourse of western nations (Olssen & Peters, 2005), are taken to be self-evidently good and 'given' to learners and teachers (Ozga, 2000). Rizvi & Lingard (2010) comment that neoliberalism, in the current globalized capitalistic

<sup>&</sup>lt;sup>14</sup> The differentiated workforces are: highly-skilled, professional and other core workers; specifically-skilled peripheral full-time workers; and peripheral part-time or casual workers (Soucek, 1995).

world, has redefined educational purposes as "a narrower set of concerns about human capital development, and the role education must play to meet the needs of the global economy and to ensure the competitiveness of the national economy" (p.3), where 'human capital' refers to the accumulated knowledge and skills possessed by an individual that are regarded as resources to be exploited for economic development for the individual and the society (Silver, 2005).

Thus, in a neoliberal sense, language skills are 'linguistic capital' an individual possesses as resources for economic progression. Through Bourdieu's (1991) sociological theory of 'field' and 'capital' 15, linguistic capital is considered the capacity to produce expressions for a particular linguistic market to which they owe their existence and their most specific properties, and the possession of which is conducive to its owners exercising symbolic power (Loos, 2000). Linguistic exchange is a type of economic exchange established within a particular symbolic relation of power between a producer having a particular linguistic capital and a consumer (or a market), and can acquire certain material or symbolic profit (Bourdieu, 1991). Linguistic field is the sociolinguistic context or ideological positions, structured in terms of power relations, which operate as a site of struggle for the distribution of linguistic capital (Silver, 2005).

Seeing that linguistic imperialism or English hegemony and neoliberalism intertwine, Phillipson (2009a, 2009b) maintains that neoliberal states (e.g. many non-English-speaking European countries) are internalizing their submission to English hegemony by recognizing English as their linguistic capital, hence their voluntary and increased use of English in major societal domains such as commerce and HE. That illustrates the neoliberal states' active complicity in subscribing to the symbolic power ingrained in the ascendancy of English as aggressively promoted by the UK and the US (Phillipson, 2008).

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<sup>&</sup>lt;sup>15</sup> Predicating on the notions of 'symbolic power' and 'social relations', a 'field' is "a structured space of positions in which the positions and their interrelations are determined by the distribution of different kinds of resources" (Thompson, 1991, p.14). The positions are "occupied... by individuals or institutions... in terms of power relations... of domination, subordination or equivalence by virtue of the access... to the goods or resources... at stake... These goods are differentiated into economic capital, social capital (various kinds of valued relations with significant others), cultural capital (primarily legitimate knowledge of one kind or another) and symbolic capital (prestige and social honour)" (Jenkins, 2002, p.85).

Morrison & Lui (2000) in their analysis of the MOI issue in Hong Kong suggest that while the notion of linguistic imperialism, owing to its concern about the intention to dominate, may be useful in accounting for the sociolinguistic situation in Hong Kong's colonial past (as explained in section 3.4); the tenets of linguistic capital serve more adequately in explicating the role of English in the post-colonial times. They see that "linguistic capital developed out of linguistic imperialism" (p.475) in that English even during the colonial rule was a pragmatic means of socioeconomic advancement (e.g. access to jobs in the government and large business corporations) for the small group of locals who possessed English competence, hence already being a linguistic capital rather than representing ideological domination. In the post-colonial period, English continues to be recognized as a linguistic capital but because of its global significance to the economic benefits of Hong Kong and its people instead of its old function to produce a local elite as mediators between the British ruler and the subjects.

Li (2013) appears to echo Morrison & Lui's (2000) postulation. His case study of UniA, where its former Vice-Chancellor attempted to offer more courses in English under his vision plan to develop the university into one recognized internationally for its excellence in research, suggests that instead of viewing the case as English hegemony there is considerable evidence demonstrating that English is taken to be a linguistic capital capable of bolstering the prospects of university graduates and the international status of local universities, and essential to preserving the economic vitality of Hong Kong.

Nevertheless, Choi (2003), Lin (2005) and Lin & Luk (2005) stand closer to Phillipson on the part English plays in contemporary Hong Kong. They see that English in Hong Kong's education system has been discursively constructed as a linguistic capital that is the indispensable, natural, neutral and technical medium for accessing advanced science and technology, world civilization and personal and global socio-economic success. It has its hegemonic dominance maintained by neocolonial globalizing capitalist economic and technological discourses engendered by neoliberalism. This angle is borne out by the active participation of the business sector in advocating English in support of the government's biliteracy and trilingualism policy with a view to manufacturing a workforce functional in the

English-speaking world market, as adumbrated in Chapter 2. The business sector's involvement is believed to have stemmed from its fear since the approach of the handover for a perceived decline in English standards damaging Hong Kong's position as an international business centre (Choi, 2003; Li, 2009; Poon, 2004).

It seems that the question remains as to whether English in the current neoliberal society of Hong Kong denotes (colonial or post-colonial) linguistic hegemony or constitutes linguistic capital. Or, are the arguments only two sides of the same coin – a matter of looking at the positive or negative aspects of ideology as Davies (1996) remarks (section 3.4 above)? The subsequent section may help to shed more light on the debate.

## 3.6 Performativity and Post-colonial Performativity

Post-colonial performativity is another theoretical concept relevant to the investigation for it pertains to the notions of linguistic imperialism/hegemony and linguistic capital discussed above and appears applicable to the Hong Kong situation.

Tapping Butler's (1990) notion of performativity, where gender is argued to be 'performed' instead of 'pre-given'; and working under the post-colonial paradigm<sup>16</sup>, where a discursive space is created for liberation and legitimation of subjugated voices, and celebration of diversity, hybridity and local identities against the persistence of colonial domination (Shin & Kubota, 2008), Pennycook proposes the concept of post-colonial performativity to look at language.

Pennycook (2000a) states that post-colonial performativity recognizes the importance of linguistic imperialism, linguistic human rights, and language ecology (section 3.4); and it sees

the global dominance of English not ultimately as an apriori imperialism but rather as a product of the local hegemonies of English... Any concept of the global hegemony of English must therefore be understood in terms of the complex sum of contextualized understandings of local hegemonies... such local hegemonies contribute towards a larger

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<sup>&</sup>lt;sup>16</sup> Loomba (1998) posits that post-colonialism should be thought of "not just as coming literally after colonialism and signifying its demise, but more flexibly as the contestation of colonial domination and the legacies of colonialism" (p.12).

position of hegemony. But such hegemonies are also filled with complex local contradictions, with the resistances and appropriations that are a crucial part of the postcolonial context... postcolonial subjects are not mere reflexes of colonialism and neocolonialism but rather are resistant, hybrid beings using aspects of indigenous languages and cultures as well as colonial languages such as English for multiple purposes (p.117).

It avoids foundationalist categories of language use and regards English as a sedimentation of semiotic (re)constructions, hence obviating the need for varieties of English as variants on a central linguistic monolith. It rejects the concept of pre-existent identities in that it is not that people use language varieties owing to who they are but instead that they perform who they are by using varieties of language. English is therefore employed to perform, invent and (re)fashion identities across borders. However, identities are not assumed at free will but subject to local contingencies of identity formation (Pennycook, 2003; Pennycook, 2004). Post-colonial performativity thus provides a non-essentialist perspective that suggests identities are performed through language choices among conflicting social, cultural and educational requirements (Pennycook, 2000b). Lin & Martin (2005) understand it to mean that

English is neither a Western monolithic entity nor necessarily an imposed reality, and local peoples are capable of penetrating English with their own intentions and social styles. English as appropriated by local agents serves diverse sets of intentions and purposes in their respective local contexts, whether it be the acquiring of a socially-upward identity, or the creation of a bilingual space for critical explorations of self and society (p.5).

To Lee & Norton (2009), post-colonial performativity constitutes a framework that helps resolve the said paradoxical contention in post-colonial contexts by establishing a discursive middle ground between complete rejection of English and uncritical embracing of it, and not precluding discourses of resistance from discourses of domination and oppression. They see the strategic use of English as a counter discourse that demonstrates how "language is as much a site as it is a means for struggle" (Pennycook, 1994, p.267).

They also find Canagarajah's empirical studies resonant with the tenets of post-colonial performativity. For example, Canagarajah's (2005a) research on the Sri

Lankan sociolinguistic environment (section 3.2) shows that although the militant regime in the Jaffna region in Sri Lanka imposed its native language, Tamil, on the community over the colonial language of English through the 'Tamil Only and Pure Tamil' policy, the local people would strategically code-switch/-mix <sup>17</sup> English discursively with Tamil to an extent that pure Tamil and English became marked codes while the Englishized Tamil an unmarked code. And, Englishized Tamil was found to be pervasive across many formal domains such as politics, military activity, education, law, current affairs and so on whereas unmixed Tamil folk religious rituals, folk arts, domestic relations and so on.

The study illustrates the point that local people in post-colonial societies negotiate language policies to meet their interests in micro-social domains by strategically deploying English alongside their indigenous tongues in a contested, ideological and discursive manner – what Canagarajah (2000) calls "strategy of linguistic appropriation" (p.128). This is central to the concept of post-colonial performativity and Canagarajah's own theory of emphasizing what hooks (1989) refers to as the "politics of location". By that, Canagarajah means it is the unique location, oppositional subject position, outsider identity, marginalized status and alternate cultural traditions of post-colonial researchers which allow their critical understanding of knowledge, texts and western discourses (Canagarajah, 1999). Adopting the 'resistance perspective' which acknowledges the possibility that postcolonial locals can formulate innovative ideological options through critical thinking to reconstitute English alongside their vernaculars in more inclusive, ethical and democratic ways; and to reconstruct their languages, cultures and identities in their favour (Canagarajah, 1999), Canagarajah promotes micro-social analysis of periphery<sup>18</sup> communities in order to appreciate the complex strategies of linguistic negotiations of the locals (Canagarajah, 2000).

There is another dimension of Canagarajah's postulation that also converges with

<sup>&</sup>lt;sup>17</sup> Canagarajah (2005a) defines code-switching/mixing as English items being used in Tamil syntactic base and vice versa.

<sup>&</sup>lt;sup>18</sup> According to Canagarajah (1999), linguistic communities can be classified into 'the center' and 'the periphery', with 'the center' referring to the 'native English' technologically advanced communities of the West (e.g. North America and Britain); and 'the periphery' covering the 'nonnative' communities where English has post-colonial currency (e.g. India and Malaysia) as well as limited and recent currency (e.g. Mexico and South Korea).

post-colonial performativity: the non-essentialist angle. Canagarajah (2005a, 2006, 2008) holds the view that people no longer think their identities as belonging exclusively to one language or culture; their languages, cultures and knowledge forms as pure and separated from foreign ones; and their communities as homogenous and closed against contact with others. Rather, these conceptions are status and power differentiated, multiple, conflictual, negotiated, evolving, and reconstituted in relation to the changing discursive and material contexts (Canagarajah, 2004). As researchers are beginning to recognize such constructed, fluid, hybrid and nebulous nature of the conceptions, they find that language policies would become ineffective to be premised on them and should go beyond the traditional bifurcations such as English versus mother tongue; collective versus individual rights; preservation versus modernization; ethnicity versus class interests; and sentimental versus pragmatic motivations, which scholars do not see as mutually exclusive anymore (Canagarajah, 2005a, 2006). This non-essentialist vantage is corroborated by, for instance, the Sri Lankans' strategic code-switching, hence the emergence and prevalent use of Englishized Tamil despite the regime's nationalistic 'Tamil Only and Pure Tamil' policy as examined in Canagarajah's (2005a) inquiry outlined above.

The utility of post-colonial performativity in elucidating the reconstruction of identities is also substantiated by Tsui's (2005) analysis of Asian countries' language policies. China, Japan, Korea, Malaysia and Singapore all attempt to bolster their national cultural identities through appropriating English in various ways: for appreciating the difference between Chinese and Western cultures and strengthening patriotic education; for enhancing Japan as a nation and improving the Japanese language capabilities of its people; for raising Korea's status on the world stage and enunciating Korea's world views; for performing a patriotic act for Malaysia through contributing to the country's progression; and for expressing a uniquely Singaporean cosmopolitan identity.

There is one noteworthy point about the Singapore case. To settle the strain between the ethnic identity built on traditional values and cultures embodied in the subordinate ethnic languages and the national identity constructed via the dominant English language, the Singaporean government advocates biliteracy and

bilingualism in English and ethnic tongues (Tsui, 2005). That initiative shares great similarity with Hong Kong's biliteracy and trilingualism policy, under which English is appropriated to help the city benefit from the globalized economy and the local languages of Cantonese and PTH to build local and regional identity, and reforge linguistic, cultural and social ties with the hinterland (Lee & Leung, 2012; Tang, 2005; Tollefson & Tsui, 2004). Nevertheless, a difference seems to exist where the Singaporean policy is reported to have an aim to protect the multicultural legacy of the country and to restrain the homogenizing process (Tsui, 2005); whereas the Hong Kong policy is felt to have a strong economic orientation (Li, 2009).

Although Blommaert (2005) in his study of post-colonial Tanzania (section 3.2), Bisong (1995) in his of Nigeria (section 3.4), and Brutt-Griffler (2002b) in hers of Lesotho and Sri Lanka (section 3.4) do not frame their investigations by deploying the notion of post-colonial performativity, it appears that their findings and some arguments could be considered aligned with the concept in the sense that English is found not to suppress the indigenous languages but appropriated by the government or the local people to work in partnership with the latter to serve multifaceted purposes in an intricate fashion.

The preceding discussion could be seen as lending support to Davies's (1996) criticism against Phillipson's (2008) contention of post-colonial neoliberal polities committing active complicity in English imperialism/hegemony, in that post-colonial performativity argues for assuming a positive instead of a negative perspective on ideology. And, it seems that the positive ideological orientation of post-colonial performativity renders it useful in analyzing the complex, dynamic, progressive and paradoxical sociolinguistic scenes of post-colonial neoliberal societies such as Hong Kong by conceding the critical thinking of the locals and the post-colonial government in devising sophisticated strategies to appropriate to their advantage the dominant colonial English language alongside their indigenous tongues for different intents; and by espousing the non-essentialist slant that renounces deploying the traditional dichotomies (e.g. English vs mother tongue, sentimental vs pragmatic motivations, etc) in language policies and studies. In this study, what is put under scrutiny are the strategy of appropriation of English that is

formulated and employed by the post-colonial Hong Kong government and the local HE sector as well as their perspectives on the constructs of the English language and their society against the wider socio-economic-political context in the contemporary globalized world.

#### 3.7 Conclusion

The preceding discussions illustrate that language education policy and the English language are both constructs that are contested, ideological, discursive and discoursal in nature. They are located within discourses that are infused with and steered by a range of values and motives of the government and the agents concerned. Between its devising and enactment, language education policy is subject to interpretation, negotiation and recreation in different stages in the policy process and at all levels in the education system. The practiced outcomes of policy may therefore digress from the intended purposes. The English language over the past hundreds of years has evolved from a principal colonial language to a dominant international language, which even the current post-colonial communities are observed to retain when they are supposed to reject in favour of their local languages in the decolonization process. Such a phenomenon is argued by some scholars to be linguistic imperialism or English hegemony; while by the others as English being considered linguistic capital conducive to economic advancement, and English being an arena as well as a means for struggle that is strategically deployed in juxtaposition with local languages to achieve assorted goals, which is theorized as post-colonial performativity.

What contribute to the said 'messiness' of the language education policy process and the contested disposition of the English language in the present times are the omnipresent and potent discourse of globalization and the ascendant ideology of neoliberalism. The unprecedented scale and intensity of international connectedness and exchanges entailed in globalization engender complex dynamics between the global and the local which encompass bilateral and instantaneous interactions between the two levels. The English language given its history has acted as the lingua franca for international flows and globalization further facilitates it operating with other languages to enable the international flows. The neoliberal ideology of

the market supplanting the government in the management of the public sector redefines education as attainment of skills that are competitive in the global economy, and hence learning English is accumulating linguistic capital to enhance one's or a nation's economic growth.

The aforementioned theoretical notions have also been demonstrated in the previous sections to bear high relevance to the Hong Kong situation. Serving the aim of this study to examine the contemporary English language policy process in Hong Kong HE, these pertinent concepts are employed to describe, interpret, and explain the process so as to attain an in-depth understanding of it. As distilled from Chapter 2, the superficial realities surrounding the English language policy process in Hong Kong HE are that: (a) there is 'UGC hegemony' as manifested in the HEIs' 'regulated autonomy'; (b) the hegemony and autonomy exhibit neoliberal and managerialist ideologies and practices and are legitimized and framed by globalization, which necessitates internationalization efforts; and (c) English is fostered within the particular biliterate and trilingual context of the post-colonial Hong Kong coming under the immense political, economic, and demographic clout of China. To look deeper into these phenomena raises questions which the theoretical notions inform the answers to. For example, how does UGC construct the 'UGC hegemony' in the English language policy process with respect to globalization, neoliberalism and managerialism? How is the policy enacted 'on the ground' at the HEIs as part of their 'regulated autonomy'? How are their practices impacted by globalization, neoliberalism and managerialism? How contested and discursive is the process? Is English language education regarded as linguistic hegemony continued from Hong Kong's colonial past or provision of linguistic capital within the neoliberal paradigm interlocking with globalization? Is the Hong Kong experience of promoting English within a biliterate and trilingual context that encompasses Chinese as an integral part an example corroborating the argument of post-colonial performativity?

The following chapter presents the methodology adopted in this study to search for answers to the questions above in an attempt to expand the understanding of the English language policy process in the present-day Hong Kong HE.

#### **CHAPTER 4**

## Methodology

## 4.1 Introduction

"Hermeneutics provides a theoretical framework for interpretive understanding, or meaning, with special attention to context and original purpose" (Patton, 2015, p.136). Emanating from the assumption that all human actions are innately meaningful and therefore have to be understood and interpreted within the context of social practices (Kerdeman, 2015; Usher, 1996), hermeneutics concerns interpretation, meaning and illumination (Usher, 1996). It holds that all knowledge is perspective-bound and partial (Kerdeman, 2015); and that knowledge formation is circular, iterative and spiral since the interpretation of part and that of whole are mutually dependent (Usher, 1996). Hermeneutics addresses practical human interest and is about subjective, ideographic and interpretive understandings (Carr, 1995). Through qualitative methods, hermeneutics establishes context and meaning for people's doings; and can be applied to interpretation of the gamut of qualitative data from historical documents, interviews, conversations, to observed actions (Patton, 2015).

Premised on the theoretical deliberations in the last chapter, this study regards English language policy in Hong Kong as an ideological and discursive social construct, which is situated amidst value-laden discourses constituted by and constituting the actions of the government and the agents involved as well as being contested in all stages in the policy process from formulation to enactment. As such, language policies are open to negotiation, interpretation, and reconstruction (Shohamy, 2006) and they "cannot be truly understood without studying actual practices" (Menken & Garcia, 2010, p.3). This perspective on the English language policy process in Hong Kong therefore squares with the philosophical orientation of hermeneutics explicated above.

This research seeks to scrutinize the contemporary post-colonial English language policy process in HE in Hong Kong against the city's broader political

socioeconomic context. With the objective to understand the policy process in an in-depth manner within the societal context, this study assumes the hermeneutic position to illuminate the underlying or translucent notions, perspectives, values, ideologies, and power at work in the process. Apart from looking into how the English policies are devised by the Hong Kong government, what happens 'on the ground' when the HEIs practice the policies needs to be examined too. To operationalize this investigation from the hermeneutic perspective, i.e. placing documents and actual practices in an interpretative historical and cultural context, the following two research questions are posed:

- (1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC?
- (2) How do two public HEIs respond to the government's English language policies through UGC?

As discussed in the last chapter, globalization is potent and omnipresent; and is closely linked with the English language. The place of globalization and what the English language is in the formulation and enactment of the policies in the Hong Kong post-colonial context are therefore also studied in the analyses of the findings to address the above research questions.

## 4.2 Research Strategies

To answer the research questions, this study adopts a qualitative framework that involves the method of CDA to scrutinize how the English language policies are devised by the government; and the comparative case study approach focusing on two HEIs to investigate how the government policies are responded to through their enactment 'on the ground' by the various stakeholders. The combination of CDA and the examination of real practices can proffer insight into the complex relationship between language policies and globalization (Ricento, 2010), and that helps illuminate the place of globalization in the government's policies and HE's responses in this study.

Analysis of policy texts is found to be an effective method in policy research for it probes the source (e.g. the interests served; and the relationships to global, national

and local imperatives), the scope (e.g. what to achieve; and the policy issues and relationships encompassed), and the pattern of policies (e.g. the changes or developments needed) (Ozga, 2000). Scrutinizing the pertinent policy texts is hence a fitting means to investigate the English language policy process in Hong Kong's HE. As outlined in Chapter 2, language policies of the Hong Kong government for the HE sector are devised, promulgated and in some cases financed by UGC. The policy texts published by UGC therefore represent the ideology, power and values of the government; and are meant to target the public HEIs while being available for public consumption. As such, the institutions expectably respond to the government's policies stipulated in the UGC texts. The HEIs' practices can be considered their reactions to the policies and one instantiation is their own policy texts, which denote the HEIs' ideology, power and values with respect to the government policies. Therefore, the policy texts that are scrutinized in this research are those produced by UGC, which concerns policy formulation by the government; and those by the two case universities, which concerns policy enactment in the HEIs. In terms of Vidovich's (2007) hybridized policy cycle (Chapter 3), both the 'intermediate text', i.e. the UGC texts; and the 'micro text', i.e. the HEIs' texts, are analyzed.

To closely study how the government policies are practiced 'on the ground', the analysis of the case HEIs' own texts is supplemented by in-depth interviews to capture the voices of the stakeholders in the two case universities. That is because the enactment process of the government policies within the case universities can be taken as two-fold: one is how the university formulates its own policies; and the other how its own policies and the UGC policies are enacted by its teachers and students. The two-fold process corresponds to the 'micro-level influences' in Vidovich's policy cycle that entail the 'micro text' and the 'practice', and the dissection of which can be "teasing out specific localized contexts within... institutions..." (Vidovich, 2007, p.290). The analyses of the UGC texts and the case universities' policy texts unpack various policy-related issues that inform the questions for semi-structured interviews with the universities' teachers and students. Therefore, the voices of the university teachers and students are solicited with reference to the issues embedded in the UGC texts and the universities' own policy texts; and the voices illustrate the HEIs' realistic responses to the government

policies.

The two case HEIs' texts and their stakeholders' voices are compared to deepen the understanding of how HE reacts to the government policies by revealing the differences and similarities in the HEIs' practices.

The research strategies deployed function in the hermeneutic framework to analyze, interpret, and elucidate how the English language policy process operates between the government and individual HEI levels within the wider political socioeconomic environment in Hong Kong.

## 4.3 CDA and Fairclough's Framework

This study first dismantles the policy texts constructed by UGC and the two case HEIs in order to examine the underlying connections with ideology, power and values in post-colonial English language policy process in Hong Kong's HE. The method of CDA is suitable to be employed to conduct this part of the research, since it deconstructs constructed discoursal accounts to reveal implicit relationships with ideology and power (Punch, 2009).

CDA views the use of language as discourse, and there exists a dialectical relationship between discourse and society, where discourse shapes society (i.e. socially constitutive) and is simultaneously shaped by social practices (i.e. socially constituted) (Fairclough, 2003). It attempts to combine social theory and discourse analysis to describe, interpret, and explain the ways in which discourse constructs and is constructed by, represents and is represented by the social world (Rogers et. al., 2005). Discourse is thus ideological manifesting particular power relations, values, beliefs and so on. Social practices are partially linguistic-discursive in the sense that the complex interaction between the producers of texts and the audience who interpret them can induce social change (Blommaert & Bulcaen, 2000; Fairclough, 1992, 2003; Guerrero-Nieto, 2009; Janks, 1997; Tang, 2005). This theoretical underpinning tallies with the dialectical discoursal nature of the policy process, where mutual dependence exists between policies and the interplay and relations among the government and non-government stakeholders (Ball, 1994; Ball

2006; Bowe et al., 1992). CDA's purpose is to explore how texts construct representations and meanings of the world, social relationships and social identities (Taylor, 2004). It concerns ideology, power, inequality and critique in that it anatomizes hidden and translucent structural relationships of dominance, discrimination, power and control as displayed in language (Wodak & Meyer, 2009). CDA provides a theoretical framework and analytical categories for in-depth examination of how texts are constructed in various aspects in mediation with the macro-level social, political and economic processes (Bloome & Talwalkar, 1997; Jacobs, 2006; Meyer, 2001; Olssen, et. al., 2004). Its methods and procedures involve hermeneutic interpretation where the meaning of one part can only be understood in the context of the whole, which, however, is only accessible from its parts (Wodak & Meyer, 2009). The dialectical-relational approach advocated by Fairclough is regarded as the most elaborate endeavour to provide a theoretical and practical scheme for CDA (Blommaert & Bulcaen, 2000; Cheng, 2009; Jorgenson & Considering the aforementioned, this research study adopts Phillips, 2002). Fairclough's approach to conduct the analysis of the relevant policy texts.

Fairclough (2001, 2003) posits that the analysis of discourse is conducted through (a) structural analysis, i.e. the order of discourse; and (b) textual/interactional analysis, i.e. interdiscursive analysis, and linguistic analysis.

The order of discourse is referred to as "the way in which diverse genres and discourses are networked together" (Fairclough, 2001, p.235). It can be regarded as the social organization and control of linguistic variation of social practices (Fairclough, 2003, p.24). And, it figures in the three elements of "genres – ways of (inter)acting or relating"; "discourses – ways of representing"; and "styles – ways of being", which correspond respectively to three types of meaning of 'action', 'representation' and 'identification' (Fairclough, 2003, p.26-28).

Interdiscursive analysis of a text looks into paradigmatically the genres, discourses and styles drawn upon, and syntagmatically how they are articulated together in the text (Fairclough, 2001, 2003). It mediates between the social analysis (the external relations of the text) and the linguistic analysis (the internal relations of the text) (Taylor, 2004).

Linguistic analysis is defined at the following levels (Fairclough, 2001, p.241-242):

- (1) Whole-text language organization structure of a text, e.g., narrative, argumentative, etc;
- (2) Clauses combination linking of clauses, e.g., complex or compound sentences, etc;
- (3) Clauses grammar and semantics of clauses including categories such as transitivity, action, voice, mood, modality, etc;
- (4) Words choice of vocabulary, semantic relations between words, denotative and connotative meaning, collocations, metaphorical uses of words, etc.

The framework offers a spectrum of analytical categories that enables comprehensive dissection of texts at various semiotic levels and in relation to their interdiscursive connections with other genres, discourses and styles; and of its different linguistic elements from overall structure to word level.

# 4.4 Comparative Case Study Approach

Case studies are suitable for scrutinizing complex connections, patterns and context, and for reflecting on the bigger picture and the detail such as policy practices in schools (Atkins & Wallace, 2012). And, comparative case studies covering multiple cases deepen the understanding of the said topics (Punch, 2009). Conceptualizing to explain what has been studied; and developing propositions that can be assessed for their applicability and transferability to other situations are two ways that case studies can produce possibly generalizable results (Punch, 2009).

To look into the responses to the government's English language policies of all eight public HEIs in Hong Kong would require a study way beyond the practicable scope of this investigation. Although the HEIs are different from one another when their histories, orientation, structures and operations are concerned, they do share a commonality that they are all funded by the government via UGC under the same mechanism. Their enactment of the government policies is therefore arguably influenced by the government in a similar way in broad terms; and investigating and juxtaposing two different HEIs' practices using a comparative case study approach could produce potentially generalizable findings that could contribute to further

studies of other HEIs and related topics. Thus, focusing on two universities in a comparative case study will keep this thesis within achievable and manageable bounds and still be able to yield worthwhile results.

The two HEIs selected are pseudo-named University A (UniA) and University B (UniB)<sup>19</sup>. As explained in Chapter 2, all except one public HEIs adopt EMI. UniA is the one whose institutional Ordinance stipulates Chinese as the principal MOI (DoJ, 2008; Li, 2013) for the original purpose of the University was to provide tertiary education specifically for students exiting from the CMI secondary schools. This unique linguistic feature of UniA is argued to be posited to have a distinguishing effect on how it reacts to the government's English language policies through the actual practices within the institution as compared with the other HEIs. And, UniA's online Mission & Vision Statements describe it as a comprehensive research university (Appendix 1); whereas UniB, possessing the history of transforming from a polytechnic institution to a university in 1990s', focuses on applied fields as reflected in its Mission & Vision Statements (Appendix 2). UniB is therefore chosen based on its different developmental orientation from UniA. The two HEIs' dissimilar characteristics are also corroborated by the UGC's policy document "Hong Kong Higher Education: To Make a Difference, To Move with the Times (Jan 2004)" that delineates individual role statements of the eight HEIs (UGC, 2004).

# 4.5 Data Collection and Analysis

This section discusses the collection of the two bodies of data involved, i.e. the English language policy texts of UGC and the case HEIs; and the voices of the stakeholders in the HEIs. It also expounds how the data are analyzed.

## 4.5.1 Policy Texts

Following the discussion in section 4.2, for the policy texts generated by UGC, the "Major Reports from the UGC" (Major Reports) published on the first sub-site

<sup>&</sup>lt;sup>19</sup> Pseudonyms are used for preserving the HEIs' anonymity.

(Appendix 3) under the UGC website of "UGC Publications" (Appendix 4) were chosen. There were 25 reports posted as of March 2015. The fact that they were grouped together on one dedicated sub-site entitled "Major Reports from the UGC" demonstrated that they were the important publications which the government wished the public to read in the policy process. These texts embody the government's intended directions in the development of English language education in HE. They can therefore serve as homogenous samples that provide a detailed picture hence a symbolic representation of how the government formulates English language policies in HE.

Of the 25 UGC Major Reports, 22 consist of some sections discussing English language policies for the HE sector<sup>20</sup>. To enable the examination of the germane policy texts, the parts<sup>21</sup> in the 22 Reports that are considered constituting English language policy texts and pertinent to the context of the policies are isolated by scanning the Reports for the following words and based on their usages specified below, which are taken as essential elements of English language policies and reflective of the policy context:

Word	Usage
English	Relating to (a) teaching and learning of the
Language/ linguistic	English language in HE, (b) English as
Instruction	language/medium of instruction in HE, or
Communication/ communicative/	(c) English communication
communicate/ communicator	skills/proficiency vis-a-vis HE.
Biliteracy/ biliterate	
Bilingualism/ bilingual	
Trilingualism/ trilingual	
Multilingualism/ multilingual	
Globalization/ globalized/	Within the same paragraphs containing the
globalised/ global/ globally	above words or in paragraphs that refer to
Internationalization/ internationalisation/	other paragraphs containing the above
internationalized/ internationalised/	words.
international/ internationally	
World/ world-wide/ world-class	

Table 4.1 Words and Their Usages for Identification of Relevant Sections in UGC Reports for CDA

The pertinent sections in the reports identified for the CDA are tabulated in

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<sup>&</sup>lt;sup>20</sup> Continuing and Professional Education is treated as part of HE in the UGC Reports; but it is excluded from the investigation to maintain the focus of this study.

<sup>&</sup>lt;sup>21</sup> The relevant parts are demarcated by the paragraph so that meanings are kept intact.

#### Appendix 5.

To answer the first research question of how the post-handover English language policies in Hong Kong's public HE are discursively constructed by the government through UGC, the relevant policy texts are subject to Fairclough's (2001, 2003) CDA framework with respect to its three dimensions of the order of discourse, interdiscursive analysis and linguistic analysis. That is, the texts are studied in terms of their intertextuality of how they are situated in the chain or network of social events related to the evolution of the government's English language policy process against the macro-level complex transitional context of Hong Kong facing the withdrawal of the British colonial sovereignty in 1997 and the subsequent reunification with China. Their interdiscursivity is explored to uncover the different genres, discourses and styles that are called on in their articulation. As mentioned above, globalization as a discourse appears to be a conspicuous topic appropriated to legitimize the promotion of English. The interdiscursive analysis illustrates how the government works towards that. Also, the texts' overall structures to word-level linguistic components such as word choices in the texts are scrutinized. Through the said three-tier analysis, how the government interacts with, represents its voice to, and constructs its identity before the HE sector in the course of the English language policy process is charted, described and interpreted to unpack the government's ideologies, power relations and values that are encased in the texts.

Considering that the said analysis drills down the internal structures of the policy texts and this study concerns contemporary policies, in order to keep the scope of data for scrutiny within manageable bounds, the newest periodic and HE Review reports, i.e. "UGC Annual Report 2013-14" (UGC, 2015) and "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)" (UGC, 2010d), are focused on; while the older reports are canvassed where appropriate for they can be regarded as setting the scene, which frames the subsequent reports. That fits into Fairclough's CDA concept of intertextuality, which is a condition for discourse creation and capacitates interdiscursivity (Tang, 2005).

The remaining policy text data is the policy texts of the two case universities. As

mentioned in Chapter 2, UGC allocates substantial LEGs to HEIs for language enhancement initiatives including financing ELCs <sup>22</sup> with an aim of enhancing students' English proficiency. And, the ELCs are the units within the HEIs that are charged with the said task for the undergraduate population, as per the respective websites of the ELCs<sup>23</sup>. Taking the ELC as the emblematic unit of the case HEIs for data collection in this investigation thus appears apt and allows a concentrated data pool for practicable access. Language policies are often codified in documents such as mission statements (Shohamy, 2006); and mission statements of HEIs are their responses to government policies composed of self-imposed and cherished commitments (Connell & Galasinski, 1998).

The Mission Statements of the two HEIs' ELCs (ELC-A and ELC-B) published on their websites (Appendixes 6 and 7) that spell out their purposes and roles are thus analyzed in the same fashion as the UGC texts, since they are considered the primary source that encapsulates the two HEIs' reception and responses specifically to the government's English language policies, which are executed partly in the form of disbursement of funds from UGC with a designated usage prescribed for HEIs. The CDA findings provide part of the answer to the second research question of how two public HEIs respond to the government English language policies.

The CDA results about the UGC reports and the ELC Mission Statements reveal assorted policy-related issues. In summary, UGC hegemony is shown to be at work in that UGC promotes English alongside Chinese by mobilizing the economic facet of globalization as the legitimation in its formulation of the English language policies, with English being painted as 'indispensable' 'linguistic capital' and globalization 'contemporary', 'given' and 'non-negotiable' (see Chapter 5 for full discussion). And, the two Mission Statements demonstrate divergent responses to the UGC neoliberal managerialist hegemony with one displaying 'superficial/literal' compliance and one considerable adherence (see Chapters 6 and 7 for full discussions). These CDA findings prompt questions concerning what the 'on-the-ground' practices are on the part of the stakeholders in the two case HEIs with respect to their own Mission Statement and the UGC policies. For example, how

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<sup>&</sup>lt;sup>22</sup> The ELCs are labeled ELC regardless of their actual names to preserve their anonymity.

<sup>&</sup>lt;sup>23</sup> The websites are not referenced to maintain the HEIs' anonymity.

was their Mission Statement put together? Was the composition of the Statement influenced by the UGC policies? How do they enact their Statement in their HEI? What are their views on English and globalization? Do they see them as UGC does? Feedback on these questions makes up the remaining portion of the answer to the second research question; and it is sought by eliciting the stakeholders' voices via interviews.

## 4.5.2 Voices of Stakeholders

The other body of data collected is the voices of the stakeholders in the case universities in the enactment process of the government's English language policies. Interviews were employed to solicit their voices because, being a main data collection method in qualitative research (Given, 2016), they access people's experiences, understandings, interpretations and views (Mason, 2002), which are taken to constitute the stakeholders' responses towards the government policies within the wider institutional and societal contexts.

The enactment is two-fold – one is how the universities produce their own policies and the other is how their own policies and the UGC policies are negotiated and enacted by their teachers and students. With the ELC taken as the locus of the enactment process, the senior administrators of the two ELCs were selected to be one group of the stakeholders for they were the intermediary between the university's senior management and the ELCs and played a main role in devising the ELCs' Mission Statements. The teachers working in the ELCs and the students in the two universities were selected as the other two groups of stakeholders for they were the actors involved in practicing the ELCs' Mission Statements and the UGC policies. To ensure the utility of the data and the feasibility of this study, in each HEI, one senior administrator; two senior teachers having some 10 years or above teaching experience; and two final-year students, one with English-major and one non-English-major backgrounds, were selected as interviewees. The three groups of interviewees were chosen as purposive samples since they had the features that would permit detailed exploration and understanding of the research topic (Ritchie, et al., 2003). As explained above, they were the agents who enacted the UGC policies and their own ELCs' Mission Statements; and their job positions, teaching

experiences, and academic backgrounds were considered to have afforded them the attributes, awareness, knowledge, or insight that enabled the pursuit of the answer to the second research question. The 10 individuals were recruited through snowball sampling for they were engaged via initial interviewees (Given, 2016) (e.g. in one HEI, the non-English-major student introduced the English-major student to me).

As adumbrated and explicated in the previous section, the issues unpacked by the CDA of the UGC reports and the ELC Mission Statements concern (i) the ELC Mission Statements' dissimilar adherence to the UGC policies; (ii) the UGC neoliberal managerialist hegemony in promoting English alongside Chinese; (iii) the English language being 'indispensable' 'linguistic capital'; and (iv) globalization being 'contemporary', 'given' and 'non-negotiable'. These CDA findings lead to questions about what the 'on-the-ground' practices are on the part of the stakeholders in the two case HEIs with regard to their own Mission Statement and the UGC policies. Therefore, the questions to pose to the stakeholders can be held to revolve around four dimensions as follows:

- The production and enactment of the ELC Mission Statement;
- The relevance of the UGC policies to the ELC practice, the University, the HE sector, and Hong Kong;
- The relevance of the English language to the ELC practice, the University, the HE sector, Hong Kong, and the UGC policies; and
- The relevance of globalization to the ELC practice, the University, the HE sector, Hong Kong, and the UGC policies.

Being informed by the CDA findings, these four dimensions delimit the scope of the questions to ask of the stakeholders. Content mapping and content mining questions that are non-steering are required in interviews to achieve breadth and depth of coverage of the issues concerned (Legard, et al., 2003). With respect to each of the four dimensions, broad and narrow non-steering questions functioning as content mapping and content mining enquiries were formulated to tease out the details of the stakeholders' practices along that dimension. An interview guide (Appendix 8) was thereby developed for conducting semi-structured interviews with all three groups of interviewees. The guide thus consisted of four main sections that aimed to collect

stakeholders' comments respectively on (i) how the ELC Mission Statement was produced and enacted in the ELC; (ii) how the ELC practice related to the UGC policies, the University, the HE sector, and Hong Kong; (iii) how English related to the ELC practice, the University, the HE sector, Hong Kong, and the UGC policies; and (iv) how globalization related to the ELC practice, the University, the HE sector, Hong Kong, and the UGC policies. In each section, content mapping questions such as "how do the UGC policies influence the devising of your ELC's Mission Statement?" and content mining questions such as "in terms of what elements to be included in the Statement?" were devised. The feedback elicited from the stakeholders therefore corresponds to the CDA findings about (i) the ELC Mission Statements' dissimilar adherence to the UGC policies; (ii) the UGC neoliberal managerialist hegemony in advocating English alongside Chinese; (iii) the English language being 'indispensable' 'linguistic capital'; and (iv) globalization being 'contemporary', 'given' and 'non-negotiable'.

The guide controlled the interview discussion with each participant, hence the data collected, to encompass the key topics intended to be studied; while the semistructured format permitted flexibility for follow-up questions and responding to relevant issues raised spontaneously during the interview (Legard, et al., 2003). To ensure the guide would be effective and functional in the field, piloting of the guide was administered with people of characteristics similar to the targeted informants (Bryman, 2004; Castillo-Montoya, 2016; Mertens, 2010). It was piloted with two individuals who were not the participant interviewees and possessed fairly similar teaching and learning backgrounds. One was a retired English language teacher in one of the eight HEIs and the other was a young adult who graduated with a non-English-major degree from one of the eight HEIs some years ago. Apart from conducting the pilot interviews with them, I also discussed with them the process of the interviews; their understandings of the questions against my intended objectives of the questions; and possible revisions to the questions. Their feedback verified that the questions were fit for purpose in that they could serve to solicit responses along the four dimensions of policy issues under investigation. But, they had concern over the length of the interview guide and also felt that some questions posed for each dimension seemed to be about issues that were analogous to some extent, hence sounded repetitive. Notwithstanding that, they appreciated the

differences in the foci of the questions for each dimension and could not identify substantial excess or replicated questions or elements to be removed or amended. I weighed between the length and the needed particularities; and considering that all four dimensions were to be canvassed with a certain degree of specificity in order to address the second research question, I trimmed the guide as far as practicable without making significant alterations. And, to forestall interviewees developing an impression of recurrent questions, a prefatory point was added to my introduction in the interview process to alert the interviewees to the said perceptual possibility and explain that different foci were involved in the questions asked for each of the dimensions that were interrelated. Such a preamble announcement helped focus the respondents' attention and direct their awareness (Patton, 2015). Most interviewees stayed thoughtful in responding and did not find the questions repetitious. On the few occasions where they expressed uncertainty about the apparent recurrence of questions, they were satisfied upon my recapitulation of different foci being entailed in the interconnected questions concerned.

The 10 interviews were conducted from December 2015 to June 2016. Each lasted at least 90 minutes and was audio-taped with consent obtained from each participant. English or Cantonese was used in the interviews as preferred by the participants. The options facilitated a smooth flow of the discussion and safeguarded the expressiveness of the data collected. The interviews were translated and transcribed where appropriate. Member checking was carried out. The quotes (in English) cited in this thesis were provided upon request for interviewees' review. Two interviewees (one from each university) asked for them and the quotes were provided together with the captions of the sections in this thesis under which the quotes would be included so as to allow the interviewees to have an idea of how the quotes would be used. One interviewee made some amendments to the quotes without changing the meanings and the other one did not.

Subsequent to the said data preparation procedure, the interviews are subject to the remaining Hesse-Biber & Leavy's (2006) steps of data exploration and data reduction (i.e. descriptive coding, identifying analytical concepts, organizing data into categories and patterns); and interpretation involving reflexivity, which refers to the researcher's continual alertness to personal biases and open-mindedness

(Denscombe, 2007; Patton, 2015), (i.e. intensive scrutiny of 'how I know what I know'). The analysis seeks to distill from the stakeholders' views and experiences the patterns and themes of their on-the-ground practices along the four dimensions surrounding the CDA results about the UGC reports and the ELC Mission Statements stated in the last section.

The rigour of qualitative research is evaluated by trustworthiness (e.g. Given, 2016; Merriam & Tisdell 2015; Patton, 2015), and Lincoln & Guba's (1986) four trustworthiness criteria, namely credibility; transferability; dependability; and confirmability, are useful ones to adopt (Patton, 2015). In the solicitation and analysis of the stakeholders' voices as reported above, apart from through me as the researcher staying reflexive, trustworthiness was safeguarded in a number of ways. Piloting the interview guide with a comparable sample and discussion with the pilot respondents served to establish and fortify the credibility of the data collection instrument (Bell, 2010). The piloting exercise mentioned before did not only ascertain the efficacy of the interview guide compiled for this study but also helped enhance its conciseness (albeit slightly) and smoothen the interview process by preparing me for the informants' queries about seemingly similar questions. When the researcher and the researched share a common language and contextual information and when the former works also as the translator, the translationassociated risk of misinterpreting the data is considered low, hence rendering satisfactory trustworthiness (Piazzoli, 2015). Being a speaker of both English and Cantonese and having lived in Hong Kong for years before and after its handover, I could comprehend the ideas articulated by the participants regardless of their language preference in responding. And, translating the interviews myself helped preserve the data integrity. Therefore, although translation was necessitated, the credibility of the data gathered was not abated. Member checking enables investigators to have validated understandings of the comments collected from their informants and thus enhances the trustworthiness of their research studies (Bryman, 2004; Harvey, 2015). As aforementioned, the procedure was carried out and involved extra details being provided for the respondents (i.e. the captions of the sections in this thesis under which the quotes would be inserted to let the interviewees see how the quotes would be used). The additional information on how participants' contributions would appear in the research report can facilitate their member-checking, hence ensuring that the data were credible and in turn the trustworthiness (Carlson, 2010). Lastly, that three, as opposed to fewer, categories of stakeholders (i.e. senior administrators of ELCs, ELC teachers, and students) were enlisted was a decision that reinforced the data credibility, for informant triangulation cross-checks the coherence of informants' responses, mitigates investigators' bias, and yields more fulsome picture of the phenomenon being examined (Anney, 2014; Given, 2016).

The findings from the stakeholders' voices, which were generated by trustworthiness strategies, supplements the CDA results of the ELC Mission Statements in the attempt to address the second research question of how two public HEIs respond to the government's English language policies.

## 4.6 Comparative Analysis

As explicated in section 4.4, the two case universities were selected based on their different linguistic features and developmental orientations. To tackle answering succinctly the second research question of how these two HEIs practice the government policies divergently and similarly, a comparison of the analysis results of the policy texts and the stakeholders' voices between them is conducted, in which the policy texts of the CMI UniA and the voices of its stakeholders are examined and furnished in detail; while those of the EMI UniB are presented in respect of the prominent findings about UniA.

# 4.7 Theoretical Underpinning and Motifs Studied

The CDA results of the UGC policy texts and the ELC Mission Statements, the voices of the stakeholders and the comparison of the case HEIs' practices are deliberated with reference to the relevant literatures and theoretical concepts reviewed in Chapter 3. Notions, such as globalization being a multifaceted process and a potent and heterogeneous discourse that is polemically utilized to tackle changes in contemporary societies (Dale & Robertson, 2002); globalization justifying neoliberal economic pursuits of the government (Vidovich, 2007); globalization fostering the conception of linguistic capital since a linguistic tool is a

requisite for operating in the globalized world (Block & Cameron, 2002; Tsui, 2005); English being a linguistic capital that facilitates socio-economic accomplishments (Choi, 2003; Li, 2013; Lin, 2005; Lin & Luk, 2005; Morrison & Lui, 2000); globalization rekindling the dominance of the colonial English language (Canagarajah, 2005a, 2005b; Lin & Martin, 2005, Tsui, 2005); and post-colonial performativity that refers to post-colonial communities deploying different aspects of their indigenous languages and their colonial languages for different purposes (Pennycook, 2000a), are employed to theoretically substantiate the answers proposed for the research questions.

In the course of solving the research questions as explicated above, motifs of what the English language is and the place of globalization in the government policies and in the HEI's responses to the policies are investigated.

#### 4.8 Ethical Issues

Eliciting the stakeholders' voices entailed ethical considerations. Voluntary participation and informed consent were gained from all interviewees via a written invitation and consent form stipulating in layman terms the important details of this research (e.g. project title and purpose, my identity, interview procedures, and data handling); materials to be analyzed (i.e. on-line ELC Heads' Messages, on-line Mission Statements of the ELCs and universities, and on-line Ordinances of the universities); information to be disclosed (e.g. interviewees' roles in the ELCs and universities, work experiences, and degree programmes undertaken); and confidentiality arrangements (e.g. anonymity and password-protection of interview audio recordings). Pseudonyms are adopted for the interviewees (Appendix 9), posts, ELCs, departments, and universities; and the pronoun "he" is used for all participants. The issue of confidentiality with one of the case HEIs needed particular diligence due to the HEI's 'unique' MOI characteristic (for which the HEI was sampled for the comparative analysis), which could raise an identifiability issue for the participants from that HEI. Other than the aforesaid measures to protect anonymity and confidentiality, the informed consent of one participant from that HEI entailed more details of this research being furnished before the agreement to take part materialized. The informant requested to know the research questions and preview the interview questions before he determined whether to be interviewed. The informed consent procedure for the interviewee was satisfactorily performed since he was supplied with the details he sought so that he was able to consider the costs and benefits involved to decide on participating in the study or not (Cohen, et al., 2011).

Although utilizing the on-line ELC Mission Statements and related texts (e.g. ELC Head's Messages) did not appear to involve ethical matters for they were available in the public domain, pseudonyms are also used for the names and posts of the units and persons mentioned in the texts to maximize confidentiality provision.

The ethical stance of the researcher undergirds the trustworthiness of qualitative research (Merriam & Tisdell, 2015; Patton, 2015). Reflecting on my researcher's self in designing and conducting this study, I strived to give ethical hence trustworthy considerations to various aspects of the investigation other than the issues discussed above. I have been working for years as an administrator in an HEI different from the two case HEIs and not in the field of English or Chinese language education. I therefore shared the contextual information about the broader social, cultural and political environment that was essential for making sense of and analyzing the stakeholders' voices and the policy texts (i.e. the UGC reports and the ELC Mission Statements) within the hermeneutic paradigm adopted in this study. And, not being engaged in the same HEI or in English/Chinese language education aided my retention of an open mind in collecting and scrutinizing the stakeholders' comments and the policy texts in this study that attempts to attain an in-depth understanding of the policy process under examination. That was because I had no conflict of interest with the interviewees in terms of their work/study lives, and did not possess the presuppositions held by language education professionals or language learners. My prejudice could be minimized when I approached the interviews and policy texts, and hence in my interpretations and conclusions drawn from them. For instance, I did not disregard divergent data and was able to identify the self-contradictory position of some participants where they claimed immunity to the influence of the UGC policies but submitted to the policies in action and being impacted by them in reality (see sections 6.4.3 and 6.4.2 for full discussion). Therefore, reflexivity (i.e. the researcher's alertness to personal biases and openmindedness (Denscombe, 2007; Patton, 2015) as mentioned in section 4.5.2) was upheld as far as possible.

As set out in section 4.5.2 above, confirmability was a dimension of trustworthiness (Lincoln & Guba, 1986). It is preserved by making explicit in a research investigation the source and the logic of the interpretations and analysis of data (Mertens, 2010). Presenting the policy text excerpts and interviewees' quotes and deliberating on the derivations of findings and conclusions in the ensuing chapters thus ensures the confirmability of this study. Dependability is another aspect of trustworthiness (Lincoln & Guba, 1986) (section 4.5.2), and its establishment counts on an audit trail that documents reputable procedures and reasonable decisions in the conduct of an inquiry (Denscombe, 2007). The preceding sections in this methodology chapter state the procedures and decisions taken together with their justifications in conceiving and operationalizing this research, hence representing the audit trial required. Further, the said audit trail and the chapters on contextualization, literature review, and findings (i.e. Chapters 2, 3, 5, 6, and 7) are believed to be able to offer a 'thick description' that enables the results of this study to be transferable to other situations or cases such as the remaining six HEIs in HK (see section 8.4 for related discussion). Provision of a 'thick description', i.e. a thorough description of a study's setting, participants, and findings with substantiating evidence, to permit readers to infer the relevance and applicability of the findings denotes transferability of the study (Denscombe, 2007; Merriam & Tisdell, 2015). Therefore, the transferability criterion for trustworthiness (Lincoln & Guba, 1986) (section 4.5.2) of this research is considered being met.

Discourse analysis is found to tend to rely on the insights and intuition of the researcher to interpret the data and have the disadvantage of lacking the audit trail that satisfies conventional evaluation of qualitative research (Denscombe, 2007). To examine the stakeholders' views and experiences based upon the CDA outcomes of the policy texts can therefore be taken as triangulating a non-policy-agent's reading of policy texts (i.e. reading by me as the researcher) with the policy agents' voices. Such triangulation of methods/perspectives buttresses the trustworthiness of the study (Mertens, 2010; Patton, 2015) (see also section 8.3 for related discussion).

Lastly, the trustworthiness strategy of peer review/examination, where the researcher is provided scholarly guidance from colleagues and supervisory parties (Anney, 2014; Merriam & Tisdell, 2015), was also deployed. This research received ethical approval from the Faculty/Departmental Research Ethics Committee of the University of Bristol after I fulfilled the required procedure by discussing the above ethical topics with a fellow researcher and documenting my reflection in the Research Ethics Form; thence submitting the Form with the aforementioned invitation letter and consent form to my supervisor and the Committee for consideration (Appendix 10).

#### 4.9 Conclusion

Through analyzing the UGC policy texts and scrutinizing and comparing the 'on the ground' practices of two HEIs in Hong Kong within the methodological framework set out above, the subsequent three chapters work towards addressing the two research questions of this study in a hermeneutic approach with an aim to contribute to augmenting the knowledge about the intricate English language policy process in the HE sector in post-colonial Hong Kong.

#### **CHAPTER 5**

# Hong Kong Government's English Language Policies in Higher Education

## 5.1 Introduction

This chapter attempts to address the first research question: How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC? As explicated in the last chapter, Fairclough's (2001, 2003) CDA framework is employed to scrutinize the isolated English language policy texts in the 22 UGC "Major Reports" concerned (Appendix 5) with a view to unpacking the ideologies, power relations and values inlaid in the English language policies that the Hong Kong government formulates for the HE sector.

Before conducting the CDA, it is useful to note that the isolated policy texts revolve around the following key English language policies and initiatives outlined in chronological order:

- The government decided that additional resources be provided for remedial teaching of English; and UGC from 1991/92 allotted extra funds entitled LEGs to HEIs for language enhancement activities, which were interpreted to cover those regarding not only English but also Chinese (Appendixes 5.1&5.2);
- UGC recommended in 1993 that HEIs should provide bilingual manpower for Hong Kong and the hinterland; and in 1996 refined 'bilingual' as biliterate (Chinese and English) and trilingual (Cantonese, PTH and English) as per the biliteracy and trilingualism policy introduced by the government in 1996 (Appendixes 5.1&5.3);
- UGC in 1996 quoted the Basic Law <sup>24</sup> to advise that the Hong Kong government after the handover/1997 would independently formulate education policies including that on MOI; and confirmed in 2000 that such autonomy had not been affected by the handover (Appendixes 5.3&5.5);
- UGC introduced the Common English Proficiency Assessment Scheme

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<sup>&</sup>lt;sup>24</sup> The Basic Law is a constitutional document for Hong Kong (section 2.2).

(CEPAS) in 2002/03 to raise graduating students' awareness about the importance of English competency by reimbursing them for the fee for sitting the International English Language Testing System (IELTS) if they reflected their participation on their transcripts (Appendix 5.8);

- UGC recommended in 2010 that HEIs should make renewed efforts to ensure and enhance students' biliterate and trilingual abilities (Appendix 5.18); and
- UGC advised in 2012 that CEPAS would conclude in 2013/14 (Appendix 5.20).

Following the Fairclough framework, the English language policy texts are examined in the subsequent sections with reference to the three dimensions of (a) the order of discourse; (b) interdiscursive analysis; and (c) linguistic analysis. As expounded in the last chapter (section 4.5.1), the newest periodic and HE Review reports, i.e. "UGC Annual Report 2013-14" (UGC, 2015) and "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)" (UGC, 2010d), are focused on while the older reports are canvassed where appropriate.

#### 5.2 The Order of Discourse

The order of discourse of the policy texts in question refers to how the texts are situated within the network of social events entailed in the social practice of the government's English language policy process.

The "Major Reports" are the first of six collections of documents published on a designated website titled "UGC Publications" (Appendix 4) under the UGC homepage. It is followed by five categories of materials, namely (i) "Press Releases"; (ii) "Speeches and Articles"; (iii) "UGC Notes on Procedures"; (iv) "Documents related to the Higher Education Sector" ("Related Documents"); and (v) "Other Documents". As their captions suggest, these six sets of publications are grouped by genre and other dimensions. The "Major Reports", "Press Releases", "Speeches and Articles", and "UGC Notes on Procedures" are clustered by genres of

report; press release; speech; presentation paper (e.g. at conferences) (under "Speeches and Articles"); open letter (e.g. to the media) (under "Speeches and Articles"); and operation manual (a manual detailing the procedures in the UGC operations for compliance of HEIs and UGC/government officials) (under "UGC Notes on Procedures"). Other than genre, the "Related Documents" is mostly collated by key exercises UGC has administered to HEIs (e.g. Management Reviews) (section 2.3); whereas the "Other Documents" contains materials sorted by year regarding assorted matters not covered in the other five collections (e.g. "Consultancy Report on Higher Education in Europe (12.2010)"). These last two collections involve multifarious genres such as notice; PowerPoint presentation; letter to HEIs; discussion paper; report; and so on.

The 22 "Major Reports" containing the English language policy texts form a chain of social events in the genre of report. The chain emanates from an Interim Report released in November 1993 in the colonial era covering a period beyond the handover in 1997. It currently ends with "UGC Annual Report 2013-14" dated March 2015. It comprises periodic reports (e.g. "UGC Annual Report 2013-14"); and thematic reports about particular matters (e.g. "Report of the Review Group on Hong Kong Institute of Education's Development Blueprint (17.2.2009)") and their progress reports (e.g. "Higher Education 1991-2001 – An Interim Report (Nov 1993)" is a progress report leading to a major report "Higher Education in Hong Kong – A Report by the University Grants Committee (Oct 1996)" on a comprehensive review of HE conducted by UGC). The other five sets of publications aforementioned constitute five individual chains of events in various genres.

In the "Major Reports" chain of events, except "Report of the Review Group on Hong Kong Institute of Education's Development Blueprint (17.2.2009)"; and "Hong Kong Higher Education: To Make a Difference, To Move with the Times (Jan 2004)", which were specifically about the development of the specified institution and role differentiation among the eight HEIs respectively, all the other 20 Reports can be said to frame and are framed by one another for each Report is contextualized in terms of the others (Fairclough, 2003, p.53). Each of the three thematic reports and their two progress reports, which concern UGC's several HE

Reviews, namely (i) "Higher Education 1991-2001 – An Interim Report (Nov 1993)"; (ii) "Higher Education in Hong Kong - A Report by the University Grants Committee (Oct 1996)"; (iii) "Higher Education in Hong Kong - A Report by the University Grants Committee 1999 Supplement (May 1999)"; (iv) "Higher Education in Hong Kong - Report of the University Grants Committee (Mar 2002)"; and (v) "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)", is framed by the preceding ones and frames the subsequent ones. For example, the 2010 Report reads in its "Preface" that it originated as an assessment of the implementation of the 2002 Review documented in the 2002 Report, and recapitulates the recommendations given in the 2002 Report in its Annex D. The same linkage occurs among the remaining 15 periodic reports, which share largely analogous contents in similar presentation formats for they are mainly to update information in previous reports on key undertakings of UGC at regular intervals.

Being the integral parts of the 22 Reports, the English language education policy texts presented in them can therefore be said to 'inherit' the framing connections explicated above. For instance, the action recommended in the last HE Review report "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)" that:

Institutions should make renewed efforts to ensure and enhance students' biliterate... and trilingual... abilities (Appendix 5.18, para.16).

can be seen as being framed by the relevant texts in the previous Review report "Higher Education in Hong Kong - Report of the University Grants Committee (Mar 2002)", which read:

The development of bi-literacy and tri-lingualism can only properly be dealt with by the whole education sector... (Appendix 5.6, para.4.13).

They [graduates] will have... high level of written communication skills in English and Chinese, and spoken language competencies in Putonghua, Cantonese and English... will have demonstrated... English proficiency... in... internationally recognized assessment (papa.6.32).

That is because the latter cited the relevant biliteracy and trilingualism policy to set the target for HEIs to direct their efforts towards. It can be taken as being also framed by the texts in previous reports tracing back to the earliest report in this chain of events "Higher Education 1991-2001" - An Interim Report (Nov 1993)", in which HEIs were advised of their role to produce English and Chinese proficient graduates:

They should provide... high quality bilingual manpower for both Hong Kong and the hinterland... (Appendix 5.1, para.25.iii.).

At the same time, the recommended action can be regarded as framing the sections outlining UGC's initiatives to improve students' language competencies in the succeeding periodic reports, e.g. "UGC Annual Report 2010-11" states:

To provide... support to institutions for promoting students' language proficiency in both English and Chinese... UGC provides institutions with Language Enhancement Grants... (Appendix 5.19, para. 9).

because HEIs utilizing UGC's initiatives such as LEGs can be viewed as the renewed efforts referred to in the recommended action.

Apart from the above 'intra-chain' interrelations, the 22 "Major Reports" interact in the same way with the other five chains of events in other genres on the "UGC Publications" sub-site listed above in that the Reports frame and are framed by the publications located in the other five chains. They systematically transform to and from the other publications, thus establishing networks of events and genre chains. As such, the English language education policy texts in the Reports are situated within networks of social events transforming to and from the texts in the other five chains of events in various genres hence manifesting networks of genre chains. For instance, "Facts and Figures 2008" in the "Major Reports" chain reported that UGC from 2008 sponsored HEIs to host symposia for different stakeholders and sectors to discuss various "3+3+4"25 topics (UGC, 2009a). That frames and transforms to a speech located in the "Speeches and Articles" chain given by UGC's Secretary-General in the "3+3+4 Symposium on Language Issues for University Graduates" in 2010 (UGC, 2010b). The speech quoted the results of the 2008/09 CEPAS that were released in a press release of September 2009 in the "Press Releases" chain (UGC, 2009b); and previewed the amount of LEGs to be allocated to HEIs in the next year to raise an issue that Hong Kong graduates' English standard was wanting despite the considerable funding and work channeled to language enhancement activities by UGC. The organization of the Symposium and the LEGs disbursement were then

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 $<sup>^{25}</sup>$  The 3-year junior secondary, 3-year senior secondary and 4-year undergraduate academic system implemented in HE in 2012/13.

documented in "UGC Annual Report 2009-10" (Appendix 5.17) in the "Major Reports" chain. And, the point made in the said speech about graduates' unsatisfactory English capability can be held as framing the recommended action of suggesting HEIs make renewed efforts to ensure and enhance students' biliterate and trilingual abilities in "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)" (Appendix 5.18) in the "Major Reports" chain. The Report transforms to a press release of December 2010 in the "Press Releases" chain to announce the publication of the Report that mentions HEIs needing to nurture students to be biliteral and trilingual and lists the recommended action in its Annex (UGC, 2010c).

Thus, the following genre chain is exhibited in the above example:

- A formal periodic report published in July 2009 for the public providing annual updates on UGC's key undertakings in 2008/09 including sponsoring HEIs to organize symposia on "3+3+4" issues;
- A press release dated 8 September 2009 to announce to the public via the media the results of the 2008/09 CEPAS;
- A speech by UGC's Secretary-General delivered to the audience comprising
  HEI staff, government officials, employers and the industry sector of a
  "3+3+4" symposium on language issues in HE convened on 23 January 2010;
  and it tapped the 2008/09 CEPAS results released through the above press
  release and the upcoming LEGs allocation amount;
- Another formal periodic report published in May 2010 for the public providing annual updates on UGC's key undertakings in 2009/10 including the above symposium and LEGs allocation mentioned in the above speech;
- A formal HE Review report published in December 2010 for the public stipulating recommendations resulted from a UGC's review of HE; and
- A press release dated 1 December 2010 to announce to the public via the media the publication of the above report and the review recommendations made therein.

Genre is postulated as "text as action" (Fairclough, 2003, p.17). The above genre chain demonstrates that different genres are deployed to 'act and interact' with the

target audiences in the given social events. This is because the social practice of English language policy process involves diverse social settings, times and spaces, social agents and relations, namely general public as citizens in the public sphere joining discussions about HE English language policies; HEIs as enactors of the policies; employers as social agents proffering substantial support to the policies to promote English (section 2.2); and the media as social agents to monitor the policies by disseminating information to facilitate debates over them.

The periodic and HE Review reports assume the "genre of governance" (Fairclough, 2003, p.32); and they are 'official summaries' that select, structure and present information with partly promotional intent (Fairclough, 2001, p.255) to 'advertise' to the general public the UGC's English language policies (e.g. promotion of English under the biliteracy and trilingualism policy), and the attendant initiatives undertaken by UGC (e.g. LEGs, and "3+3+4" symposium on language issues in HE). Although they are formal and elaborate, they adopt a reader-friendly format with clear sectioning, short headings, concise paragraphs, bullet points, and tables and charts for statistics for easy uptake of the readers, who being the general public may not have the time, enthusiasm, and knowledge to burrow into the pertinent topics. Moreover, they 'publicize' UGC's expectations and responsibilities of the HEIs (e.g. they should make renewed efforts to ensure and enhance students' biliterate and trilingual abilities) and can be argued to take "action at a distance" (Fairclough, 2003, p.34) to overtly hold the HEIs accountable to the general public who fund them for their duties (e.g. delivering English-proficient graduates).

The press releases are a 'boundary genre' connecting the fields of government and media to again 'sell' policies (Fairclough, 2001, p.255). They are oriented to media consumption by beginning with a headline (e.g. UGC releases Aspirations for the Higher Education System in Hong Kong report) and a lead (e.g. The University Grants Committee (UGC) submitted to the Government today (1 December 2010) its report "Aspirations for the Higher Education System in Hong Kong"). The orientation is also achieved by summarizing details of UGC's English-fostering policies and undertakings in succinct paragraphs which often encompass quotes from key UGC personnel highlighting the positive aspects (e.g. Mrs Cha [UGC Chairman] said, "the report makes... recommendations which... facilitate UGC-

funded institutions in... pursuit of excellence... for... benefit of Hong Kong...") to generate 'sound bites' to 'pitch' the policies at the media, which is hoped to help 'advertise' the UGC undertakings through broadcasting the relevant information to its audiences. Enumerations and tables are also features serving the said purpose (e.g. table of average scores by discipline of participants of CEPAS in 2008/09).

The speech given by UGC Secretary-General at a symposium is also considered a "genre of governance" (Fairclough, 2001, p.255). It summarizes UGC's English bolstering policies and undertakings (e.g. provision of LEGs, and CEPAS results), which are drawn on in articulating concerns over university students' linguistic inadequacy to the specific audiences attending the symposium, i.e. HEI staff, employers, the industry sector and government officials. The aim is to influence the audiences to 'side with' UGC's stance to promote English.

The process of summarizing expounded above with reference to the genres of report, press release and speech is essential throughout the practices of government for it chooses, organizes and presents government policies with an object to 'sell' them (Fairclough, 2001, p.255).

Notwithstanding the networks of social events and genre chains the "Major Reports" form with the documents in the other five chains of social events on the "UGC Publications" sub-site as deliberated above, their placement as the first among the six chains of events denotes UGC's effort to prioritize them to 'feed to' the public sphere by according to them prominence (Fairclough, 2003, p.136) over the other documents. This could be attributed to the Reports in its report genre being able to 'relate to' a wider range of social agents in the public sphere whereas the other publications in other genres narrower audiences. For instance, the documenting of LEGs allocation in "UGC Annual Report 2009-10" can 'relate to' the general public so that they know of the government's provision of funding for HEIs to enhance students' English proficiency; to the media so that they have the relevant details to present to their audiences to help monitor the government spending for fostering English in HE; and to HEIs so that they understand their role to generate English competent graduates. However, the other publications of press releases can relate to only the media so that they have the kernel of stories for news reporting; while

speeches to only participants in specific activities so that they are advised of say UGC's position; and so on.

# 5.3 Interdiscursive Analysis

After seeing how the English language policy texts are situated within networks of genre chains and social events involved in the social practice of the government's English language policy process, this section moves a level deeper to conduct an interdiscursive analysis of the texts to examine how the government mobilizes various genres, discourses and styles; and mediates between the external social and internal linguistic relations to construct the texts.

## 5.3.1 Hybridization with Promotional Genre

One aspect to the interdiscursivity of the policy texts in question is their hybridity of mixing the policy and promotional genres. As discussed in the previous section, the periodic and HE Review "Major Reports" incorporating the policy texts serve to ultimately 'sell' the English language policies to the general public through not only the process of 'summarizing' but also 'borrowing' treatments from the promotional genre such as using short headings, bullet points, and tables and charts for statistics. The infusion of promotional elements is more extensive in the periodic reports than the HE Review ones. That could be because the latter deals with a 'weightier' topic of HE review encompassing considerable in-depth higher-order information instead of regular updating that can more readily exploit the promotional ingredients. The hybridity intensifies and is exemplified in the recent annual reports. For example, apart from employing short captions, pithy paragraphs, bullet points, and diagrams in matching multicoloured design throughout the body texts, the latest "UGC Annual Report 2013-14" comes with a cover featuring a slogan "New Horizons in Teaching, Learning and Research" (with Chinese translation also in a slogan) that carries palatable connotations through collocating the 'positive' words of "new" and "horizons". Moreover, the slogan is attached greater prominence by being put in a bigger font than the official report title. Graphically, the cover is made up of coloured photographs portraying university students eagerly engaging in learning activities against a light-colored background of a yatch sailing in the open sea. The

image evokes sanguine and forward-looking senses in the reader and complements the notion encapsulated in the slogan suggesting 'buoyant prospects for HE'. Such 'magazine-like' 'packaging' of the report indicates an immense permeation of the promotional genre (Fairclough, 2003, p.33), which dispels the 'bureaucratic' 'flavour' emblematic of the policy genre and functions to 'pitch' the English language policies and initiatives presented in the Report.

## 5.3.2 Hybridization with Globalization Discourse

Another dimension of the English language policy texts' interdiscursivity is their hybridization of discourses. Sharing the conspicuous property of the genre of governance to link the scale of the local and particular with a different scale of the national/regional/global and general (Fairclough, 2003, p.33), the policy texts draw upon the globalization discourse to represent the local policies of promoting English in HE within Hong Kong as an issue of global level.

The newest periodic report "UGC Annual Report 2013-14" reads:

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on... UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua)... UGC provides institutions with Language Enhancement Grants... (Appendix 5.22, para.11).

...Common English Proficiency Assessment Scheme... aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment (para.12).

and the latest HE Review report "Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)" states:

...institutions should help local students embrace internationalisation efforts by enhancing their biliterate... and trilingual... abilities... (Appendix 5.18, para.10)

...it is reasonable to predict that English will be a major language of international business and exchange. During our consultations, we found no reason to disagree with the assertion that too few new university graduates are adequately comfortable in English and Chinese. We urge universities to make renewed efforts in... language proficiency (para.4.36).

The use of English in instruction and research in... universities' work is... a strong advantage. However, it appears to us that the unique advantage of Hong Kong resides in the combination of two factors. First, history has given it a... embedded character as an international centre... The assertion of China's... economic and political strength intensifies the need of other countries... Western or Asian... for information and comprehension. Hong Kong's proximity to Mainland China, the quality of its universities and... recognisable and palatable environment... suggest that it can evolve its vital function as an international intermediary (para.4.56).

...rapid economic growth and rising prosperity of China in recent years has stimulated increasing interest around the world in studying and learning about China. Given Hong Kong's proximity to and close relationship with the Mainland, and the use of English as the medium of instruction in most of its institutions, Hong Kong is well placed to develop into a global centre for studying China-related subjects... some institutions already have programmes in this area, we see... room for... growth. ... This is... an area that would help to distinguish Hong Kong in its internationalisation efforts (para.5.2).

Globalization is demonstrated to be deployed to justify UGC's English espousing policies and the accompanying initiatives of LEGs and CEPAS, which however concern only the eight HEIs within the local polity of Hong Kong. And, as discussed in section 3.3, globalization is both a labyrinthine process working on myriad planes occasioning variegated effects as well as a potent heterogeneous discourse being polemically exploited in relation to changes in present-day societies (Dale & Robertson, 2002). The policy texts contain nine subsumed instantiations of globalization: (i) 'globally competitive graduate'; (ii) 'internationally recognized language assessment'; (iii) 'internationalization efforts'; (iv) 'language of international business and exchange'; (v) 'character of an international centre'; (vi) 'other countries' need for information and comprehension of China'; (vii) 'international intermediary'; (viii) 'world-wide interest in learning about China'; and (ix) 'global centre for studying China-related subjects'. UGC appropriates globalization to recontextualize the said subsumed instantiations in order to rationalize its policies and initiatives by establishing equivalences, i.e. the logic in social processes of classification that subverts divisions and disarticulation (Fairclough, 2003, pp.100-101), between most of those globalization instantiations and the need for and objectives of the policies and initiatives. That is, global competitiveness equals English proficiency; internationally recognized language

assessment raises students' awareness of the importance of English proficiency; internationalization is achieved through English ability; English is a major language of international business and exchange; and Hong Kong as part of its internationalization efforts can capitalize on the world-wide interest in learning about China and most of its HEIs using EMI to develop into a global centre for studying China-related subjects; and therefore, English should be fostered under the biliteracy and trilingualism policy, LEGs and CEPAS be implemented, and maintenance of EMI be implied. Thus, constructing the said equivalences legitimizes the UGC policies on promotion of English, LEGs, CEPAS, and EMI.

Also, the texturing of the said equivalences is premised on existential, propositional and value assumptions, i.e. assumptions about respectively what exists, what is/can be/will be the case, and what is good/desirable (Fairclough, 2003, p.55), as tabulated below:

<b>Existential Assumption</b>	<b>Propositional Assumption</b>	Value Assumption
There is an essential quality for a globally competitive graduate.	Language proficiency is the essential quality for a globally competitive graduate.	Language proficiency is desirable for it is 'essential' and renders graduates 'competitive'.
There is awareness of the importance of English proficiency.	CEPAS is to enhance the awareness of the importance of English proficiency.	CEPAS is desirable for it is to 'enhance' awareness.
There are internationalization efforts made by the HEIs.	The efforts can be embraced by local students through the HEIs enhancing their biliterate and trilingual abilities.	The internationalization efforts and HEIs enhancing local students' biliterate and trilingual abilities are desirable for the latter helps with the former being 'embraced'. Also the words 'efforts' and 'enhance' carry positive connotations.
There is a major language of international business and exchange.	English will be the major language of international business and exchange.	English is desirable for it is the 'major' language of international business and exchange.
There is the assertion that too few new university graduates are adequately comfortable in English and Chinese.	UGC found from consultations no reason to disagree with the assertion that too few new university graduates are adequately comfortable in English and	The assertion is undesirable for 'too few' graduates are 'adequately comfortable' in English and Chinese.

Existential Assumption	<b>Propositional Assumption</b>	Value Assumption
	Chinese.	
There are efforts in language proficiency made by HEIs.	HEIs' efforts in language proficiency are urged by UGC to be renewed.	HEIs' efforts are desirable for they are urged to be 'renewed'. Also, the word 'efforts' carries positive connotation.
There is interest world-wide in learning about China.	The interest has been increased by the rapid economic growth and rising prosperity of China, which together with other factors including HEIs using EMI places Hong Kong in a good position to develop into a global centre for studying China-related subjects.	The interest in learning about China and HEIs using EMI are desirable for they together relate to 'economic growth', 'prosperity' and Hong Kong's 'development' into a global centre for studying China matters. Also, the word 'interest' carries positive connotation.

Table 5.1 Existential, Propositional and Value Assumptions in Policy Texts in Latest Periodic and HE Review Reports

Except for one occurrence regarding the 'undesirable' assertion about too few graduates being English-competent, the interrelations between the three categories of assumptions invoked appear to be that the existential assumptions, which concern either globalization instantiations or English proficiency issues, are addressed by the propositional assumptions, which are either about how English competency relates to the globalization instantiations or how the UGC policies or initiative tackles the English proficiency issues, in a fashion that is desirable. The undesirable assertion 'presents' an undesirable instead of neutral or desirable issue of English proficiency for the ensuing propositional assumption to 'resolve', hence 'bolstering' the 'desirability' of the latter, which is UGC urging the HEIs to renew their efforts in English proficiency. The policy texts are therefore devised by interweaving the three types of assumptions to trigger readers' approving evaluations, directly through desirable value assumptions as well as indirectly through undesirable value assumption, of UGC's English language policies and initiatives with respect to globalization and the English proficiency issues in Hong Kong HE.

Although globalization is multifaceted, its economic dimension is privileged by the current policy texts. Six of the nine globalization instantiations in the texts, namely,

(i) 'globally competitive graduate'; (ii) 'language of international business and exchange'; (iii) 'other countries' need for information and comprehension of China'; (iv) 'international intermediary'; (v) 'world-wide interest in learning about China'; (vi) and 'global centre for studying China-related subjects', pertain to the economics. They are 'market competition' and 'business' in the first two instances apparently; whereas the other four are 'owing to' 'economic growth and prosperity of China'. The economic orientation of these current English language policies dates from the pre-handover policies, as evident in the UGC Mission Statement appendixed to the first periodic report "UGC Quadrennial Report 1991-95":

Having regard to Hong Kong's dual role as a leading metropolis and <u>business hub</u> of South China and as a regional and international <u>financial</u> and <u>service centre</u>... hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology... The University Grants Committee... will:

- a. support the institutions in
  - i. the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements... stated above... (Appendix 5.2, 1st para.)

as well as the earliest HE Review report "Higher Education in Hong Kong – A Report by the University Grants Committee (Oct 1996)" and its interim report "Higher Education 1991-2001" – An Interim Report (Nov 1993)". For instance, the former reads:

The most important of these is concern about students' competence in English... Adequate numbers of bilingual graduates are of great importance to Hong Kong's <u>economy</u>... (Appendix 5.3, para.10).

One point appears worth noting regarding UGC's specific mobilization of economic globalization to legitimize its English promotion policies across the colonial and post-colonial eras. It appears to have evolved from a 'unidirectional' disposition, where English is represented to allow Hong Kong to meet the challenges imposed upon it by economic globalization from the world, i.e. Hong Kong being a business, financial and service centre facing the English-speaking world, as the first 1996 HE Review report puts it "an East-West bridge and a window from China to the world" (Appendix 5.3, Chap.43, para.29); to a 'bilateral' one, where English also enables Hong Kong to 'proffer' its indigenous elements (i.e. EMI programmes on China subjects) to the world to contribute to the economic globalization, i.e. Hong Kong

also acting as a global centre for the world to study China affairs to <u>look into</u> the prospering <u>China</u>, as the latest 2010 HE Review report states "a... place of observation in <u>both directions</u>" (Appendix 5.18, para.4.56).

A prevalent representation of globalization is the space-time interconnection between the global 'is' and the local 'must' with the former grounding the latter (Fairclough 2003, p.154). The global space-time in the current policy texts concern five of the nine globalization instantiations; and is rendered contemporary in four of them by the present tense, present perfect tense and present participles in the factual statements:

...language proficiency... <u>is</u> an essential quality for a globally competitive graduate... (Appendix 5.22, para.11).

...CEPAS... <u>aims</u> to enhance students' awareness of English... proficiency through <u>participating</u> in... internationally recognized language assessment (para.12).

The assertion of China's... economic and political strength <u>intensifies</u> the need of other countries... Western or Asian... for information and comprehension (Appendix 5.18, para.4.56).

...economic growth... of China... <u>has stimulated increasing</u> interest around the world... about China (para.5.2).

The same is true for the fifth globalization instantiation 'language of international business and exchange' for it, albeit a prediction, is composed with a modal adjective of high commitment to truth "... it is reasonable to predict that English will be a major language of international business and exchange" (Appendix 5.18, para.4.36). These current global space-times ground the local space-times, in which the local 'must/needs to react to' the global. The deontic modality, i.e. author's commitment to obligation/necessity/act (Fairclough, 2003, p.168), of the corresponding local space-times is however primarily implicit since most are not marked by modalization markers; and their linkages with the global are not constructed in simple or within same sentences. Through effecting metaphorical equivalents, i.e. grammatical variants of representations (Fairclough, 2003, p.143), of the local space-time constructions as illustrated below, the implicit deontic modality can be more lucidly inspected:

Global Space-time	Corresponding Local Space-time in its Metaphorical Equivalent
language proficiency is an essential quality for a globally competitive graduate	In order to produce globally competitive graduates, UGC prioritizes enhancing students' language proficiency and therefore provides LEGs to HEIs to support their promotion of students' language proficiency.
CEPAS aims to enhance students' awareness of English proficiency through participating in internationally recognized language assessment.	UGC's CEPAS utilizes internationally recognized language assessment to raise students' awareness of English proficiency.
The assertion of China's economic and political strength intensifies the need of other countries Western or Asian for information and comprehension.	Hong Kong can evolve into an international intermediary due to its proximity to China, the quality of its HEIs and a recognizable and palatable environment.
economic growth of China has stimulated increasing interest around the world about China.	Hong Kong is in a good position to capitalize on the world-wide interest in learning about China, its close relationship with China, and most HEIs using EMI to develop into a global centre for studying China-related subjects.
it is reasonable to predict that English will be a major language of international business and exchange.	Given UGC's prediction about English being a major language of international business and exchange, and its finding that insufficient English graduates are English adequate, it urges HEIs to renew efforts in language proficiency.

Table 5.2 Global Space-times and Corresponding Local Space-times in Metaphorical Equivalents in Latest Periodic and HE Review Reports

Apart from the modalized one marked by 'can' which signals medium commitment, the local space-times in their metaphorical equivalents above are factual statements in present tense as in assertions. That shows UGC as the author of the policy texts strongly commit to the local, i.e. UGC and its LEGs and CEPAS; the HEIs with most using EMI; and Hong Kong, being obliged or responding to the global.

The remaining four globalization instantiations 'internationalization efforts (made by HEIs and Hong Kong)'; 'character of an international centre'; 'international intermediary'; and 'global centre for studying China-related subjects' are the local's responses to the global as well. Although 'internationalization efforts made by HEIs' is encompassed in a modalized sentence "...institutions should help local students

embrace internationalisation efforts...", the sentence refers to an official recommendation UGC prescribes for HEIs resulting from its review conducted of the HE sector, hence UGC's strong commitment to obligations upon the HEIs. Same sturdy UGC commitment upon the HEIs for 'global centre for studying Chinarelated subjects' is revealed as discussed in the last paragraph with respect to the global space-time of 'increasing world-wide interest in China' and the local spacetime of 'most HEIs using EMI'. However, the succeeding moderate 'would' prediction "...This [developing into a global centre for studying China-related subjects] is... an area that would help to distinguish Hong Kong in its internationalisation efforts" expresses the UGC's medium commitment to how such local response 'global centre' acts in connection with the other local response 'internationalization efforts made by Hong Kong'. That suggests the UGC was uncertain about how the former benefits the latter, which could possibly be due to the complexity and scale involved that is beyond UGC (e.g. cooperation between **HEIs** and government units concerning Hong Kong's territory-wide internationalization efforts). Similar can be said to explain UGC's medium commitment concerning 'Hong Kong evolving into an international intermediary'. As for 'character of an international centre', it can be understood as UGC invoking the 'historical' global to represent it. The global is "history" rendered current by the present perfect tense in "...history has given it [Hong Kong]... embedded character as an international centre..."; and the local reacts to the global by 'being embedded' the character as an international center. This shows globalization could be dated back to historical times (e.g. Kumaravadivelu, 2008).

The above space-time representations and the associated modalities in the policy texts lend proof to UGC utilizing the globalization discourse to legitimize its English fostering policies and initiatives. One point to add is that, being the government's arm's length agency, UGC making predominantly firm commitments aforementioned matches its 'political identity' of a steadfast advocator of the government's English espousing policies.

#### 5.3.3 Mediation with Other External Relations

With regard to the mediation between the policy texts and the external social

relations, two topics appear worth discussing considering UGC's seemingly neoliberal disposition and that the topic of this research is investigated through the biliterate and trilingual context as expounded in Chapter 2: the employers' voice; and the 'evolving' position of the Chinese language in the English policy texts.

Except that of employers, the voice of stakeholders outside the HE sector is absent from the English language policy texts. Of the three HE Review Reports in 2010, 2002 and 1996, the post-handover 2002 and the pre-handover 1996 ones make explicit reference to employers. For instance, "Higher Education in Hong Kong - Report of the University Grants Committee (Mar 2002)" reads:

Complaints are made of graduates who lack some of the generic and transferable skills necessary for graduate level employment - for example, language skills... (Appendix 5.6, para.4.12).

...the proposed introduction of a voluntary common proficiency assessment in English for all graduating students, which would inevitably become a requirement of employers, would provide some help (para.4.13).

And, the subsequent periodic reports released from 2004 to 2007 (Appendixes 5.10-5.13) enumerate the employers which recognized graduates' IELTS results obtained through CEPAS.

On the other hand, the latest 2010 HE Review report says that UGC found from its consultations that there were insufficient English-conversant graduates without naming the consultees in the body texts. Nevertheless, employers held a distinct role in the consultations for they were grouped under a specific heading "Employers/Other Bodies" in the consultee list in the Appendix to Annex B of the report. Also, although the newest periodic report makes no mention of employers, the economic notion of 'market competition' assumed of 'globally competitive graduate' stated in the text about LEGs in the report (section 5.3.2) can arguably be construed to denote 'labour' market competition involving employer-employee interactions, since most students join the workforce upon graduation as shown by the statistics annexed to the said and previous reports over the years.

Such emphasis, overt or implied, on the employers' voice can be viewed as UGC's injection of dialogicality, i.e. linkages created between the author's voice and other

voices (Fairclough, 2003, p.214), into the policy texts. However, it is ostensible because the inclusion of employers' voice affords employers the 'protagonist' role to illustrate their agreement with and support of UGC's English promotion policies and initiatives, hence stressing consensus rather than difference between the two to justify the policies and initiatives (Fairclough, 2003, p.42). The other side of the same argument is that the exclusion of other voices (e.g. mother-tongue education proponents advocating CMI (e.g. Tsui, 2004) and undergraduate students acknowledging abated learning effectiveness with EMI (Evans & Morrison, 2011), albeit not strong in HE, stand opposite to UGC's EMI and English language entrance requirement policies (Chapter 2)) works to suppress difference, hence again fortifying UGC's legitimation of its policies. Also, the highlighting of employers dovetails with the economic orientation of the texts as examined in previous paragraphs.

As summarized in Chapter 2, the Chinese language was the 'low' language while English 'high' in colonial times; and that is found to be corroborated in the pre-handover policy texts. The first periodic report "UGC Quadrennial Report 1991-1995" documents the following on LEGs:

In 1988, the Government... advised... additional resources... be provided for remedial teaching of English at tertiary institutions... UGC... consulted the institutions and agreed... that remedial teaching of English should be interpreted in the widest sense, so as to cover language enhancement in general (Appendix 5.2, para.4.10).

...UGC... note that the institutions have followed the Committee advice and not relied totally on the Language Enhancement Grants... when developing and promoting their language enhancement programmes in... English and Chinese (para.4.12).

It is clear that LEGs originated from a concern over the English language and not Chinese, which required 'interpretation of the government policy' to be put under LEGs' remit. The said 'policy interpretation' can be seen as UGC starting to realize the significance of Chinese vis-à-vis its English language policies in the run-up to the handover in 1997. However, the lack of explicit references to Chinese except the one in para.4.12 above when "language" is mentioned in the English policy texts signals the 'backgrounded' position of Chinese. The pre-handover HE Review report released in 1996 (Appendix 5.3), when the biliteracy and trilingualism policy

was introduced by the government, shows apparent 'foregrounding' of Chinese in the English policy texts since "Chinese" is mentioned around one-fourth of times when "language" is referred to while "English" around half of times. Nonetheless, when the 'protagonist' employers' voice is featured in the texts, it is associated with their complaints about graduates' inadequacy in English and not Chinese.

The status of Chinese has risen considerably in the current English policy texts (when the MOI scenario has since the handover remained as all but one HEIs using English). Discounting those concerning solely particular English policies or initiatives (e.g. CEPAS), all mentions of "language" in the texts in the newest HE Review and periodic reports entail a semantic relation of explicit or inferred hyponymy, i.e. meaning inclusion (Fairclough, 2003, p.130), with English as well as Chinese. Examples of overt reference from the newest periodic report and HE Review report respectively are:

Enhancing students' language proficiency... is... priority... on... UGC's agenda. To provide... support... for promoting students' language proficiency in both English and Chinese... UGC provides... Language Enhancement Grants... (Appendix 5.22, para.11).

...universities should reflect on whether their... teaching and learning processes offer enough encouragement and opportunity to students to become aware of and informed about international matters. At the most direct level, there is the question of language... Hong Kong's evolving relationship with Mainland China necessitates graduates' competence in Putonghua and written Chinese. At the same time... English will be a major language of international business and exchange... too few new university graduates are adequately comfortable in English and Chinese. We urge universities to make renewed efforts in... language proficiency (Appendix 5.18, para.4.36).

English and Chinese are textured as hyponyms of "language' in the policy texts with "at the same time" and "and" marking the co-hyponym relation between them to signal their equal footing.

Examples of the inferred references from the two reports are:

...objectives of the new four-year curriculum was to broaden the knowledge base of the students... infuse them with a balanced development, sound language, other generic skills... propensity for lifelong learning (Appendix 5.22, para.4).

... complaint from both international and Mainland students is that Hong

Kong students are generally reluctant to speak any language other than Cantonese... (Appendix 5.18, para.5.7).

Against the context of the biliteracy and trilingualism policy; the new four-year undergraduate curriculum (implemented under the 3+3+4 academic structure since 2012/13) on which both the English and Chinese language subjects are mandated by most HEIs as per their websites <sup>26</sup>; and UGC's promulgation of both internationalization and engagement with Mainland China as stipulated in other parts of the two reports, it is reasonable to take "language" to mean English as well as Chinese.

There appears a noteworthy point regarding the overt example from the HE Review report (Appendix 5.18, para.4.36) cited above. It is placed under the "Internationalisation" chapter of the report. It says that "language" is the most direct level at which HEIs should review whether their teaching and learning offers students enough encouragement and opportunity "to become aware of and informed about international matters". And, "language" is expounded to include English as well as Chinese as discussed above. As such, although English is specified as "a major language of international business and exchange" whereas Chinese 'the language needed for Hong Kong-Mainland relationship' in the same paragraph, it can be argued that Chinese is represented by UGC on a deeper plane as a synonym, i.e. word of meaning identity (Fairclough, 2003, p.130), of English in terms of HEIs' internationalization efforts and students learning about international affairs. That signifies UGC seeing Chinese play a similar role to English on the said two fronts; as well as UGC taking 'the international/global' to 'embody' 'the local of Hong Kong-Mainland'. Such representation of Chinese resonates with UGC's 'bilateral' mobilization of economic globalization to legitimize its current English-espousing policies in the sense of Hong Kong being "a... place of observation in both directions" able to serve as an "international intermediary" (Appendix 5.18, para.4.56) (section 5.3.2).

The progressive presence of Chinese within the English language policy texts from pre- to post-handover eras as revealed above indicates that the importance UGC

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<sup>&</sup>lt;sup>26</sup> The websites are not referenced to maintain the HEIs' anonymity.

attaches to Chinese has grown on par with English.

# 5.4 Linguistic Analysis

Subsequent to the interdiscursive analysis that reveals how the current English language policy texts in their construction appropriate the promotional genre and globalization discourse; and mediate with the external elements of the employers' voice and the position of the Chinese language, this section drills down to the linguistic level to dissect the overall structures to the word-level elements of the texts.

## 5.4.1 Whole-text Language Organization

Archetypical of policy texts, the current policy texts assume either a 'problem-solution' or 'goal-achievement (i.e. method)' structure (Fairclough, 2003, p.91). This is because UGC's English language policies and initiatives, i.e. biliteracy and trilingualism policy, EMI policy, LEGs, CEPAS, and Review recommendations, are articulated as the 'solutions' or 'achievements' that can tackle or fulfill the 'problems' or 'goals' such as graduates' language inadequacy in mastering English as the international language for business and exchange; enhancing students' language proficiency to be globally competitive; raising students' awareness of the importance of English language proficiency; Hong Kong developing into a global centre for studying China subjects; and HEIs' and Hong Kong's internationalization efforts. For instance.

Enhancing students' language proficiency... an essential quality for... globally competitive graduate, is... priority... on... UGC's agenda. To provide... support to institutions for promoting students' language proficiency in both English and Chinese... UGC provides institutions with Language Enhancement Grants (Appendix 5.22, para.11).

in the newest periodic report depicts LEGs acting as the 'achievement' to attain the 'goal' to promote students' language proficiency to be globally competitive; whereas

...institutions should help local students embrace internationalisation efforts by enhancing their biliterate... and trilingual... abilities... (Appendix 5.18, para.10).

in the latest HE Review report presents the biliteracy and trilingualism policy as the 'solution' to solve the 'problem' of how to help local students embrace internationalization efforts. Such whole-text structure contributes to the current policy texts' promotional characteristic operating to define reader expectations (Fairclough, 2001, p.259) in favour of the UGC policies and initiatives; and extensively by way of the globalization discourse, which is often portrayed as the 'goal'.

## 5.4.2 Clauses Combination

The texts in the newest periodic report involve seven sentences paratactically connected, i.e. clauses joined grammatically equally (Fairclough, 2003, p.92), and six hypotactically linked, i.e. one clause subordinated to another (Fairclough, 2003, p.92). The paratactic sentences mainly provide figures and dates regarding the English language initiatives of LEGs, and CEPAS, e.g. "A total of \$118.8 million was allocated as Language Enhancement Grants in 2013/14" (Appendix 5.22, para.11). Most of the hypotactic sentences signpost causal relations of purpose predominantly, consequence and reason. For example,

Enhancing students' language proficiency... an essential quality for... globally competitive graduate, is... priority... on... UGC's agenda. To provide... support to institutions for promoting students' language proficiency in both English and Chinese... UGC provides institutions with Language Enhancement Grants... (para.11)

shows that the aim of LEGs is to provide support for HEIs to promote students' language competency to enable them to be globally competitive. Having almost even paratactic and hypotactic sentences, the texts are both instructive and promotional. The UGC policies and initiatives are promoted through the causal relations largely linking the UGC policies and initiatives to advantageous objectives (e.g. to help bolster students' language capability to be globally competitive). Such salience of purpose relations works to foreground legitimation (Fairclough, 2003, p.91), and feeds into the texts' 'problem-solution' or 'goal-achievement' structure to legitimize the policies and initiatives.

The latest HE Review report texts are, however, slightly more paratactic than hypotactic with clauses and sentences combined primarily in elaboration and

addition. For instance,

...universities should reflect on whether their... teaching and learning processes offer enough encouragement and opportunity to students to become aware of and informed about international matters. At the most direct level, there is the question of language. It is clear that Hong Kong's evolving relationship with Mainland China necessitates graduates' competence in Putonghua and written Chinese. At the same time, it is reasonable to predict that English will be a major language of international business and exchange (Appendix 5.18, para.4.36).

The second sentence about "the question of language" elaborates what HEIs should reflect upon in the first sentence. The third sentence on Chinese and the fourth on English coordinated in an addition relation by "at the same time" elaborate "the question of language" in the second sentence.

There are a few contrastive relations in the texts. Two examples are:

...the quality of Hong Kong institutions and their academics is central, but... not unique. The use of English in instruction and research in... these universities' work is... a strong advantage. However... the unique advantage of Hong Kong resides in the combination of two factors. First, history... international centre... a point of encounter between different cultures and influences and ways of thought. Second... adjacent to Mainland China... Hong Kong's universities have... opportunity to become principal locations for understanding... China (para.4.56).

All the contrastive instances serve to point out the issues or problems Hong Kong or its HEIs face (e.g. the quality of HEIs and their academics and EMI do not suffice to maintain Hong Kong's competitive edge) and introduce the directions or measures to address them (e.g. HEIs should develop into a global centre for studying China affairs).

Hence, the periodic report is more promotional while the HE Review report more informative and analytical regarding the UGC policies. That ties in with the earlier discussion (section 5.3.1): the former concerns straight-forward updating rendering it susceptible of being 'advertising-oriented' whereas the latter attends to a 'substantive' topic of HE review that involves in-depth higher-order details, hence its restricted capacity to 'market' the policies. And, globalization instantiations are more heavily deployed in the clause combinations inspected for the Review report.

#### 5.4.3 Clauses

Aiming to apprise the readers of the up-to-date UGC policies and initiatives, the periodic report texts appear as a knowledge exchange, focusing on giving information, making claims, stating facts, and so on (Fairclough, 2003, p.105); and comprising clauses in declarative mood and of statement speech function (Fairclough, 2003, p.110). The bulk of the texts are realis, i.e. statements of facts (Fairclough, 2003, p.109), concerning what the policies and initiatives are and their purposes and latest developments. However, some realis are metaphorically associated with value content in that they can be construed as implicit evaluations. For example, "enhancing... proficiency", "essential quality" and "globally competitive" in

Enhancing students' language proficiency... is an essential quality for a globally competitive graduate, is... priority... on... UGC's agenda (Appendix 5.22, para.11).

trigger desirable assumed values of the audience in connection to "UGC's agenda". The texts are therefore hortatory, being also an activity exchange beneath its knowledge exchange surface where UGC tries to attract the readers to 'buy into' its policies by obfuscating the difference between what the policies are and the positive values installed in the audience's value system (Fairclough, 2003, p.112).

On the other hand, the Review report texts are an activity exchange focusing on activity, people doing things, or getting people to do things (Fairclough, 2003, p.105). Although the bulk of the texts are also declarative statements, high deontic modality is displayed for they consist of abundant 'demands' marked by 'should' or expressions such as "there is an urgent need for", which illustrates the author's, i.e. UGC's, strong commitment to imposing obligations on the HEIs, e.g. "...institutions should help local students embrace internationalisation efforts by enhancing their biliterate... and trilingual... abilities..." (Appendix 5.18, para.10). Such degree of deontic modality is expectable since the report is to delineate outcomes of a review exercise where explicit recommendations for actions to be taken are necessary and conventional. And, prescribing the obligations to the HEIs in the public sphere through the Review report can be regarded as UGC holding the HEIs accountable for their responsibilities before the various stakeholders who can participate in

debates on HE developments.

Also, the texts' epistemic modality, i.e. author's commitment to truth (Fairclough, 2003, p.167), is high. When building arguments for the recommendations, assertion statements and strong modalized expressions are principally used. For instance, the recommendation "We urge universities to make renewed efforts in... language proficiency" (Appendix 5.18, para.4.36) is preceded in the same paragraph by the assertion "too few... graduates are adequately comfortable in English and Chinese" and the strong modalized expression "it is reasonable to predict that English will be a major language of international business and exchange". The UGC policies stipulated in the recommendations are therefore legitimized by justifications that are represented as 'given' and 'non-negotiable' 'truth' through assertions and strong modalizations.

Whilst the recommendations can be seen as 'solutions'/'achievements' and their justifications 'problems'/'goals', the deontic modality and epistemic modality of the clauses in the Review texts interplay to serve the 'problem-solution' or 'goal-achievement' overall structure. And, as globalization instantiations permeate the recommendations and justifications, they become the 'accepted' and 'absolute' too.

The texts in both the periodic and Review reports are pervaded by material processes, while relational, existential and mental process types also exist. In the periodic report texts, all the material processes (i.e. Actor + Process (+ Affected) (+ Circumstances) (Fairclough, 2003, p.141)) have UGC be 'the Actor' (active or passive) and its initiatives of LEGs and CEPAS as well as HEIs and students 'the Affected', e.g. "...UGC provides institutions with Language Enhancement Grants..." (Appendix 5.22, para.11). Since the UGC initiatives are supposed to deliver the desirable outcomes of strengthening students' English proficiency and boosting their awareness of the importance of English, hence their sharpened global competitiveness, for example,

Enhancing students' language proficiency... is... essential quality for... globally competitive graduate, is... priority... on... UGC's agenda. To provide... support to institutions for promoting students' language proficiency in both English and Chinese... UGC provides institutions with Language Enhancement Grants... (para.11).

UGC is depicted as the party who offers resources and means to HEIs and students to capacitate the latter to be English-conversant in order to achieve the ultimate goal to be globally competitive. On the other hand, the material processes in the Review report texts involve more diverse Actors, Affecteds and Processes. Again, that is because the Review report is to look deeper into issues to find ways forward hence concerning more parties and actions than those in the periodic report charged with regular updating. HEIs dominates as the Actor while UGC and other agents, e.g. 'history', 'economic growth and prosperity of China', and 'students', also share the role. The prevalence of HEIs being the Actor in deontic modalized constructions aligns with the author as the government's 'arm's length agency' demanding HEIs as its funding beneficiaries to discharge duties that are identified necessary as a result of the author's review exercise of their sector, e.g. "…institutions should help… students embrace internationalisation efforts by enhancing their biliterate… and trilingual… abilities…" (Appendix 5.18, para.10).

Relational processes (i.e. Token + Process + Value (Fairclough, 2003, p.141)) are secondary to material processes in number in the HE Review report texts. They are generally in the '... is ...' structure and used to furnish 'facts' of high epistemic modality (see discussion above) to help ground UGC's arguments. For example,

The use of English in instruction and research in... universities' work is also a strong advantage. However, it appears to us that the unique advantage of Hong Kong resides in the combination of two factors. First, history has given it... character as an international centre... Second, it is adjacent to Mainland China... a privileged place of observation in both directions... Hong Kong's proximity to Mainland China, the quality of its universities and a recognisable and palatable environment... suggest that it can evolve its vital function as an international intermediary (Appendix 5.18, para.4.56).

The first, second and fourth sentences are relational supplying information leading to the suggestion at the end. There are three existential sentences in the HE Review report only, e.g. "...there is the question of language" (para.4.36). They function analogously to the relational sentences by introducing the issues that are to be addressed by UGC's recommendations laid down in ensuing clauses.

The oft-occurring globalization instantiations as the Affected or Purpose in Circumstance in material processes in deontic modalized constructions and in

relational processes denote globalization being the overarching orientation to which UGC directs the HEIs.

#### 5.4.4 Words

There are four instances of first-person pronouns of 'we' and 'our' in the periodic report and all occur in the "Foreword from the Chairman". They are 'activated' being the Experiencer, e.g. "...we saw... students progress" (Appendix 5.22, para.5); or the Actor, e.g. "we... ensure... our universities are prepared..." (para.5), in the relevant mental or material processes. Given their occurrences in the Chairman's foreword, they can be taken as 'inclusive' referring not only to UGC he leads but also the audience of his foreword. While the third-person 'UGC' and 'its' can supplant them as in the rest of the report, these activated inclusive personal usages of 'we' and 'our' can be regarded as the UGC Chairman's personal attempt to shorten his distance with the general public readers by 'sharing' experiences (e.g. he and the readers together seeing students progress) and tasks (e.g. he and the readers together working to ensure the HEIs are prepared) with a view to projecting a 'congenial' image as the 'spokesman' for UGC and in turn 'selling' its policies. The absence of the pronouns in the remainder of the texts can be attributed to those texts' straightforward updating purpose. Such oscillation between first-person and third-person signifies the shift between political rhetoric and descriptions of policy (Fairclough, 2001, p.262).

The deployment of 'we' and 'our' appears more 'exclusive' in the Review report mostly referring to UGC singly and not also the readers. Considering the report states that the Review was conducted by the Higher Education Review Group comprising UGC Members, which commissioned some studies of HE organizations overseas and consulted widely in Hong Kong; and that the report was adopted by UGC, it would be sensible to see the pronouns of 'our' and 'we' in, e.g. "During our consultations, we found no reason to disagree with the assertion that too few... graduates are adequately comfortable in English and Chinese" (Appendix 5.18, para.4.36) to mean the Review Group and UGC rather than the readers. And, similar to those in the periodic report, 'we', hence 'UGC' being 'humanized', is activated as the Actor, e.g. "...we found no reason..." (para. 4.36); or the

Experiencer, e.g. "...we see... room for... growth" (para.5.2), in material and mental processes. Yet, unlike those in the periodic report that concern political rhetoric, 'we' represents the 'personalized' UGC as the social agent of 'professional educationists' (as opposed to 'layman' readers) who detects problems, e.g. "we found no reason to disagree... that too few... graduates are adequately comfortable in English and Chinese" (para.4.36); and makes recommendations to tackle them, e.g. "we see... room for... growth [of EMI programmes about China subjects]" (para.5.2).

Notwithstanding the above, one use of 'we' is interesting. In "We feel strongly... UGC or the Government should initiate surveys and assessments to measure... the "value-added" of the education provided... One particularly important... focus is... language proficiency of students in both Chinese and English" (para.6.14), 'we' refers to the Review Group solely excluding UGC. Perhaps, the Group felt that UGC was not on board with it for such recommendation as possibly alluded to in the choice of adverb 'strongly'. This exemplifies what Fairclough (2003, p.150) posits that 'we' often shifts meaning through the text.

Nominalization in the genre of governance is a method to generalize and abstract that enables removal of difference and occlusion of agency hence responsibility and social divisions in a given process (Fairclough, 2003, p.144). Among the different nominalizations in the texts, 'internationalisation' in the Review report is a noteworthy instance. 'Internationalisation' has discarded various elements such as the agency, tense and modality of the process. Who/what internationalizes, who/what is internationalized, at what time, in what way, and so on are all obscured. Hence, 'internationalisation' can mean HEIs' efforts to internationalize, and Hong Kong's city-wide efforts to do so in their two English-language-related occurrences:

...institutions should help local students embrace internationalisation efforts by enhancing their biliterate... and trilingual... abilities... (Appendix 5.18, para.10); and

This [developing into a global centre for studying China-related subjects in EMI] is... an area that would help to distinguish Hong Kong in its internationalisation efforts (para.5.2).

Yet, details such as who/what is internationalized, how the efforts are made, and so

on can only be discerned by inferring from other parts of the report. For example, HEIs' efforts range from internationalizing their staff and student mix to internationalizing the students' perspectives (UGC, 2010d, p.52); whereas Hong Kong's efforts from attracting more overseas enterprises to conduct R&D projects in Hong Kong to amplifying Hong Kong's global influence (pp.52, 74-75). So, 'internationalisation' can be considered to be taken as 'understood' and 'all embracing'. That could be the corollary of the omnipresence of globalization (Vidovich, 2007) for 'internationalisation efforts' is one of the subsumed instantiations of globalization conspicuously appropriated to legitimize UGC's policies and initiatives as discussed above (section 5.3.2).

## 5.5 Discussion and Conclusion

By discussing the findings obtained from the foregoing analyses of the order of discourse, interdiscursivity, and linguistic structure of the policy texts with reference to the theoretical concepts examined in Chapter 3, this section seeks to answer the first research question: How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC?

## 5.5.1 The Contemporary English Language Policies

The contemporary English language policies as formulated by UGC are found to be a social construct that is discursive, ideological and contested.

The English language policy texts in the "Major Reports" are demonstrated by the order of discourse analysis to be situated within networks of social events and genre chains that are established by the Reports interplaying among themselves as well as with the publications in five other chains of social events in variegated genres. The networks of social events and genre chains are framed within the social practice of UGC steering the development of the HE sector on various planes such as funding allocation, quality assurance, and government policies formulation and promulgation including those on English language education (section 2.3). Genre is 'text as action' (Fairclough, 2003, p.17). When producing the English language policies, UGC deploys multiple genres of report, press release, speech, and so on in order to

'promote' the policies to different stakeholders concerned (e.g. the public, HEIs, employers, and the media) by selecting, organizing, and presenting, i.e. summarizing, information geared towards the particular audiences' uptake.

The 'marketing' purpose of the policy texts is further corroborated by the interdiscursive analysis revealing their profuse utilization of treatments loaned from the promotional genre such as punchy slogans, short headings, concise paragraphs, bullet points, magazine-like packaging and so on. Such hybridity with the promotional genre expands the texts' capability to entice the readers to 'buy into' UGC's English language policies. The following facets of the texts' linguistic structure also serve the same purpose: their whole-text 'problem-solution' or 'goalachievement' organization with the UGC policies and initiatives articulated as the 'solutions' or 'achievements' to address 'problems' or 'goals' in HE (section 5.4.1); the causal relations in their hypotactically-combined clauses that associates the UGC policies and initiatives to desirable objectives (section 5.4.2); their hortatory nature to obscure the differentiation between what the policies are and the audience's positive values (section 5.4.3); the prevalent material processes in their clauses where UGC is mostly represented as 'the Actor' who provides resources and means to HEIs/students as 'the Affected' (section 5.4.3); and the activated inclusive personal usages of first-person pronouns 'we' and 'our' in the "Foreword from the Chairman" in the periodic report to create a 'congenial' impression for the Chairman as the 'spokesman' for UGC (section 5.4.4).

Moreover, being licensed by their genre of report to stipulate (a) policy prescriptions (e.g. English is fostered under the biliteracy and trilingualism policy); (b) funding scheme requirements (e.g. LEGs are to support HEIs' enhancement programmes of English and Chinese competency); and (c) Review recommendations for HEIs (e.g. HEIs should make renewed efforts to ensure students' biliterate and trilingual abilities), the periodic and Review reports, which are given prominence by UGC through being positioned as the first collection on its "UGC Publications" website to facilitate public viewers' access to them, operate to explicitly make the HEIs answerable to the general public financing them for their responsibilities (e.g. producing English-proficient graduates).

Communication is increasingly underscored in the management of policy (Fairclough, 2001). The policy texts imbued with promotional features (in terms of hybridization with the promotional genre and the linguistic structure) located in the networks of social events and genre chains can therefore be seen as UGC seeking to communicate with the various stakeholders in the social practice of the government's English language policy process. However, the attempt appears ostensible for the communication is primarily unilateral and has ulterior motives 'to promote' and 'to hold HEIs accountable'. Hence, through UGC as its 'arm's length agency' (section 2.3), the voice of the government is contextualized and recontextualized in the networks of social events and genre chains with the aim of representing, regulating, and controlling (Robertson, 2011) the English language policy process in Hong Kong's HE.

Therefore, the English language policies are ideological embodying the values and beliefs of UGC and the government. The most visible is their clear and robust orientation towards globalization, neoliberalism and managerialism. The policies appear to be essentially framed by the globalization discourse exclusively comprising distinct neoliberal and managerialist traits.

The English-fostering policies that are relevant to the local eight public HEIs within the Hong Kong territory are connected to issues of global dimensions through UGC establishing equivalences between them that are predicated on a range of assumptions, particularly those about existence of globalization instantiations and those evoking desirable values. The policy texts proclaim that English is a language of international business and exchange, and that HEIs have to deliver English-proficient graduates to enable them to be globally competitive, which in turn helps tackle the long-standing concern from the pre-handover era over sustaining Hong Kong's economic well-being in the international arena. And, apart from LEGs, another means to achieve that is stipulated by the policy texts to be an internationally recognized English assessment through CEPAS. Furthermore, the texts avow growing world-wide enthusiasm in learning about China owing to its economic leap, and the EMI policy in HEIs contributes to developing Hong Kong into a global centre for studying China subjects in response to the interest. With respect to the space-time linkage in the policies, the global space-times in them (e.g.

"...language proficiency... is an essential quality for a globally competitive graduate..." (Appendix 5.22, para.11)) are found to be contemporary rendered by present tenses and high epistemic modality constructions; and they ground the local space-times in the policies which fundamentally have strong deontic modalized structures (e.g. 'In order to produce globally competitive graduates, UGC prioritizes enhancing students' language proficiency and therefore provides LEGs to HEIs to support their promotion of students' language proficiency'). Thus, UGC being the author of the policies represents the 'global' as 'current' with the 'local' 'having or needing to react to it'.

As the linguistic analysis reveals, globalization is depicted as 'given' and 'nonnegotiable' at the clause level through permeating the realis (e.g. "Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate..." (Appendix 5.22, para.11) in the periodic report, and the UGC recommendations of high deontic modality (e.g. "We urge universities to make renewed efforts in... language proficiency" (Appendix 5.18, para.4.36)) and their justifications of strong epistemic modality (e.g. "it is reasonable to predict that English will be a major language of international business and exchange" (para.4.36)) in the Review report (section 5.4.3). Globalization is thus deployed polemically to deal with contemporary social changes (Dale & Robertson, 2002) by being rendered 'inevitable' precluding alternatives for legitimation of the policies (Fairclough, 2003, p.99). Such appropriation of the globalization discourse to frame and justify the UGC policies is also manifested in other aspects of the texts' linguistic structure. Globalization instantiations occur often as the 'goal' in the whole-text organization (section 5.4.1); are greatly involved in the clauses joined in purpose, elaboration and contrastive relations to expound the issues Hong Kong/HEIs confront and to introduce the measures to tackle them (section 5.4.2); exist frequently in the Review report in relational processes to derive UGC's arguments and in material processes usually as the Affected or Purpose in Circumstance where HEIs are portrayed as 'the Actor' in strong deontic modalized constructions to execute the UGC recommendations (section 5.4.3); and transpire as 'internationalisation' that has various elements such as the agency, tense and modality of the process omitted but could still be taken as 'understood' and 'all embracing' through inferring from the non-English-language-policy texts in the Review report (section 5.4.4).

The economic facet of globalization is accentuated. Most of the globalization instantiations in the policies relate to the economics (e.g. English being a language of international business and exchange, and HEIs using EMI can help Hong Kong develop into a global centre for studying China subjects to exploit a world-wide interest in learning about China being due to its economic growth) (section 5.3.2). Also, the employers' voice is the only voice of the stakeholders outside the HE sector that is included in the policies; and it surrounds basically one concern about whether graduates possess the language skills required of the employment (section 5.3.3). These show the neoliberal feature of the policies in that English language education in HE in Hong Kong functions to serve the city's economic competitiveness in the global economy (Lauder et al., 2006; Rizvi & Lingard, 2010), and so it means yielding "differentiated flexible workforces" through "acquisition of the appropriate mix of skills" (Ozga, 2000, pp.24&56) or "a narrower set of concerns about human capital development" (Rizvi & Lingard, 2010, p.3), where 'human capital' refers to the accumulated knowledge and skills possessed by an individual that are regarded as resources to be exploited for economic development for both the individual and the society (Silver, 2005). In fact, 'human capital' is used in the Review report in a beginning chapter under a section "Impact of Globalisation on HE" regarding global competitiveness vis-a-vis human capital (UGC, 2010d, pp.23-24). At the same time, overtly holding HEIs answerable to the general public financing them for their responsibilities by setting out policy prescriptions, funding scheme requirements, and Review recommendations for HEIs using the genre of report via publication on the internet accords with UGC's neoliberal managerialist disposition to demand accountability of the HE sector (Fairclough, 2003, p.129; Rizvi & Lingard, 2010).

UGC's legitimation of the English language policies by appropriating the globalization discourse; rendering globalization 'axiomatic', 'absolute' and 'inevitable', and representing the space-time interconnection as the global 'is' and the local 'must'; and adoption of the neoliberal orientation as aforementioned reflect UGC's hegemony in that UGC maneuvers to universalize or naturalize its specific visions and representations of the world, i.e. its ideology (Fairclough, 2003, pp.45-46), in its devising of the policies. Furthermore, across the pre- and post-handover periods, such hegemony appears to have evolved from a 'unidirectional' exploitation

of economic globalization to a 'bilateral' one. That is, from Hong Kong, by way of English, being a business, financial and service centre that meets the challenges brought upon it by the English-speaking world, as put in the first 1996 HE Review report "an East-West bridge and a window from China to the world" (Appendix 5.3, Chap.43, para.29); to Hong Kong, by way of English in form of EMI in most HEIs, also acting as a global centre of offering EMI programmes on China subjects for the world to study China affairs to look into the prospering China, as stated in the latest 2010 HE Review report "a... place of observation in both directions" (Appendix 5.18, para.4.56). This can be considered what Canagarajah (2005b, 2006) contends as 'the local interpenetrating the global' with the local, i.e. Hong Kong, being capacitated, i.e. by English/EMI, to negotiate a space within the global, i.e. also acting as a global centre for the world to learn about China. That is because globalization generates a space where habitual binaries (e.g. international versus national) are subverted (Edwards and Usher, 2008); and synergetic and simultaneous relationships between the global, national and local are engendered (Block, 2008; Block & Cameron, 2002; Marginson & Rhoades, 2002); and the space in question can be taken as "China's... economic and political strength intensifies the need of other countries... Western or Asian... for information and comprehension" as stated in the 2010 Review report (Appendix 5.18, para.4.56).

Even within this stage of policy generation by UGC, the English language policies are found to be contested entailing interpretation, negotiation, recreation, and shifting of power between different policy actors in different stages of the policy process (e.g. Ozga, 2000; Shohamy, 2006). The first periodic report "UGC Quadrennial Report 1991-1995" (Appendix 5.2) records that, in launching LEGs, UGC and HEIs agreed that the original objective of LEGs to provide additional resources for "...remedial teaching of English should be interpreted... to cover language enhancement in general" (para.4.10) hence not only English but also Chinese. That marks the beginning of the progressive presence of the Chinese language in the English language policy texts as examined in section 5.3.3. And, when making the recommendation for UGC or the government to measure the value-addedness of HEIs' education with a focus on English and Chinese proficiency in the latest Review report, the Review Group's 'shifting' usage of 'we' to divorce itself from UGC while maintaining the marriage (i.e. 'we' means the

Review Group and the UGC) in the rest of the report (section 5.4.4) attests to the policies' contested nature in that power shifts between actors in the process.

#### 5.5.2 The English Language

The English language in the current English language policies is demonstrated to be a discursive, ideological, and contested social construct also.

English has undertaken the role of an international language in the globalized world nowadays and globalization has occasioned an environment for it to work with other languages to perform functions of a transnational community such as international business, tourism, and science (e.g. Bolton, 2000; Modiano, 2001; Park, 2011; Ricento, 2010; Sharifian 2009; Shohamy, 2006). That is the dialectical basis on which English is represented in the UGC policies. As illustrated by the interdiscursive analysis in section 5.3.2 and discussed in the previous section, English, again through equivalences and assumptions, is linked with most of the globalization instantiations in the policy texts surrounding notions of globalization constituting English being an international language, which synchronously contributes to globalization. That is, English proficiency equals global competitiveness; students' awareness of the importance of English proficiency is raised by internationally recognized language assessment; English ability enables internationalization; and HEIs using EMI allows Hong Kong to develop into a global centre for studying China-related subjects to benefit from the world-wide interest in learning about China because of its climbing affluence. English is hence espoused under the UGC policies due to globalization and as part and parcel of globalization. The profession of the international status of English is most cogently illustrated by the clause-level findings in the linguistic analysis. English is asserted in the Review report to be an international language through a strong epistemic adjectivally-modalized construction in relational process "it is reasonable to predict that English will be a major language of international business and exchange" (Appendix 5.18, para.4.36) to underpin the UGC recommendation in a succeeding sentence to urge HEIs to renew efforts in language proficiency (section 5.4.3).

It is apparent that the dominance of English in Hong Kong HE is preserved by

globalization in the current post-colonial English language policies, while decolonization commonly sees resistance to the colonizing language (Canagarajah, 2005a, 2006, 2008). Some scholars contend that such dominance is 'linguistic imperialism' or 'English hegemony', where the Western nations manipulate their powers to constantly reconstruct structural and cultural inequalities between primarily English and local languages to affirm and maintain the former's dominance at the expense of the latter (Phillipson, 1992, 2009b; Skutnabb-Kangas, 1999). Others argue for the positive aspects of ideology in that the phenomenon is society members making self-initiated adaptive responses to socioeconomic forces (Bisong, 1995; Brutt-Griffler, 2002a, 2002b, Cherrington, 2000, Davies, 1996).

That English competency is maintained to pledge graduates' global competitiveness and satisfaction of employers' requirements in the UGC policies (section 5.3.3) substantiates the ascendency of English denoting not linguistic imperialism for it is not about ideological domination but pragmatic means of socioeconomic progression (Morrison & Lui, 2000). This fits the neoliberal characterization of English being 'linguistic capital', which refers to the capacity to produce expressions recognized by a particular linguistic market and the possession of which contributes to its owner exercising symbolic power for economic advances (Loos, 2000).

Further, the linguistic analysis outcomes indicate that English in form of the UGC initiatives is legitimized by being policies and delineated the solution/achievement to accomplish the goals concerning economic globalization (e.g. being competitive on the world market) or as the local's responses to globalization (e.g. internationalization) (section 5.4.1), through clauses organized in largely purpose relations to highlight its desirable objectives and in elaboration and addition relations to provide its justifications (section 5.4.2). Therefore, against the 'non-negotiable' globalization context as established in the last section and with English serving as an international language of business and exchange being a 'categorical' 'fact', English is portrayed as 'indispensable' linguistic capital to HE/Hong Kong, which is what Choi (2003), Lin (2005) and Lin & Luk (2005) comment on the neoliberal values ingrained in English in Hong Kong.

Another defence of the sustained prevalence of English not signifying linguistic imperialism is that the local language Chinese is not suppressed. On the contrary, Chinese is accorded equal status to English in the present post-colonial policy texts subsequent to the biliteracy and trilingualism policy introduced one year before the handover. Chinese is textured as co-hyponym with English in all references to "language" in the policy texts. Moreover, its proficiency is proclaimed in the Review report to be 'necessitated by Hong Kong's evolving relationship with Mainland China' whereas English plays a role of "a major language of international business and exchange" (Appendix 5.18, para.4.36) (section 5.3.3). So, English works alongside Chinese with an equal and clear division of labour between them. This symbiosis can be theorized by Pennycook's (2000a, 2003, 2004) concept of 'post-colonial performativity'; Canagarajah's (1999, 2000) notions of 'strategy of linguistic appropriation' and 'critical competence'; Bisong's (1995) and Brutt-Griffler's (2002a, 2002b) advocacy. They share a postulation that post-colonial locals do not utilize colonial languages simply because of the colonial 'conditioning' but they strategically appropriate them together with their native languages for multiple purposes in an intricate manner. And, the non-essentialist perspective is involved where identities, languages, cultures, communities, knowledge forms are no longer insular but constructed, hybrid and nebulous subject to discursive, conflicting and negotiable social, cultural and educational motives and requirements (Canagarajah, 2005a, 2006, 2008; Pennycook, 2000b). The formulation of the biliteracy and trilingualism policy so that English is continued to be fostered while Chinese is also promoted both for chiefly economic development of Hong Kong obviously exhibits critical strategic competence on the part of UGC hence the government. The non-essentialist vantage is adopted in that the colonial language English and the mother-tongue Chinese is not put in a mutually-exclusive but complementary relation to pursue separate dimensions of the same goal – English to capitalize on the English-speaking globalized economy and Chinese the thriving market of Mainland China for the economic well-being of Hong Kong. biliteracy and trilingualism policy can be considered UGC/the government treading on the discursive middle ground provided by post-colonial performativity between complete rejection of English and uncritical embracing of it; and not prohibiting discourses of resistance from discourses of domination and oppression (Lee & Norton, 2009). And, post-colonial performativity views global dominance of English not as an apriori imperialism but a complex sum of contextualized local hegemonies of English (Pennycook, 2000a). English enjoying continuous prevalence in the post-colonial policies can therefore be understood as UGC's hegemony instead of global imperialism per se, which can inform the discussion in the previous section about the evolution of UGC's hegemony to a 'bilateral' appropriation of the economic globalization discourse to legitimize its post-colonial English language policies.

Notwithstanding the unequivocal role differentiation between English and Chinese examined above, Chinese in the "Internationalization" chapter of the Review report is found to be depicted as a 'synonym' of English with respect to HEIs' internationalization efforts and students learning about international affairs. That not only reflects UGC assigning Chinese the same 'international' role as the English's but also it taking 'the global' to 'embody' 'the local of Hong Kong-Mainland' (section 5.3.3). This is another instantiation of the local interpenetrating the global (Canagarajah, 2006). This also lends support to English being a contested social construct for it appears to be a site for struggle (Pennycook, 1994), where it is construed to perform functions of internationalization by itself and at the same time (ostensibly) 'interchangeably' with the 'synonymous' Chinese.

## 5.5.3 How Are the English Language Policies in Public HE in Hong Kong Discursively Constructed by the Government through UGC?

In sum, the post-handover English language policies are contextualized and recontextualized by UGC in networks of genre chains adapted for different stakeholders' consumption to represent, regulate and control the English language policy process in public HE in Hong Kong. They espouse English and are constructed through exploiting the globalization discourse, principally its economic dimension, for legitimation; and hybridizing with the promotional genre for 'pitching' them at the stakeholders. They manifest neoliberal ideology of UGC/the government that defines English language education in HE as provision of English-proficient workforces to serve Hong Kong's economic competitiveness; and represent globalization as 'current', 'given' and 'non-negotiable' whilst English as a language for international business and exchange that is 'indispensable' 'linguistic

capital' and not imperialist from the colonial past. Therefore, HEIs and Hong Kong have to respond to globalization by way of the UGC's English-fostering language policies. And, employers' voice concerning English competency of graduates is included over other stakeholders' in the policies. However, the hegemonic policies are found to display UGC's/the government's critical strategic capability to penetrate the global and the English language in their formulation. They steer HEIs towards an additional direction of offering EMI programmes on China subjects to contribute to Hong Kong's development into a global centre for learning about China (apart from their standing responsibilities of producing English-conversant graduates for Hong Kong and so on), i.e. the 'bilateral' exploitation of economic globalization to also proffer local elements to the world. And, they from a non-essentialist angle appropriate English in partnership with Chinese to further economic pursuits in both the English-speaking globalized market and the prospering Mainland economy, i.e. the devising of the biliteracy and trilingualism policy.

Further, even at the stage of policy production, the policies are contested as epitomized by UGC interpreting LEGs' initial objective of targeting English to cover also Chinese. English shares the same feature for it is construed to execute functions of internationalization by itself and concurrently 'interchangeably' with Chinese, which is portrayed as 'synonym' of English.

The contemporary English language policies and the English language have been established to be discursive, ideological and contested social constructs contingent upon the particular social, economic and linguistic context of Hong Kong. What follows are how HEIs see the policies and what their responses to them are, e.g. Do they find globalization inexorable as the policies characterize? Do they think English is an imperative linguistic capital? What do they do in response to the UGC policies and initiatives, e.g. LEGs, in their English language teaching and learning? How do they conceive their responses? These are the questions to be addressed in the next chapter.

#### **CHAPTER 6**

# **University A's Response to Hong Kong Government's English Language Policies in Higher Education**

#### 6.1 Introduction

This chapter, by examining the data collected from UniA, seeks to partially answer the second research question: How do two public HEIs respond to the government's English language policies through UGC? As expounded in Chapter 4, two bodies of data, i.e. the Mission Statement of ELC-A and the voices of UniA's stakeholders, are examined for they together are considered to constitute UniA's response to the UGC policies.

#### 6.2 CDA of Mission Statement of ELC-A in UniA

The on-line Mission Statement of the ELC-A published on its website is analyzed in the same fashion as the UGC reports under Fairclough's CDA framework with reference to (a) the order of discourse, (b) interdiscursive analysis, and (c) linguistic analysis.

#### 6.2.1 The Order of Discourse

The Mission Statement relates intertextually to the on-line Head's <sup>27</sup> Message (Appendix 11) published on the ELC-A's website in that the elements of one text are present in the other (Fairclough 2003, p.39). Except for the first half of point 2 on 'raising awareness of students' English enhancement needs', all the points in the Statement can be found to correspond to components of the Message. For example,

providing English language enhancement opportunities for UniA students... all levels of proficiency and... all areas of need (Appendix 6, pt.1); and

seeking out opportunities to work with departments and faculties... to address... specific English language learning needs of their students"

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<sup>&</sup>lt;sup>27</sup> Pseudonym is used for the participants'/units' anonymity.

(pt.3)

can be viewed as according with:

ELC-A serves to develop and enhance students' level of English language proficiency... in general usage as well as in their own academic disciplines (Appendix 11, para.3); and

Our mission is to provide... quality language teaching and learning experiences for students... via formal language classroom teaching as well as... "soft approach" to language acquisition... (para.4).

The Head's Message appears to be updated annually as evident in the temporal references such as '2015/16 academic year' in Dr A's quote to begin the Message (Appendix 11, para.1); while the Statement does not. The Statement can therefore be considered to frame the Message. Both texts commence with a mention of ELC-A playing its role within UniA. This connection to the higher University level is encoded in a reference to 'bilingual education' in UniA's on-line Mission & Vision Statements, which read "To be acknowledged locally, nationally and internationally as a first-class comprehensive research university whose bilingual and multicultural dimensions of student education... meet standards of excellence" (Appendix 1, pt.4). So, ELC-A's Mission Statement in UniA's English language policy process is situated in the network of social events of UniA Mission & Vision Statements and the Head's Message, being framed by the former and framing the latter.

The genre chain involved in this network of social events comprises two genres of mission statement and open letter. Mission statements serve to communicate to an organization's multiple audiences fundamentally the organization's nature, reason for existence, values and beliefs (Williams, 2008). They are usually broad statements, claims and conclusions generated by senior management concerning abstractions of a strategic level of generality and ambiguity (Swales & Rogers, 1995). ELC-A's Mission Statement configures for all stakeholders (e.g. UniA staff and students, the general public, and UGC) a framework of what ELC-A is and does. It can be seen as transforming from the non-specific reference of 'bilingual education' made in the overarching UniA Mission & Vision Statements to the Head's Message in the open letter genre, which elaborates the framework built by the Statement through furnishing with personal-touch particulars and up-to-date

details about English language education in UniA. For example, 'designing a comprehensive range of courses to meet UniA students' needs' in point 2 in the Statement is expanded into details about ELC-A adopting formal teaching as well as a soft approach; a Facebook page offering interactive learning activities being available; and so on in para.4 in the Message.

#### 6.2.2 Interdiscursive Analysis

A simple caption "Our Mission" and the bullet point format of the Statement are manifestations of hybridization with the promotional genre. By enumerating four functions of ELC-A, i.e. (i) providing English language enhancement opportunities for all UniA students (Appendix 6, pt.1); (ii) raising awareness of UniA students' English enhancement needs and designing courses to meet the needs (pt.2); (iii) working with departments to address students' discipline-specific English language needs (pt.3); and (iv) ensuring all its courses and strategies are quality-assured and professional (pt.4), under the straightforward caption, the Statement appears to be 'reader-friendly' permitting its audiences to swiftly appreciate what ELC-A is about.

In terms of the discourses mobilized to formulate the Statement as another facet of its interdiscursivity, the globalization discourse is not appropriated as no globalization instantiation is exhibited. Rather, its intertwining neoliberal discourse can be said to be drawn upon for the Statement in itself is regarded as a genre engendered by the neoliberal discourse (Ayers, 2005; Fairclough, 2013), in that universities are required to operate like externally accountable public corporations that need to compile management documentation such as strategic plans and mission statements for appraisal of their funding entitlements (Connell & Galasinki, 1998). As mentioned in Chapters 2 and 4, ELCs were established by and receives LEGs disbursed by UGC. ELC-A's publication of the Mission Statement that delineates its role in four particular functions can be taken as ELC-A answering to its stakeholders including UGC for its utilization of LEGs, as mission statements serve to communicate organizations' commitments to meeting audiences' expectations (Morphew & Hartley, 2006). One other purpose of mission statements is offering rationale for allocating resources in the business context (Williams, 2008), the Statement acts as ELC-A's 'testimony' to justify UGC's allocation of LEGs and its

receipt of the funds for it performs its four functions. Furthermore, references to UniA students occur in three of the four functions. This denotes the 'learner-centred' approach espoused in a neoliberal reality of marketization of HE (Connell & Galasinki, 1998; Fairclough, 1993). That the fourth function incorporates the notion of quality assurance (QA) again emanates as a managerialist concept from the neoliberal paradigm (Deem, 2001; Marginson, 2011). Other distinct traces of neoliberalism such as the redefinition of education as acquisition of skills for national and personal economic progression, and recognition of English as linguistic capital are, however, not noticeable in the Statement.

#### 6.2.3 Linguistic Analysis

The Statement comprises one main clause and four subordinating phrases setting out the four functions of ELC-A in declarative mood and of statement speech function. The main clause involves only the material process of "play" with "the mission of ELC-A" being the Actor, "a central role" the Affected, and "within the University's… language enhancement programme" the Circumstance of Place.

The institutional relationship between ELC-A and UniA is conspicuous in the Statement's setting (where UniA's emblem is a fixture in all ELC-A's sub-sites); and there are a number of mentions of UniA in the subordinating phrases. The occurrence of the Place Circumstance carrying "the University's... language enhancement programme" in the main clause therefore appears redundant. As mission statements institutionalize relations between the social actors involved (Connell & Galasinki, 1998), the inclusion of such an 'optional' Place Circumstance appears to suggest ELC-A wishes to affirm the significance of its relation with UniA/UniA's endeavour, despite using the word "central" to avow its own importance.

The four subordinating phrases concern five material processes of "provide", "raise", "design", "seek out", and "ensure" but without the Actor and only the Affected. The absence of the Actor introduces ambiguity to the agency of the processes where not only ELC-A but also UniA could perform the five actions. This squares with the main clause bearing the Place Circumstance in that the whole Statement seems to

work to predicate ELC-A's purpose on UniA and its language enhancement programme.

UniA students is the Affected, (i.e. "UniA students... all levels of proficiency and... all areas of need" (pt.1)); or occurs within the Affected, (e.g. "awareness of... English language enhancement needs of UniA students" (pt.2), and the Circumstance of Purpose, (e.g. "to address... specific English language learning needs of their students" (pt.3)), in three of ELC-A's four functions. That shows, despite the Actor being represented obliquely as ELC-A or UniA, the students are portrayed as the stakeholder for whom ELC-A acts. And, since the Affecteds and the Purpose Circumstances entail positive value assumptions (e.g. "providing... enhancement opportunities..." (pt.1); "...designing... courses to meet them [students' needs]" (pt.2)), ELC-A is depicted to carry out desirable functions that serve the students as its beneficiary. The Statement can therefore be argued as a hortatory text in that the realis phrases meaning to explicate what ELC-A does, i.e. a knowledge exchange, are also implicit evaluations evoking favourable assumed values of the audience to 'legitimize' ECL-A's object and/or to 'advertise' ELC-A's role, i.e. an activity exchange. This appears to tie in with the neoliberal and marketization orientation of mission statements discussed in the last section. Moreover, the present tense (in the forms of simple present and present participle) of all the processes in the main clause and subordinating phrases can be interpreted to suggest an "undelimited timespan" (Fairclough, 2003, p.152) being attributed to ELC-A's role and four functions in that ELC-A is represented to proffer helpful services to students at all times.

Although the Statement is found to be 'learner-centred' as discussed above, no first person pronoun 'our' but third person "UniA students" and "their students" is used when it could have been. This could signal ELC-A segregating itself from the students (who are laymen before ELC-A) to assert expert authority for 'the expert' is a prominent character of neoliberalism (Fairclough 2003, p.174). Such a proposition of ELC-A attempting to build an expert identity receives credence from the last phrase bearing the construction of "...all ELC-A courses... are informed by... concern for professional practice" (pt.4).

Another point about the use of words is worth noting. "Language enhancement" as in UGC's LEGs (Language Enhancement Grants) that established and annually sponsor HEIs' ELCs are adopted in labelling UniA's overall language enhancement programme in the main clause and repeated in the first two subordinating phrases "providing English language enhancement opportunities for UniA students..." (pt.1); and "raising awareness of the English language enhancement needs of UniA students..." (pt.2). Also, the second phrase has adapted the aim of UGC's CEPAS to 'enhance students' awareness of the importance of English language proficiency'. Yet, the first phrase could have been written in a more straight-forward manner such as 'enhancing the English language ability of UniA students...'. Being listed first indicates their prominence over the other functions although the four functions are linked paratactically in addition relations via a covert 'and' inferred from their presentation format. LEGs' name recurring in the two most essential functions as well as the main clause; and modifying CEPAS's aim into the second function demonstrate ELC-A's close adherence to UGC's English language policies realized through LEGs and CEPAS.

#### 6.3 Voices of Stakeholders in UniA

Steered by the interview guide (Appendix 8) that was compiled based on the issues unveiled by the CDA of the UGC reports and the ELC Mission Statements, five semi-structured interviews were conducted with one senior administrator (SA-A) and two senior teachers (T1-A and T2-A) in ELC-A; and two final-year students with English-major and non-English-major backgrounds in UniA (S1-A and S2-A), who are considered the social actors enacting the UGC policies at the micro-level in UniA. As explicated in Chapter 4 (section 4.5.2), their voices are scrutinized to tease out the patterns and themes along the following four dimensions surrounding the CDA findings:

- The production and enactment of the ELC Mission Statement;
- The relevance of the UGC policies to the ELC practice, the University, the HE sector, and Hong Kong (HK);
- The relevance of the English language to the ELC practice, the University, the HE sector, HK, and the UGC policies; and

• The relevance of globalization to the ELC practice, the University, the HE sector, HK, and the UGC policies.

## 6.3.1 Production and Enactment of Mission Statement as ELC-A Practice

The formulation of the Mission Statement<sup>28</sup> appears to be directed by SA-A's and his predecessor's professional knowledge and judgement on ELC-A's functions, duties, and development rather than UniA's own language policy, or UGC's English-fostering policies and initiatives:

[We] reviewed if the Statement entailed what we were doing and what we wanted to do.

We found the current... Statement general enough and embracing enough... and the stated mission appears timeless so I think there's no need to change up till now.

...it's not that our Statement is restricted because of our university's language policy... We know well what our role is.

These [UGC] policies... have not affected the current version [of the Statement].

Also, T1-A and T2-A believed that inclusion of the QA concept in point 4 of the Statement was occasioned by ELC-A's self-initiated QA moves to deal with its expansion resulting from the four-year curriculum; and its own recognition of the 'unprecedented' and 'unescapable' necessity for QA generated by the auditing climate and activities of UniA and UGC:

In the past... when we taught the same thing... you gave three assignments and I four... your A was different from my A... We used to work in... unstructured way. But... then the double cohort <sup>29</sup>, we employed many more colleagues... had... many more students. If we didn't 'QA ourselves', there would be real problems... So... must have QA. We thought we had to have moderation... have model samples, A was like this... B was like this... (T1-A)

Between 2011 or 2012 and now, we had an internal audit... colleagues from other Faculties came to see what was happening with our new curriculum. Then UGC... on language enhancement... conducted an

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<sup>&</sup>lt;sup>28</sup> SA-A advised that he was not involved in the production of the Statement from scratch but only its review leading to the current Statement.

<sup>&</sup>lt;sup>29</sup> It was caused by the change from the old 3-year to the new 4-year curriculum in 2012/13, when the cohorts from both the old 7-year secondary curriculum and the new 6-year curriculum entered universities.

audit... This year... another audit... of the whole university not only our unit... Comparing with over the 13 years... I've been here, [it] was done only once. But in such a short period, [we] have done it three times... You cannot avoid it... (T1-A)

...because the university takes QA seriously nowadays... We have... student teacher consultative committee... to understand... their [students'] voices and... front-line English teachers' voices. These views help us to continuously improve the curriculum because nowadays we need to answer to different parties... (T2-A)

In terms of stakeholders' involvement, neither UniA's management nor students partook in producing the Statement, while staff participation looks available from SA-A's comment "No one challenged it, including our colleagues." But, it seems not the case for T1-A, who remarked "...no one asked us... for views...".

As a policy text itself, the Statement served as a guide to SA-A running ELC-A on different aspects (e.g. courses to offer, intended learning outcomes, etc):

It's a broad framework... you keep it at the back of your mind for reference...Whenever we have new initiatives, I'll ask myself whether what we intend to do is in line with our mission, whether they're coherent...You know what you're supposed to do but you do have to come back and check.

whereas the teachers did not find it directly affecting their teaching:

...no influence because it's very 'universal'. There's nothing that I don't find right... (T1-A)

I think for a new teacher or a teacher who has taught for some years, he/she may not have intentionally read these points [in the Statement] and then says because of this... I have tried doing things to match points 1, 2, 3, 4... But of course... now... you show me the details, I can see... in our unit... some issues... are derived from these four points... But it's not because of these four points... I take actions to match them. For example... work with departments... even if I did not read this Statement, I would know, because the course nature was ESP<sup>30</sup>, I could not only talk with my own colleagues, I would need to understand the Faculty's requirements... before [I] could formulate... curriculum... So some spirit or... focuses of the Statement are already being carried out in my teaching. (T2-A)

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<sup>&</sup>lt;sup>30</sup> ESP (English for Specific Purposes) refers to the teaching and learning of English as a second/ foreign language where the learners' goal is using English in a specific domain (Paltridge & Starfield, 2013, p.2).

They considered that the Statement could be an action to meet a requirement from the University and it possessed a 'PR' function more than steering their professional practices as one of them remarked "...these [Statements] probably are more for people to see than for yourself to refer to" (T2-A). However, the remark was invalid for both students since neither had seen the Statement before.

As for difficulties in practicing the Statement, SA-A did not see many and regarded the Statement as unrestricting:

We've never had a situation where our new initiatives were restricted by the Statement.

However, both teachers encountered challenges in enacting ESP as targeted in points 2 and 3 of the Statement 'designing a comprehensive range of courses' and 'addressing specific needs of students in different departments'. They found the goal not yet achieved at an in-depth level due to their and colleagues' limited discipline-specific knowledge, departments' asynchronous approach, and students' heterogeneity and unpreparedness or unwillingness:

Teachers aren't ready to teach ESP courses. Everyone tells me "I did physics, chemistry, biology, mathematics only up to Form 3. I've forgotten it all... don't have the language at all. I don't read those books, or magazines, or journal articles..." (T1-A)

I had to develop... a thesis-writing course for... students from... Faculties of Arts and Social Sciences... these two Faculties... were so different but the students were placed in the same class... I would need to... ask the relevant professors what their requirements were... not everyone would... entertain you... (T2-A)

...the Faculty doesn't necessarily work with us... I teach you... to write lab reports, [but] you don't even have access to the lab, so how to do lab reports? (T1-A)

...[if] you... asked him/her [student], [he/she would say] "I don't need to write research papers but I'm forced to." I think students aren't ready because... they... don't see the need. "I only want to do my major well... I won't be a scientist. You ask me to write research papers, I'm doing that only to appease you..." (T1-A)

Further, QA as specified in point 4 of the Statement encompassed more methodical practices (e.g. assessment criteria itemization and moderation). T1-A found that QA to some colleagues meant extra work and distrust:

There's a possibility of random checks, then you would have much work to do... They would ask "why QA, don't you trust me?"... They find you fussy, unnecessary... They cannot conform to being structured... in the new system... To them, QA is troublesome.

One frustration shared by SA-A and the teachers was that UniA's language policy<sup>31</sup>, which accords with UGC's biliteracy and trilingualism policy, stood as an obstacle to their teaching and promotion of English since it was exploited by students to resist English:

There are students who don't want to work on their English. They say "my department tells me I can choose Chinese or English to submit assignments. I'm using Chinese to write things up for my professors... why does your centre ask me to write an English piece?"... Promoting the use of English in our university is considerably more challenging. (SA-A)

Students will come say to you "could you teach in Chinese, I don't know what you talk about"... If you use English to teach, "you speak too fast... your English is difficult to hear". They [the students] have many complaints. (T1-A)

Many students' classes are run in... Chinese... teachers let them choose the language to do assignments... Some... will avoid English as much as possible... When they come to my classes, which are compulsory, they give me the impression of English being forced down their throat... (T2-A)

The non-English-major student S1-A seemed to share the teachers' concern aforementioned about superficial realization of ESP. While he found the ELC-A courses and support geared towards his science disciplines useful and felt they could meet students' specific English learning needs, he saw the effect being momentary "It's only about that particular assignment... later you forget the problems". Enhancing UniA students' English proficiency and raising their awareness as intended in points 1 and 3 in the Statement were also felt to be underachieved because of limited class time and non-English environment outside the classroom. His remark "we start to have awareness only when we encounter problems... [we] go interview and our English seems not fluent, [we] start to feel the need to

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<sup>&</sup>lt;sup>31</sup> According to UniA's report on its language policies (UniA, 2007), UniA implements a bilingual policy that can be understood as UGC's 'biliteracy and trilingualism' policy; and the MOI in individual subjects should be set by the concerned departments.

improve..." attests to the teachers' forgoing point about students' unreadiness problem. S2-A being an English-major and thus exempt from ELC-A courses commented that the Statement, as it was, appeared vague about exactly what ELC-A did; and to concern merely academic English and omit workplace English although he understood from schoolmates that the ELC-A curriculum did cover the latter.

Both believed their university education (entailing ELC-A's input for S1-A) had enhanced their English but not immensely, which matches the teachers' view that upsurge in English competency at the tertiary stage was unlikely (section 6.3.2 below). S1-A felt he still compared less with the overseas standard; whereas S2-A owed his leap in English ability to the exchange programme contained in his undergraduate curriculum and not the curriculum itself. Both considered the optional IELTS workshops, which were run by ELC-A 'perfunctorily' for CEPAS (section 6.3.2 below), useful for they provided the practical skills to tackle the IELTS examinations.

## 6.3.2 UGC Policies and ELC-A Practice & Beyond

Although SA-A never connected the ELC practice, i.e. the production and enactment of the Mission Statement, to the UGC policies, he was pleased that the two converge on the topic of language enhancement, except for CEPAS, which was taken as testing-oriented and inconsistent with the ELC's teaching-learning disposition. Specifically, LEGs was considered crucial to the ELC's sustainability:

...the university has many different disciplines, all scrambling for funding... If there was not an earmarked grant for language, I believe the chance for ELC's proper survival would be very low.

And, he appreciated the 'strings attached' to LEGs in terms of deliverables and accountability:

...sometimes, with policy, if it's tied to funding, to some extent you may need to give in. For example, although it's not our mission to train students for CEPAS, we had to offer some workshops that help students be familiarized with the test formats.

I appreciate they [UGC] have this earmarked grant for language enhancement, and they clearly emphasized the importance of language enhancement. It's not like they emphasize it but they won't give you resources. They do provide [resources]. After they've given you

[resources], they would also ask for accountability from you, so every year we need to file reports... I think that's justified.

However, T1-A saw more to the 'strings attached' for LEGs also prompted 'structured' extra-curricular activities. While realizing those activities' intended benefits to students, T1-A raised the issues of extra workload on ELC teachers for organizing them; the need for them as they overlap similar ones provided by other units in UniA; and how to measure the gain of students through them.

Both teachers echoed SA-A's view that the ELC practice was not tied to the UGC policies in that what and how they taught was not due to the policies since "they're not the thing that is guiding me along in my context" (T2-A). One added that students' needs were more influential than those policies (e.g. despite the EMI policy, he would shift to Cantonese to ensure students' comprehension of key issues). Furthermore, while they understood these policies' overriding purpose of bolstering students' English, they did not find the objective being met since language proficiency needed to be developed from the foundational stages with advancement permitted in the tertiary phase normally being limited; and students did not grasp the importance of English given UniA's deep-rooted Chinese culture:

...languages need to be built up. So, if the foundation wasn't set well... secondary and primary schools... they only drill... the basics are all lacking... (T1-A)

They may not find English has important functions in their studies, lives... So we... always need to tell students that English is very important... (T2-A)

The students either did not feel much influence of the UGC policies over their English learning, academic studies, and personal development (e.g. employability) as one remarked that "[I] have always had Chinese, English and PTH classes... since secondary school". S1-A did not perceive there were the particular policies of biliteracy and trilingualism and EMI promulgated by the government for HE, for he considered that fostering students' English proficiency was universities' obligation and adopting EMI the 'natural' practice. To him, the policies were merely the government reiterating existing common knowledge in HK:

It's [biliteracy and trilingualism policy] something everybody knows... Why did the government re-package that to create those [policies]... Since very little, mum's always said English had to be learnt well... it should be the case where all parents around are requiring [that of] their children... this should be the common sense of HK people... the two literacies and three languages are good.

S2-A, however, saw the policies could preserve English ascendancy in education and the workplace:

The biliteracy and trilingualism policy perhaps could maintain the status of English... as English has always been important since the colonial times. CEPAS is work-related, that made me realize the practical use of... English... because... people will sit for this [IELTS] to prove [their] English abilities.

He added that the biliteracy and trilingualism policy could serve to raise the awareness of the importance of PTH instead because "...when the... policy started... our economy was still better than the mainland's, so we might not have such awareness that we needed to learn PTH".

Beyond the ELC practice, the educators commented that the UGC policies had impacts on UniA and the HE sector. LEGs was also aiding their Chinese counterpart unit in UniA to teach and advocate Chinese. The EMI policy appeared not well embraced by some of its academics, who felt uncomfortable using English to teach, given the Chinese history of UniA. But, it was considered to denote an international status of HEIs and benefit their popularity by capacitating the electability of their programmes to the English-speaking international community. The biliteracy and trilingualism policy can be considered to be enacted in UniA as its own language policy for they tallied. As such, it, in the form of UniA's language policy, was found taken advantage of by students to repel English as aforementioned (section 6.3.1); while it was viewed to have mandated the EMI universities to impose learning of Chinese. Through publishing graduates' IELTS results, CEPAS was felt to have introduced comparison between HEIs hence pressure on them, which was believed to be motivation instead from UGC's standpoint. Nevertheless, they would not ascribe UniA's internationalization efforts to the UGC policies since they either found internationalization 'ineluctable' and 'preexisting' per se; or UniA's efforts an action merely to measure up to other HEIs' and thus not effectively pursued:

Internationalization is something that every university will go after... you cannot afford not to be a part of this trend. The whole world is

moving towards this direction... If this is your direction, you must then empower your students to survive in this environment. (SA-A)

UniA's internationalization... to me stresses bringing in students of... various cultural backgrounds. So, the student profile is now more diverse... So already there're more chances available for students to use... a certain language to communicate with certain international students... So, naturally they have improvement in the process... That's matching the biliteracy and trilingualism policy. But is it because of the policy that it [UniA] becomes more internationalized? I can't make such an association. (T2-A)

For example... General Education... they [international students] have a special English class, which does so much less assignment than the Chinese class. So, not the same treatment... You bring them to internationalize your school supposedly... Instead I think we're localizing them rather than... becoming internationalized... I... think... because other universities do that we do that. (T1-A)

While both students shared one aforementioned point that these English-espousing policies helped improve UniA's international image and attract foreign scholars and students to internationalize UniA, S1-A did not believe that university programmes on China topics taught in English could specifically be an enticement to international students because:

...foreign countries have many experts who specialize in China topics... Many famous universities overseas... have... these programmes... locally they are completely able to learn these topics, no need... to come to HK.

S2-A saw that the biliteracy and trilingualism policy could better UniA's world reputation by dispelling the popular misconception stemming from its Chinese history that its students were only Chinese-conversant for the policy would be taken to signify the bilingual 'requirement' that they should be English-proficient also. He also found CEPAS conducive to broadening students' global horizons by facilitating financially their fulfillment of the IELTS requirement for engaging in overseas exchanges.

On the societal plane, the educators and S2-A felt that the UGC policies should have certain bearing on HK's edge in the world in terms of fortifying its population's linguistic capacity to deal with and preserve its intermediary role, standing, and appeal to the outside world, including mainland China (e.g. communication with the

international community, attainment of world-wide recognitions, and attraction of international organizations and talents through English; and business liaison, social and cultural connection, and political integration with mainland China through Chinese/PTH); and in terms of facilitating the city's development into a global centre for the world to learn about China affairs (e.g. HEIs offering EMI programmes on China subjects to entice foreigners to come to study in them).

But, the educators did not consider the relation causal. Rather, they characterized it as consistence. SA-A suggested that such concordance was engendered by policy makers recognizing the need for devising the policies in order to maintain and nurture the status quo:

I don't think the UGC policies were the cause of internationalization in HK, but rather, they contributed to its development... HK has been a special city where East meets West ... if I were a policy maker, I would pay attention to how we could keep and maintain the current situation... policy makers would also need to formulate further policies and provide funding to enhance HK's competitive edge in the process.

Moreover, as discussed above concerning the UGC policies' prime aim of fostering English not being fulfilled in UniA and the HE sector, they did not find the policies' intended effects were satisfactorily actualized on the societal front either. Employers' complaints about graduates' deteriorating English standard were commonplace to them: "My friends, who are in senior positions in the business sector... said to me 10-odd years ago... "we've stopped recruiting local students... because their English is not good enough"" (SA-A). English was still not widely used in daily life and even losing its prominence to Chinese (section 6.3.3 below). When it comes to HK's progression to an international hub of China affairs, other considerations such as political atmosphere and economic environment were felt to be more decisive than language policies, to which both students also agreed.

Notwithstanding the above, SA-A and T1-A stated that the policies were not dispensable since they were expected of the government and considered authoritative in setting 'the bottom line' for conserving English in HK:

Without these policies and funding, how the situation of HK would develop is anyone's guess. (SA-A)

But you can't afford not doing it... If you did not do it, you would be

criticized... From the government's... or UGC's standpoint, I can't afford not doing it... These things are so important and there must be some things that are being done... But if there were no policies, things could probably be worse... At least I have a policy there... If... someone... has the ability to achieve all those things... students will benefit, HK will benefit. But if you did not have the policies at all, people would conveniently say "why bother? No one is asking... It's now China already, why bother?" (T1-A)

S2-A's remark on the biliteracy and trilingualism policy appeared resonating:

It... makes HK people... aware of continuously raising the Chinese and English... abilities...

#### 6.3.3 English and ELC-A Practice & Beyond; English and UGC Policies

All five stakeholders agreed that English was a leading international language, unparalleled by other languages, in terms of its user number, usage by countries potent in various realms (e.g. economics) on the world stage, official language status in many countries, and lingua franca role.

As such, English begot the ELC and meant job opportunity to the educators. While the relevance of English to his ELC practice had remained unchanged, T1-A found the English immersion environment in ELC-A waning after HK's handover as plenty expatriates left. The new four-year curriculum from 2012 aggravated the problem for the resultant hefty workload drove away ELC-A's new overseas recruits. He considered that a disadvantage in professional development:

Way fewer chances to learn things as way fewer expatriates are teaching at our place... fewer [chances] for listening.

Another difficulty in the ELC practice was students failing to apprehend the significance of English, as deliberated above (section 6.3.2). To SA-A and T1-A, their attitude had been positive instead and the watershed appeared to be the introduction of the four-year curriculum. Both were perplexed by the turn conjecturing the main cause being the younger age of entering universities resulting from the 3+3+4 reform, amidst other impactful and complicating factors such as the fast-pacing digital era.

For both students, despite their dissimilar majors, English irreplaceably capacitated

their academic studies and connection with the world:

As I am biochemistry, if Chinese was used for teaching, I would have no way to have exchanges with foreign experts in many technical terms... (S1-A)

I use English... have learnt foreign cultures.... Easier to go travel... can understand plenty of things in English. (S2-A)

It also enhanced their employability locally and globally:

Many employers require good command of English and Chinese... better English... better jobs... more life options... can even go overseas to work... I've seen some jobs in Japan, they say you don't need to know Japanese, knowing English is ok. (S2-A)

Beyond the ELC practice, all five acknowledged the significance of English as an international language to UniA. It influenced UniA's reputation and ranking for it is 'the' medium employed in international academia with students' and staff's mastery of it determining UniA's participation in the global community, affecting UniA's publication outputs, and moulding external parties' impression of UniA as discussed above (section 6.3.2). It was an incentive to attract foreign academics and students, and was instrumental in the internationalization of UniA by acting as the lingua franca for staff and students from multi-cultural/linguistic backgrounds. However, the teachers did not see much linkage between the two in reality in that, apart from UniA's non-English-related motivation to simply match other HEIs' internationalization efforts mentioned above (section 6.3.2), the 'internationalized' student mix actually comprised a large proportion of mainland Chinese rather than overseas English-speaking students; and UniA's steadfast Confucius ethos prioritized Chinese over English in teaching and student life (section 6.3.2):

International students say "Because we're here, they use English to teach. If we are not here, they will not use English to teach." (T1-A)

I've heard many complaints about local students not wanting international students as roommates because we don't want to speak English... It's a chore. (T1-A)

S1-A felt that UniA could recognize the importance of English as evidenced by science departments running courses on use of English in science communications. However, one teacher held that UniA raising the English requirement from three to

nine credits in the new four-year curriculum should not be regarded as UniA appreciating the importance of English since pertinent advocacy from UniA's senior management was wanting when students protested against the increment. He felt that that English being an international language was imperative was deployed as a 'respectable excuse' for academic departments to shift the additional work in filling the extra space on the new curriculum to ELC-A, which was classed as a servicing unit only.

Also, while believing that EMI could help UniA develop into a world center for China affairs, S2-A felt that would be subjugated to HK being a part of China in foreigners' choice of an institution to learn China topics:

Because we are part of China... not because we know English that they come to do China studies... They'll choose this place first, then they think its language is ok.

On the societal level, all five considered that English was vital to HK sustaining as an international city, especially in the economic dimension: "Without basic and acceptable English proficiency, many people would lose their jobs, HK's economy would possibly collapse..." (SA-A). Nevertheless, they observed that, except in academia where English ascendency persisted, the status and role of English appeared to be receding relative to the growing use of Chinese in government, business and daily life:

...government officials place less stress on English... They don't proactively respond to journalists' questions in English. (S2-A)

Because China is getting stronger... mainly economically... compelled to do business with them, can't help using Chinese more. (S1-A)

When you go to Disneyland, the announcements are now in Cantonese first, then PTH, and English last. Not that in the past... Cantonese first, English second... In lifts... English always last. (T1-A)

The educators found the trend undesirable since people seemed to be losing sight of the value of English because of the reunification with China and more its thriving market:

...internationalization... you don't only look to the mainland... you also have to face the world... English in this world occupies an important position although... not in the mainland... our focus should not be only

the people and matters we deal with most frequently... see it from a wider perspective, should maintain the importance of English in HK. (T2-A)

SA-A characterized such a situation as HK catering for the need of an additional group of speakers resulting from China opening up; and that should not be translated into neglecting English, with which all stakeholders concurred:

Both are important... not only Chinese, but also English...Some people think that HK is now part of China, why do we need to bother that much with English anymore?... some students really have such idea... That's shortsightedness... They will deprive themselves of opportunities and realizing their full potentials... It's not about either or. I'm talking about both... (SA-A)

Both languages are important... HK is a bridge but we're giving it up... because the market is there [China], only [look at] there... [in] non-China [places], it's only English... So, it's impossible that this language is not important. To be called an international business hub... Why Singapore could rise so quickly is because it has two languages... cannot be so shortsighted... only look at the... China market. (T1-A)

...[we] need to at the same time learn English well and learn PTH well.... English as a medium, Chinese as a language, it's the common situation in HK. (S1-A)

Both are important... [we] use Chinese because our country's language is Chinese, we need to respect our own country. Using English is because they [foreigners] don't understand, we must translate for them. (S2-A)

Concerning the relevance between English as an international language and the UGC policies, all five considered that the policies were produced because of the global ascendancy of English. And, as deliberated above (section 6.3.2), they served to keep reminding HK people of such importance of English and to facilitate the maintenance of the state where English, alongside Chinese, used to contribute to HK's success in the world by enabling the integration between the East and the West (despite the intended effects not being observed to be satisfactory in reality, and the policies not being taken to occasion HK's competitiveness).

However, specifically, T1-A and S1-A supposed that the biliteracy and trilingualism policy related to HK's British colonial history other than English being an international language in that PTH was added to HK's then linguistic repertoire of

English and Cantonese owing to its reunification with China:

If [say] Macau, [which] speaks Portuguese... the biliteracy and trilingualism policy could be [including] Portuguese... They don't do things because of English being an international language... So I think it's related to politics. (T1-A)

T1-A also did not think CEPAS was driven by the international prominence of English but employers' business-oriented demand instead because:

[they] have to do business with them [the US]... therefore I require English... if I required Japanese, you would set up a test on Japanese... So, it's not related to whether it's an international language.

## 6.3.4 Globalization and ELC-A Practice & Beyond; Globalization and UGC Policies

All five agreed that English was the 'very' medium of communication in globalization, which meant the networking of people, matters, beliefs, concepts, cultures, and so on around the world:

Globalization... means there are a lot of things that are linked up... What is the common denominator?... a lingua franca... this is most important... (SA-A)

Both students added that globalization effectuated the dominance of English and concurrently was spurred by English:

Globalization makes English a dominant language... makes us use English... if everyone knows to speak English, there won't be so many barriers... it could be faster for everyone to penetrate one another's cultures... (S1-A)

While acknowledging the above connection, T1-A qualified that globalization was initiated by business development rather than English; and it was about the West exporting its culture for economic gain:

...started with business development. There're McDonald's everywhere... Starbucks everywhere... related to English because what they sell are all... written in English... from the western culture. So when a brand goes globalized, leaves its own country, it will bring its language and culture to the outside.

Why is there Starbucks in the Forbidden City? It's because there're many tourists... It must be the case that a place has potential to develop

economically... can afford my brand's products, so I'll go there to develop. And, China has a big population... so foreign investments must come

S1-A, being a science student, also held that globalization was steered by the West:

The globe is there [the West]... the centre is concentrated there.

The educators felt the impact of globalization on their ELC practice and concurred that, although ELC-A's Mission Statement might not have factored in globalization specifically and explicitly, it could relate to globalization in the sense that its provisions contribute to producing proficient speakers of the principal communicative medium in the globalized world:

...if you look at it [Mission Statement] from a wider perspective, we giving them [students] all these things could relate more or less to this [globalization]. (T2-A)

And, this view coincided with both students'. However, they either maintained that globalization did not drive their practice or found its influence being limited.

To SA-A, globalization accentuated the significance of English but it was not the cause for his actions since regardless of globalization English enhancement was always important for English was "a transferable skill, a tool... that empowers them [students] in different settings". Globalization had become a 'natural' 'unescapable' part of living and it was 'instinctive' and 'professionally responsible' to take it into account when running the ELC in terms of designing the English curriculum for students and handling ELC teachers' staff development:

When one grows up, he or she will realize that the society is becoming more complicated each day... globalization is here to stay... I have to understand what kind of society my students would have to face after graduation. When you think like this, you will naturally feed that knowledge back into our curriculum or language provisions. You will also try to evaluate whether the intended learning outcomes are realistic, and whether they're relevant to students' current and projected needs. This is very important if you want to be a responsible professional...

They [students] cannot ignore what's happening beyond HK's setting even though they're HK citizens. They just cannot.

Colleagues want to go for conferences, I would normally approve all their applications for leave and funding... The greater the exposure [of the colleagues]... the more beneficial it will be to the whole centre and

the process of learning and teaching.

The teachers reflected that the impact of globalization on their English teaching lay in their teaching content. One introduced the notion of global English while the other used more culturally-varied elements:

I tell students... many accents are acceptable now.... in the past... they were not standard... Because of global English... it's impossible to have just one standard now. (T1-A)

...will make my class... have more cultural elements... my teaching materials... [I] would see if there could be a bit more varieties. (T2-A)

Globalization academically meant learning English being imperative to S1-A since all world-renowned 'giants' in his biochemistry field used English; while it allowed the English-major S2-A to improve his English competency through easier and wider exposure to people of different nationalities. To both, globalization together with English had expanded the labour market in that English proficiency was the 'prerequisite' skill to land a job in foreign countries (section 6.3.3).

Beyond the ELC practice, the relevance of globalization to UniA and the HE sector was found significant and multifaceted in that globalization generated different opportunities, interests, and needs with respect to internationalizing the students and UniA, which were realized through bilateral exchange activities on the new four-year curriculum; offering unique programmes; and pursuing international collaborations and world ranking/standard. And, they appeared to all five 'obligatory':

Globalization... therefore there is this internationalization thing that has happened and... many exchange opportunities created for local students. In the new four-year curriculum... everyone has an opportunity for exchange... You need to know about the world. The easiest way instead of sending all our students out is to get people to come to tell you... hope internationalization can help students broaden horizons at home. (T1-A)

It's... like a pressure. If you don't create these kinds of relationships with the world [overseas collaborations]... your ranking may be affected... can't afford not doing that. (T1-A)

These [exchanges and collaborations] should be encouraged...

Nowadays you should not think your identity [is] "I'm just a HK citizen"... We're teaching students "you're global citizens". You have responsibilities in lots of different things... World problems... like global warming as a global problem. It's something that we have to do all together... global citizenship this concept should become more important. (T1-A)

I think so. The trend of globalization must have some impact on UniA's strategic planning, trying to create a hub for learning more about contemporary issues/topics of China... otherwise there would not be the launching of this China studies programme... meant to be a flagship programme of the university... because our Chinese culture is strong, and we have the talents and historical background for it. (SA-A)

How can the university attract people to come?... if you have a substantial curriculum, you have something special to offer... you have a positive cultural and linguistic environment that attracts them... They won't come for... contributing to your institution's internationalization. They come... because globalization is happening, because they wanted to know more about global issues in action. Those... who came maybe because of that, wanted to see the situation... I think it's their interest that motivated them. They may also see the need to be better informed... know more about China. (SA-A)

...any one institution would like to be on par with world-class institutions... globalization could be one of the... motivations that makes an institution raise its standard continuously. (T2-A)

Foreign countries will recognize our students, our... publications, or our... ranking, accept our university's teaching quality more because perhaps everyone has the same standard... because everyone uses the same international language, the same thing for judgment... Globalization makes everyone know one another's abilities... cultures, everyone feels we're all on the same level for judgement. It's not like you don't know our culture and the judgment will be biased. (S2-A)

If UniA did not get globalized, UniA might be finished. (S1-A)

On the societal front, all five respondents considered globalization potent and pervasive in plenty domains such as economics, politics, culture, livelihood matters, architecture, food, and natural conservation. It blurred boundaries and increased receptiveness between cultures to an extent that it felt to some of them like the world was 'turning into one homogenous place', with some seeing it could result in engendering distinctly domestic elements:

East and West are mixed here, restaurants, cultures, buildings. Because of globalization... some foreign cultures have come in and... got to

'settle in' here... That... has become a unique culture of HK... our own instinct, our local consciousness, but it's actually a result of globalization. (S1-A)

whereas T2-A wondered whether "it would make... culturally unique things... disappear".

Regarding whether globalization would make HK a world centre for learning China affairs, some did not think so because they saw that HK being an international city predated the emergence of the globalization notion; that other factors (e.g. political, historical, and geographical) were also the shaping forces; that utilitarian benefits instead determined HK's direction; and that HK was better at enabling international outreach to other hubs, especially as the stepping stone for China to get globalized, than at nurturing local talents and infrastructures for evolving into a hub that can draw foreigners due to the entrenched Chinese values of prioritizing lucrative jobs (e.g. investment bankers) over others. Also, they felt HK was losing its edge of becoming a world centre for learning China affairs because China had become more accessible to the world in its opening up and the globalization process. Such rise of China even appeared to some to be outweighing the Western power in globalization. That said, some thought HK could still satisfy foreigners' interests in China since HK was more open to China nowadays while staying westernized; and HK could still act as an international intermediary for people to understand various places in the world additional to China owing to its distinctive historical, geographical and political backgrounds.

Concerning the relevance between globalization and the UGC policies, all five viewed it as consisting in the UGC policies espousing the common language of English for globalization to ensure HK's capability to connect with the world. Nevertheless, some supplemented that English was only a constituent of globalization, in which Chinese also played a part nowadays amongst diverse non-linguistic components (e.g. economic and political elements). The phenomenon of a Korean song was quoted to substantiate the point:

Korean culture is really big in HK... you could see it as globalization as well... like that "Gangnam Style"... that phenomenon wasn't in English but it's global the impact was global... it's very successful, everybody knew what happened. (T1-A)

#### 6.4 Discussion and Conclusion

Through examining the findings obtained from the preceding analyses of the ELC-A Mission Statement and voices of UniA's stakeholders with regard to the theoretical concepts reviewed in Chapter 3 and the CDA outcomes of the UGC English language policies in the last chapter, this section attempts to partially address the second research question: How do two public HEIs respond to the government's English language policies through UGC?

#### 6.4.1 ELC-A Mission Statement as ELC-A Practice

Being part of UniA's response to the UGC policies, the ELC-A Mission Statement is uncovered by CDA to be a social construct that is discursive, ideological and contested.

The order of discourse analysis shows that the Statement is framed by the reference to 'bilingual education' mandated in UniA's Mission & Vision Statements (section 6.2.1), which apparently espouse the biliteracy and trilingualism policy promulgated by UGC. And, the 'superfluous' presence of UniA in the Statement unveiled in the linguistic analysis suggests that ELC-A 'submits to' UniA and UniA's language enhancement programme for its validation (section 6.2.3). Therefore, ELC-A can be held to 'embrace' the fostering of English under UGC's hence the government's biliteracy and trilingualism policy. That is further substantiated in its 'overt conformity' to the UGC policies/initiatives by copying LEGs' name and adapting CEPAS's objective in the main clause and the first two functions in the Statement as the linguistic analysis demonstrates (section 6.2.3).

However, such compliance seems to stop at the 'superficial' or 'literal' level aforementioned for the Statement is not found in the interdiscursive analysis to manifest underlying ideological features of UGC's hegemonic deployment of the economic globalization discourse to justify promoting English, as discussed in section 5.5.1. The entwining neoliberal and managerialist perspectives are instead effected, which, however, seem to be confined to devising and publishing the Statement to demonstrate ELC-A's accountability and to legitimize and advertise its

objective and functions, as the UGC policies have been established to suppose (section 5.5.1), by depicting how ELC-A benefits students (section 6.2.2). And, such neoliberal purpose of the Statement is served by hybridizing with the 'readerfriendly' promotional genre realized through a plain caption and four bullet points listing ELC-A's four functions (section 6.2.2). The Statement's neoliberal bearing does not extend to appropriating UGC's neoliberal characterizations of language education and English such as portraying English language education as the mechanism to generate graduates who acquire English as 'indispensable' 'linguistic capital' to safeguard their and HK's international competitiveness (Choi, 2003; Lin, 2005; Lin & Luk, 2005) (section 5.5.2). The neoliberal managerialist act to factor in QA processes in the last function, nevertheless, seems to contribute to ELC-A projecting an expert image, which is also a significant neoliberal feature (Fairclough 2003), more than simply assuming UGC's neoliberal and managerialist values. That is because there are the separation from its beneficiary UniA students induced by the absence of first person pronoun 'our' in the Statement and the expression "concern for professional practice" in the same function, as shown in the linguistic analysis (section 6.2.3).

ELC-A forging an expert identity before its layman students but simultaneously adopting a neoliberal approach to be 'learner-centred' (section 6.2.2) reflects the Statement's contested nature. The same holds true for ELC-A's submissive disposition to UniA and UGC. Such nature is evident in the excessive occurrence of UniA and the copying and adapting LEGs' name and CEPAS's aim in the most fundamental parts being constructed alongside the discordant use of the word 'central' to affirm its importance in the same parts (section 6.2.3); and in the aforesaid 'literal and superficial' rather than 'profound' compliance with the UGC policies.

Cross-referring the CDA results above to the stakeholders' voices about the devising and the enactment of the Statement helps complete the understanding of how the 'on the ground' ELC-A practice (i.e. the devising and enactment of the Statement) works in a discursive, ideological and contested manner.

As informed by the educators, two notions of ESP and professionalism 32 were tapped when formulating the Mission Statement. Echoing the CDA finding that the Statement does not resort to UGC's hegemonic utilization of the economic globalization discourse or display its neoliberal values towards English language education (but only 'superficial compliance'), the educators' voices proclaim their regard for introspection and professional knowledge and judgement outstripping the clout of the institutional and UGC policies. Apart from their explicit statements negating the latter (e.g. "...it's not that our Statement is restricted because of our university's language policy..." (SA-A), section 6.3.1), the incorporation of QA processes and the ESP concept in the Statement were respectively their selfregulating reaction to their own expansion and UniA's/UGC's auditing atmosphere (e.g. "If we didn't 'QA ourselves', there would be real problems..." (T1-A), section 6.3.1); and their professional knowledge about English language education (as T1-A stated "...ESP is a dominant trend... in the world many places do ESP.") and professional judgement on their responsibilities (e.g. "[We] reviewed if the Statement entailed what we were doing and what we wanted to do." (SA-A), section 6.3.1). The Statement's entailment of professionalism was also reflected by no student participation in its production, which converges with the CDA finding of ELC-A building an expert representation to segregate itself from the laymen audience such as students.

Staff participation in the formulation of the Statement, however, appears to be open to interpretation between SA-A, who was in a managerial position, and the teachers, who were front-line policy actors. It became equivocal when comparing SA-A's remark that signaled it "No one challenged it, including our colleagues." and T1-A's that denied it "...no one asked us... for views..." (section 6.3.1).

In practicing the Statement as an in-house policy, contestations also occurred and at multiple levels between various social actors in different positions in the policy process. SA-A saw the Statement acting as a framework that guided him on all aspects of operating ELC-A and did not find many difficulties in enacting it.

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<sup>&</sup>lt;sup>32</sup> Day (2002) posits that "Professionalism... has been associated with having a strong technical culture (knowledge base); service ethic (commitment to serving clients' needs); professional commitment (strong individual and collective identities); and professional autonomy (control over classroom practice)..." (p.681).

However, to the teachers, the Statement did not function to steer their work but a 'PR' tool for external parties' information instead (as T2-A commented "...these [Statements] probably are more for people to see than for yourself to refer to", section 6.3.1). Moreover, the teachers faced challenges in actualizing ESP and QA processes prescribed in the Statement. The former was owing to their and colleagues' insufficient discipline-specific knowledge, departments' discrepant teaching schedule/approach, and students' disciplinary disparateness and unreadiness in learning ESP; whereas the latter the additional work and misgiving perceived by their colleagues in the structured QA protocols. As the recipients of ELC-A's provision, the students, albeit meant to be one of the Statement's audience groups, had not seen the Statement, which thus nullified the Statement's 'PR' function suggested by one teacher. Also, both (when presented with the Statement) thought that the promise made by the Statement and ELC-A's deliverables did not match, with one not finding it vague but feeling the deficiency in its intended outcomes (e.g. his gain in ESP being only short-term); whereas the other seeing it nebulous and fail to address workplace English but knowing the ELC-A curriculum did prescribe workplace English. Both believed their English had been moderately but not considerably bolstered.

Notwithstanding their preceding declaration of UniA's and the UGC policies not influencing the production of the Statement, the educators revealed that UniA's language policy played a critical role in one major contestation in the ELC-A practice in that it was taken advantage of by UniA students to oppose English. Possessing an institutional status, UniA's language policy was turned into a 'site of struggle' (Shohamy, 2006) by students for it 'sanctioned' a linguistic alternative, i.e. Chinese, that they could 'legitimately utilize' to pursue their interests such as not choosing English to do assignments, and requesting teachers to teach in Chinese (e.g. "Many students' classes are run in... Chinese... teachers let them choose the language to do assignments... Some... will avoid English as much as possible..." (T2-A), section 6.3.1). Also being subject to the same 'higher-order' institutional 'governance', the educators likened their English teaching to fighting an uphill battle (e.g. "Promoting the use of English in our university is considerably more challenging." (SA-A), section 6.3.1). This affirmed UniA students deploying their "strategy of linguistic appropriation" (Canagarajah, 2000; 2005a) by leveraging the

institutional status of UniA's language policy to negotiate language policies for their own agenda within their micro-social domain of UniA.

### 6.4.2 UGC Policies and ELC-A Practice & Beyond

As discussed above, entailing variegated discursive, ideological and contested elements, the ELC-A practice manifested 'superficial and literal' instead of 'profound' compliance with the UGC policies; fulfilled one of UGC's neoliberal and managerialist expectations of exhibiting accountability through pronouncing ELC-A's objective by way of its Mission Statement; was premised primarily on the educators' professional knowledge and judgment instead of on the UGC policies; and was felt by the students to be fairly but not strikingly effective in improving their English competency. Analysis of the stakeholders' voices on the relevance of the UGC policies to the ELC-A practice, UniA, the HE sector, and HK provides enriching arguments.

Again, the educators found the UGC policies having no bearing on their ELC-A practice. However, that appeared to be limited to the policies not associated with funding and to ELC-A's formal curriculum and its teaching. To react to the funding-associated policies/initiatives of CEPAS and LEGs, ELC-A organized IELTS workshops and English enhancement activities for students correspondingly outside the curriculum; and filed annual reports to UGC on its operation particularly to answer to LEGs being its main financial source. These 'perfunctory' actions denoted the negotiation entailed in executing policies (e.g. Bowe et al., 1992; Ozga, 2000), as SA-A commented "if it's [policy's] tied to funding, to some extent you may need to give in." (section 6.3.2), with the extra-curricular space being strategically mobilized by the educators as the 'site of struggle' for the negotiation. Given their 'negotiated' and 'perfunctory' qualities, the CEPAS-induced IELTS workshops and LEGs-induced enhancement activities were contested topics. While the workshops, due to their testing orientation, were not approved of by SA-A, they were welcomed by the students, who could obtain useful skills in them to tackle the of **IELTS** examinations for the purposes employment and overseas exchanges/studies (sections 6.3.1&6.3.2). The enhancement activities, albeit appreciated by T1-A as the 'strings attached' to LEGs and advantageous to students,

created issues such as redundant extra workload for colleagues (section 6.3.2). With respect to the EMI and biliteracy and trilingualism policies that are not pegged to funding, the latitude in reacting to them could reach complete departure from their prescription. One teacher put students' need before the EMI policy and would exercise discretion in his EMI classroom, as Lipsky's (2010) 'street-level bureaucrats' would, to give up English and use Cantonese to ensure students understand key issues (section 6.3.2). Such 'funding-sensitive' reactions represented ELC-A's 'involuntary submission' to UGC's managerialist requirement of accountability (section 5.5.1) (i.e. filing annual reports for LEGs) and neoliberal expectation of producing English-conversant graduates for the workplace (section 5.3.3) (i.e. offering IELTS workshops for the 'employer-oriented' CEPAS). The students considering CEPAS beneficial for their employability was their adopting UGC's neoliberal ideology of English language education functioning to satisfy economic ends (Lauder et al., 2006; Ozga, 2000; Rizvi & Lingard, 2010) (e.g. "CEPAS is work-related, that made me realize the practical use of... English..." (S2-A), section 6.3.2).

The above 'UGC-immunity' claim made by the educators could call for another qualification. UniA's language policy can be taken as a form of UGC's biliteracy and trilingualism policy since they refer to the same two languages of English and Chinese; and the former is encoded in UniA's Mission & Vision Statements, and hence apparently 'embodies' UGC's biliteracy and trilingualism policy. UniA students manipulating UniA's language policy to defy ELC-A's English advocacy as aforementioned in the last section can thus be equated to them exploiting UGC's biliteracy and trilingualism policy for the resistance. That means the ELC-A practice was hampered by UGC's biliteracy and trilingualism policy, albeit indirectly through UniA; and the biliteracy and trilingualism policy was also rendered obliquely by UniA students a 'site of struggle', which informs the forgoing deliberation about the UGC policies being a contested social construct in section 5.5.1.

Another facet of the contested feature of the relevance between the UGC policies and the ELC-A practice seemed to lie in the shifting of power (e.g. Ozga, 2000; Shohamy, 2006) with SA-A in the policy process. As discussed in the last section,

SA-A regarded the ELC-A Mission Statement as a guide for all aspects of his operating ELC-A, but the teachers did not see such function of the Statement. When it came to the UGC policies, which functioned like the Statement, but at a higher governmental level, to regulate the English language policy process in HEIs (section 5.5.1), SA-A did not find them steering how he ran ELC-A (albeit ostensibly) as aforementioned. Situating between UGC and ELC-A, SA-A's vantage shifted to be akin to the teachers' when he became the 'front-line actor' of the 'higher-level' UGC policies.

In terms of the policies' intended effect of fostering students' English, both the teachers and the students agreed that there was no considerable impact on students' English learning and competency. While the teachers believed that upsurge in English proficiency at university level was improbable since language learning required building up from primary and secondary schooling, and some UniA students failed to value English due to UniA's Chinse history/culture as aforementioned; the students felt the absence of influence of the policies in their university education because they had acclimated to learning the two literacies and three languages that the policies espouse since secondary school. This last point squares with the stakeholders seeing the policies working as symbolic ones to be canvassed later.

Beyond the ELC-A practice, the UGC policies were observed to exert clout on UniA, the HE sector, and the HK society. Nevertheless, the effects again encompassed contestations and interpretations.

Within UniA and the HE sector, CEPAS was found advantageous by the students as aforesaid, but to the educators generated pressure for universities since comparison between them was introduced through it publishing the IELTS results of graduates from all of them. EMI, although being believed by all stakeholders to signify HEIs', including UniA's, international position/ranking and to contribute to their global popularity and internationalization efforts by permitting English-speaking scholars and students around the world to join, was unwelcome to some UniA academics who had difficulty using EMI and rejected by some students owing to UniA's Chinese history/culture as aforementioned in the last section. The biliteracy and

trilingualism policy, while established above to be strategically manipulated by students to resist English in UniA, enforced Chinese learning in EMI universities. Moreover, it, on one hand, represented students' unacceptable manipulation in the educators' eyes, but on the other, was interpreted by S2-A as a favourable label that helped protect UniA's international image from its 'mistaken Chinese identity' emanating from its Chinese history/culture in that it indicated English competency Concerning UniA's internationalization, while all as well of UniA students. stakeholders held that the UGC policies aided it by fostering the use of English in UniA, they did not regard the policies as the reason for UniA's internationalization efforts, because they found internationalization 'inescapable', 'preexisting' (e.g. "Internationalization is something... every university will go after... you cannot afford not to be a part of this trend. The whole world is moving towards this direction..." (SA-A), section 6.3.2), and 'vital' (e.g. "If UniA did not get globalized, UniA might be finished." (S1-A), section 6.3.4). Being an instantiation of globalization, which is depicted by the UGC policies as 'inevitable', 'given', and 'reactions-necessitating' (section 5.5.1), internationalization was ascribed by the stakeholders the same ideological attributes ascribed by UGC. Therefore, although the stakeholders dismissed the causality between the UGC policies and UniA's internationalization, their ideology of internationalization and globalization aligned with UGC's hegemony exhibited in its policies.

On the societal level, similarly, most stakeholders acknowledged that the UGC policies helped strengthen the linguistic aptitude of HK's population to assume and safeguard its intermediary role, status, and attractiveness to the world, including mainland China (e.g. enticing international organizations through English; and doing business with mainland China through Chinese/PTH); and could facilitate HK's development into an international hub of China affairs (e.g. HEIs offering EMI programmes on China topics for foreigners to come to study). Nevertheless, the assistance was felt to work only to a certain degree and with the intended outcome of fostering English being unsatisfactorily realized, since employers often complained to the educators about graduates' declining English standard; and English remained uncommonly used in everyday life and was even losing its importance to Chinese (section 6.3.3). Also, other factors such as political atmosphere, economic environment, and China expertise available in overseas universities were found more

influential than language policies in developing HK into a global centre for China topics. Such contested relevance of the UGC policies to the HK society was not considered causality but construed by S1-A as 're-packaging the prevailing common knowledge in HK' ("It's [biliteracy and trilingualism policy] something everybody knows... Why did the government re-package that to create those [policies]... Since very little, mum's always said English had to be learnt well... it should be the case where all parents around are requiring [that of] their children... this should be the common sense of HK people... the two literacies and three languages are good." (section 6.3.2)). Or, it was construed by the educators as consistence engendered by UGC recognizing the need for devising the policies to maintain and nurture the status quo (e.g. "I don't think the UGC policies were the cause of internationalization in HK... if I were a policy maker, I would pay attention to how we could keep and maintain the current situation... also need to formulate further policies... to enhance HK's... edge..." (SA-A), section 6.3.2). Interpreting the UGC policies as said, SA-A and T1-A found them 'indispensable' because they were the obligation of the government and served as an authoritative 'bottom line' for preserving English in HK (e.g. "From the government's... UGC's standpoint, I can't afford not doing it... These things are so important and there must be some things that are being done... At least I have a policy there... If... someone... has the ability to achieve all those things... students will benefit, HK will benefit. But if you did not have the policies at all, people would conveniently say "why bother? No one is asking..." (T1-A), section 6.3.2). Assuming that the bottom-line function entails awareness-raising, it can be held that S2-A also recognized the policies as the 'bottom line' for he saw them able to ensure the society's mindfulness of the significance of English and Chinese ("It [biliteracy and trilingualism policy]... makes HK people... aware of continuously raising the Chinese and English... abilities..." (section 6.3.2)).

The preceding discussions illustrate that the UGC policies seemed to shift from working as material policies to symbolic policies when the context in which they situated enlarged to the scope of the HK society. Within ELC-A, UniA, and the HE sector, the policies operated more like material policies (Costley & Leung, 2014) in that there involved substantial funding (e.g. millions injected to LEGs and CEPAS), clear implementation structures (e.g. UGC publishing IELTS results under CEPAS

across HEIs), and careful monitoring (e.g. annual reports filed by ELC-A). The more restricted space for responses associated with material policies (Costley & Leung, 2014) resulted in the negotiated 'perfunctory' extra-curricular deliverables of ELC-A (e.g. the LEGs-induced enhancement activities) and the CEPAS-induced pressure felt by HEIs (from UGC publishing IELTS results of all HEIs). In the societal dimension, the policies behaved comparably to symbolic policies (Costley & Leung, 2014) since they performed the strategic function to legitimize UGC's political stance of maintaining English ascendancy by being regarded as a 'cardinal authoritative bottom line to safeguard English'. The different construals of the policies by S1-A as repackaging the common sense in HK; by the educators as consistence with the status quo to maintain the latter; and by S2-A as awareness-raising means represent the greater room allowed by symbolic policies for localized interpretation of policies (Rizvi & Lingard, 2010).

The above deliberations also reveal that, apart from their ideology of internationalization coinciding with UGC's hegemony of globalization manifested in the policies, most stakeholders' concurrence with the policies to some extent facilitating HK's progression to a global hub of China affairs was another instance of their ideology converging (to certain degree) with UGC's 'evolved' hegemony of HK proffering its local elements to the world (i.e. HEIs offering EMI programmes on China topics for the world to learn about China) (section 5.5.1), hence them displaying Canagarajah's (2005b, 2006) critical strategic competence of 'the local interpenetrating the global'. With the educators, such capacity appeared to carry a neoliberal flavor for employers' opinion on graduates' English inadequacy mattered to them, which matched the UGC policies' neoliberal orientation that English language education was to meet the city's economic needs (section 5.5.1).

## 6.4.3 The English Language

The last section has established that UniA stakeholders' responses to the UGC policies comprised negotiations, struggles, shifting of power, and interpretations within the different contexts of ELC-A, UniA, the HE sector, and the HK society. Despite the contestations, ELC-A educators and students alike appeared to share UGC's 'employer/employment-oriented' neoliberal disposition that English

language education worked for economic purposes. Inspecting how they viewed the English language and its relevance to the UGC policies deepens the understanding of their ideology and responses in the policy process, and reveals that English is a social construct possessing more discursive, ideological, and contested facets than those the UGC policies present (section 5.5.2).

All stakeholders affirmed the incomparable international status and instrumental lingua franca function of English and its pivotal importance to their jobs for the educators; and to their studies, connection with the world, and local and global employability for the students (e.g. "...if Chinese was used for teaching, I would have no way to have exchanges with foreign experts in many technical terms..." (S1-A), section 6.3.3). Both groups also saw the requisite role English played in UniA's world ranking, involvement in the global community, image-building, and internationalization, as discussed in the last section regarding the effects of the UGC policies on UniA and the HE sector. However, it is clear from the previous sections that English was resisted by UniA students and some teachers owing to UniA's Chinese history/culture and students' inability to comprehend the necessity of English. In fact, the international language of English being essential was considered by one stakeholder a 'respectable excuse' to justify other departments passing to ELC-A the extra work in filling the additional room on the new four-year curriculum instead of UniA recognizing the significance of English since UniA's senior management did not proclaim support for raising the credit requirement of English on the new curriculum during students' remonstration. These illustrate how contested English was being a 'site and means of struggle' (Pennycook, 1994) in UniA. Also, the said immense relevance between English and UniA's internationalization, to the teachers, was not realised in UniA since the impetus for its internalization efforts did not concern English but merely to match other HEIs'; its 'internationalized' student body did not comprise many English-speaking foreign students but mainland Chinese; and its deep-rooted Chinese culture assisted teachers and local students undercutting English as aforementioned (e.g. "I've heard many complaints about local students not wanting international students as roommates because we don't want to speak English... It's a chore." (T1-A), section 6.3.3). Furthermore, similar to last section's discussion, English was not held as the foremost contributor to UniA's development into a world centre for learning China

subjects but secondary to HK being a part of China ("Because we are part of China... not because we know English that they come to do China studies... They'll choose this place first, then they think its language is ok." (S2-A), section 6.3.3).

English was also a 'site of struggle' in the HK society. While it was believed to be critical to HK maintaining its international standing, particularly on the economic front ("Without... acceptable English proficiency... HK's economy would possibly collapse..." (SA-A), section 6.3.3), it, except in academia, appeared to be losing its preeminence to Chinese in the government, the business sector and daily life owing to the reunification with China, which was a typical scenario in decolonization (e.g. Canagarajah, 2008), and largely its booming market. The stakeholders acknowledged the 'unavoidable' rise in the prominence of Chinese and its 'threat' to English, but they advocated continuous fostering of English in partnership with and not displacement of Chinese, with English being deployed for international pursuits and Chinese mainland China ones (e.g. "Both languages are important... HK is a bridge but we're giving it up... [in] non-China [places], it's only English... So, it's impossible that this language is not important... cannot be so shortsighted... only look at the... China market." (T1-A), section 6.3.3). That was their critical strategic competence at work (Canagarajah, 2000), viewing English within the post-colonial performativity perspective (Pennycook, 2000a) in that they mobilized the discursive middle ground theorized by post-colonial performativity (Lee & Norton, 2009) to 'penetrate' English with their intention of creating a bilingual space for 'non-China' They adopted the non-essentialist angle agendas (Lin & Martin, 2005). (Canagarajah 2005a, 2006, 2008; Pennycook, 2000b) to perform the identity of 'HK being a bridge' by appropriating the colonial English and the mother-tongue Chinese with a lucid, equal and complementary division of labour between them. These tallied with UGC's hegemonies embedded in its policies to promote post-colonial prevalence of English and to assume the "East-West bridge" identity as discussed in sections 5.5.2 and 5.5.1. And, the stakeholders finding English irreplaceable in HK's economic progression and students' local and global employability (e.g. "... better English... better jobs... more life options... can even go overseas to work... I've seen some jobs in Japan, they say you don't need to know Japanese, knowing English is ok." (S2-A), section 6.3.3) also reflects their accordance with UGC's neoliberal ideology of taking English as 'linguistic capital' for socioeconomic advancement (Morrison & Lui, 2000) (section 5.5.2). Nonetheless, their interpretation of English was multi-dimensional instead for it also concerned non-neoliberal objectives such as personal growth and leisure (e.g. "I use English... have learnt foreign cultures.... Easier to go travel... can understand plenty of things in English." (S2-A), section 6.3.3).

The stakeholders believed that the international ascendancy of English engendered the formulation of the UGC policies, which, as deliberated in the last section, acted as the 'indispensable authoritative bottom line to preserve English' through maintaining people's awareness of the significance of English so as to help sustain HK's competitiveness in the global arena. This aligned with UGC predicating the policies on English being a requisite international language (section 5.5.2). However, some of them saw beyond UGC's hegemony of English and perceived other motives behind some of the specific policies/initiatives. HK's British colonial history was another cause for the biliteracy and trilingualism policy since PTH was added to HK's then linguistic repertoire of English and Cantonese due to its reunification with China; and the Portuguese-and-Cantonese-speaking Macau demonstrated English dominance did not necessarily define the contemporary language policies in a polity. And, employers' business interests instead appeared to be the reason for CEPAS because "...if I required Japanese, you would set up a test on Japanese... So, it's not related to whether it's an international language." (T1-A) (section 6.3.3).

#### 6.4.4 Globalization

It is conspicuous from the preceding section that English was viewed as the linguistic linchpin of connecting with the world. Against their observation of globalization being the networking of people, matters, beliefs, concepts, cultures, and so on around the world, the stakeholders recognized the dialectical relation between English and globalization same as UGC (section 5.5.2) in that English contributed to globalization and simultaneously its ascendancy was reinforced by globalization (e.g. Bolton, 2000; Ricento, 2010; Sharifian 2009) (e.g. "Globalization makes English a dominant language... makes us use English... if everyone knows... English, there won't be so many barriers... it could be faster for everyone to

penetrate one another's cultures..." (S1-A), section 6.3.4). Further, the stakeholders appeared to share UGC's hegemony of globalization in other ways. They also found globalization 'given', 'absolute' and 'local-reactions-necessitating' as aforementioned (section 6.4.2); and had a neoliberal stance on it. That is because some considered it, apart from being driven by the West in non-economic fields such as science, concerning Western business expansion for economic objectives (e.g. "Why is there Starbucks in the Forbidden City? It's because there're many tourists... It must be the case that a place has potential to develop economically..." (T1-A), section 6.3.4) and enlargement of the labour market as aforesaid in the last section.

However, while one student felt that globalization obligated him to learn English as how the UGC policies are established to justify espousing English (section 5.5.1), the educators rejected the idea of globalization steering their practice despite their sensing its impact. Globalization was taken into account when they designed the curriculum and made adjustments to teaching content (e.g. introducing the notion of global English), but it did not hold much sway and was not specifically built into ELC-A's Mission Statement. Moreover, SA-A described the relation between globalization and the ELC-A practice as irrelevance with the former only heightening the importance of English. That was because, since English was "a transferable skill... that empowers them [students] in different settings" (SA-A) (section 6.3.4), its enhancement, i.e. ELC-A's advocacy of it through its practice, was constantly essential irrespective of globalization. He held that ELC-A taking account of globalization in its practice was an 'instinctive' and 'professionally responsible' action since globalization had become a 'natural' 'unescapable' part of living: "...the society is becoming more complicated... globalization is here to stay... I have to understand what kind of society my students would... face after graduation. When you think like this, you will naturally feed that knowledge back into our curriculum... language provisions... evaluate whether the intended learning outcomes are realistic... whether they're relevant to students'... needs. This is very important if you want to be a responsible professional..." (section 6.3.4). Such paradoxical denial of the force of globalization due to its very ubiquity could be considered evidence for the labyrinthine and polemical qualities of globalization (Dale & Robertson, 2002); and possibly also the educator's professionalism

privileging professional autonomy over other considerations.

Despite the educators not taking the omnipresent globalization as the rationale behind the ELC-A practice, all stakeholders observe that it had generated considerable and manifold opportunities, interests, and needs vis-a-vis the internationalization of UniA students, UniA, and the HE sector. The internationalization opportunities/interests/needs existed in forms of (a) bilateral exchange activities (e.g. "Globalization... therefore there is this internationalization thing that has happened and... many exchange opportunities created for local students.... You need to know about the world. The easiest way instead of sending all our students out is to get people to come to tell you..." (T1-A), section 6.3.4); (b) unique programmes offered (e.g. "How can the university attract people to come?... if you have a substantial curriculum... something special to offer... They won't come for... contributing to your... internationalization. They come... because globalization is happening... wanted to see the situation... I think it's their interest that motivated them..." (SA-A), section 6.3.4); (c) international collaborations (e.g. "If you don't create these kinds of relationships with the world [overseas collaborations], then your ranking may be affected... can't afford not doing that." (T1-A), section 6.3.4); and (d) world ranking/standard (e.g. "...any one institution would like to be on par with world-class institutions... globalization could be one of the... motivations that makes an institution raise its standard continuously." (T2-A), section 6.3.4).

Nonetheless, the stakeholders' opinions on whether the said globalization-generated possibilities included turning HK into a world hub of China affairs were divided. Some believed not. That was because globalization alongside China's own opening up had rendered China more accessible to the world, apart from the globalization notion postdating HK being an international city; other factors (e.g. political, historical, and utilitarian benefits) also exerting influences; and the ingrained Chinese values of emphasizing profitable jobs thwarting local talents cultivation (section 6.3.4). Some believed so. That was because HK was more open to China currently whilst remaining westernized, and could still act as an international intermediary for people to understand different places in the world additional to China because of its distinct historical, geographical and political backgrounds.

Therefore, although the stakeholders, through believing the UGC policies to some degree helped enable HK's development into a global centre for China affairs, shared UGC's 'evolved' hegemony of HK proffering its local elements to the world as deliberated in section 6.4.2, they did not accept UGC's underpinning of such 'evolved' hegemony that appropriated economic globalization as the 'ultimate' legitimation as uncovered in section 5.5.1 on two planes. One is that the nonbelievers did not consider globalization 'the' driver of such development, which echoes the educators' foregoing stance of their practice not being under the baton of globalization. The other is that the believers did not approach the issue from the economic angle. To them all, globalization was related to the UGC policies through the latter fostering the langue franca of English to secure HK's connectivity with the globalized world, but with English understood by some as only one constituent of globalization, in which Chinese also assumed a role nowadays amid wide-ranging non-linguistic components. The said points reflect the stakeholders' vantage being more sophisticated than UGC's uni-dimensional perspective on justifying the policies, resembling their multifaceted understanding of English as discussed in the last section.

One point they, however, agreed on regarding globalization at the societal level was its potency and pervasiveness across diverse domains such as economics, politics, culture, and livelihood matters. Their views ranged from seeing it homogenizing the world, to producing elements markedly native to HK through fusing the East and West, and to dissipating culturally unique elements (section 6.3.4). The observations of globalization homogenizing the world and dissipating culturally unique elements appear to fit into the theories proposed by Phillipson (1992, 1994); Phillipson & Skutnabb-Kangas (1996); and Giddens (2002) arguing for globalization being a homogenizing process by the Western hegemony over the local. observation of globalization producing elements markedly native to HK, however, matches the commentaries of Block (2008); Block & Cameron (2002); Robertson (1995); Canagarajah (2005b); and Marginson & Rhoades (2002) positing that globalization entails synergistic, interactive, and concurrent dialectics between the global, national and local for the global needs to work with the local to advance its interests, which in turn allows the local to negotiate alternatives to the global. Nevertheless, albeit finding globalization homogenizing, the stakeholders' angle was not about the Western hegemony comprising the ideological intention to dominate but rather the increased receptiveness between cultures. This resonates with their post-colonial performativity perspective on English examined in the previous section, in which the Western hegemony of English was not taken as an apriori imperialism (Pennycook, 2000b).

# 6.4.5 How Do Two Public HEIs Respond to the Government's English Language Policies through UGC?

To conclude, UniA's response to the UGC English language policies is discursive, ideological, and contested same as the policies themselves, but with the constituent ELC-A educators' and UniA students' reactions and views operating in a more complicated and multidimensional fashion, which featured a trait distinctive of UniA's Chinese background.

In terms of formulating and enacting the Mission Statement by the stakeholders, the ELC-A practice displayed 'superficial and literal' instead of 'profound' compliance with the UGC policies. It only incorporated LEGs' name and CEPAS's objective in the Statement and satisfied only one neoliberal managerialist expectation of UGC to demonstrate accountability through pronouncing on-line ELC-A's objective by way of the Statement. But, it, unlike UGC, did not harness the economic globalization discourse as the legitimation for promoting English, or assume UGC's neoliberal values of regarding English language education as a mechanism to produce graduates who learn English as 'indispensable' 'linguistic capital' for their and HK's economic well-being. The ELC-A practice was held by the educators to be grounded on their professional knowledge and judgment rather than UniA's or the UGC policies. And, it was considered by the students to be moderately but not significantly efficacious in enhancing their English competency, which was concurred by the educators for they believed that leap in English ability in university stage was unlikely without solid foundation at primary and secondary levels, and that UniA students failed to value English due to UniA's entrenched Chinese root.

Among the different contestations arose between the SA-A, teachers, and students in the devising and practice of the Statement, a major contestation pertinent to the UGC policies lay in UniA students exploiting UniA's language policy as the 'site of struggle' to resist the use of English in teaching and learning. Since UniA's language policy can be taken as a form of UGC's biliteracy and trilingualism policy, the educators' English advocacy can be said to be impaired by the UGC's biliteracy and trilingualism policy, albeit indirectly through UniA by its students.

The said opposition to English and other instantiations of the ELC-A practice constituted qualifications of the educators' aforementioned claim that the ELC-A practice was not under the clout of the UGC policies (but driven by their professional knowledge and judgment instead). The ELC-A practice was 'UGCfunding-sensitive'. Although the educators exercised substantial discretion in their EMI classroom with respect to the EMI and biliteracy and trilingualism policies that are not linked with funding (i.e. would use Cantonese instead of English to ensure students comprehended important issues), they utilized the extra-curricular space as the 'site of struggle' to negotiate their 'perfunctory' responses to the fundingassociated policies/initiatives of CEPAS and LEGs, i.e. organizing optional IELTS workshops and English enhancement activities for students outside the curriculum; and filing annual reports to UGC. These 'funding-sensitive' reactions were ELC-A's 'involuntary submission' to UGC's neoliberal managerialist requirement and expectation of accountability and delivering English-proficient graduates for the workforce. And, the students finding CEPAS conducive to their employability meant their adopting UGC's neoliberal perspective of English language education serving economic objectives. The ELC-A practice, on both educators' and students' parts, to some extent was influenced by the UGC policies and acquiesced to UGC's neoliberal and managerialist values.

Beyond the ELC-A practice and amidst assorted contested views on the UGC policies' impact on UniA and the HE sector (e.g. all stakeholders found EMI conducive to HEIs', including UniA's, global standing/ranking, popularity and internationalization efforts, but some UniA academics and students resisted it because of UniA's Chinese history/culture; and the educators saw in the biliteracy and trilingualism policy students' insupportable manipulation to defy English, but one student saw in it an advantageous label helping refute in the international scene UniA's 'mistaken Chinese identity' arising from its Chinese origin since it denoted

also English competency of UniA students), all stakeholders, while dismissing the causality between the UGC policies and UniA's internationalization, embraced UGC's ideology that globalization with internationalization being its instantiation was 'inescapable', 'preexisting' and 'vital'. Concerning the societal relevance of the UGC policies, most of them agreed that the policies to certain degree helped bolster the linguistic capacity of HK's population to assume and safeguard its intermediary role, status, and attractiveness to the world, including mainland China; and assisted HK's development into an international hub of China affairs. This showed their ideology coinciding (to some extent) with UGC's 'evolved' hegemony of HK proffering its local elements to the world (i.e. HEIs offering EMI programmes on China topics for the world to learn about China), hence them exhibiting Canagarajah's (2005b, 2006) critical strategic competence of 'the local interpenetrating the global'. Such competence of the ELC-A educators also comprised a UGC's neoliberal trait for they were concerned about employers' opinion on HK graduates' English insufficiency. However, their such capacity was not restricted to or by UGC's hegemony. They could see that the policies' overriding intended outcome of fostering English were unsatisfactorily actualized in the society; that English was losing its importance to Chinese; and that other factors such as political atmosphere, economic environment, and China expertise available in foreign universities were more determining than language policies in developing HK into a global centre for China topics. Moreover, they took the UGC policies as symbolic policies performing the strategic function to legitimize UGC's political stance of preserving English ascendancy in the society and they offered differing construals of them as repackaging the common sense in HK; as consistence with and not causation of the status quo to maintain the latter, hence an indispensable authoritative bottom line to safeguard English; and as awareness-raising means.

Concerning the English language, the stakeholders, like the UGC policies, mobilized the discursive middle ground postulated by post-colonial performativity to apply the non-essentialist stance to deploy the colonial English and the mother-tongue Chinese in a lucid and equal symbiosis in order to perform the identity of 'HK being a bridge' with English being appropriated for international agendas and Chinese mainland China ones. They also considered English a pivotal international lingua franca and 'linguistic capital' as they believed English was irreplaceable in UniA's world

ranking, participation in the international community, image-building, and internationalization; in HK's economic advancement and global competitiveness; and in students' local and global employability. However, their vantage again went past UGC's neoliberal hegemony of English. English being imperative meant a 'respectable excuse' to justify other departments shifting to ELC-A the extra work in filling the additional room on the new four-year curriculum instead of UniA recognizing its significance. And, English was observed to be strategically resisted by UniA students, not related to the impetus for UniA's internationalization, secondary to HK being part of China in contributing to UniA's development into a world centre for China topics, and concerned with also non-neoliberal goals (e.g. leisure). Furthermore, they held that, other than English ascendancy, HK's British colonial history was the motive for the biliteracy and trilingualism policy while employers' business interests for CEPAS; and English dominance did not necessarily define language policies in a polity as exemplified by the Portuguese-and-Cantonese-speaking Macau.

Regarding globalization, the stakeholders also shared UGC's hegemony and neoliberal position. Some perceived it to be concerning Western business expansion for economic intents and augmentation of the labour market. All felt it was 'given', 'absolute', and 'local-reactions-necessitating' in that it created ample and multifarious opportunities, interests, and needs vis-a-vis the internationalization of UniA students, UniA, and the HE sector in forms of bilateral exchange activities, offered. international collaborations. special programmes and world ranking/standard. And, it was potent and pervasive across diverse domains (e.g. politics, culture, and livelihood matters) with its impacts observed to stretch from homogenizing the world, to cultivating elements distinctly indigenous to HK through fusing the East and West, and to dissipating culturally unique elements. Moreover, the stakeholders also saw it engaging in a dialectical relation with English where it enhanced and was concurrently facilitated by English supremacy. Nevertheless, the educators, unlike UGC exploiting economic globalization to legitimize English espousal based on the dialectical relation, repelled the idea of globalization steering their practice to advocate English. Although globalization was taken into account in their curriculum design and teaching content, it did not hold much sway and was not specifically factored into ELC-A's Mission Statement.

SA-A held that English enhancement was constantly crucial irrespective of globalization, and the ELC-A practice taking account of globalization was an 'instinctive' and 'professionally responsible' action since globalization had become a 'natural' 'unescapable' part of living. Such paradoxical denial of the force of globalization due to its omnipresence could be taken to reflect the labyrinthine and polemical features of globalization; and possibly also the educator's professionalism privileging professional knowledge over other considerations. Also, although the stakeholders endorsed UGC's 'evolved' hegemony of HK proffering its local elements to the world through concurring that the UGC policies to some degree helped HK develop into a global centre for China affairs (as aforementioned), they did not accept UGC's underpinning of such 'evolved' hegemony that appropriated economic globalization as the 'ultimate' legitimation. That is because they either did not find globalization 'the' driver of such development or did not approach the issue from the economic but other (e.g. political) angles.

UniA's response to the UGC policies has been established to be more intricate and multifaceted than the policies themselves. The follow-up questions could be how the other HEI responds to the policies, and how comparably or contrarily from UniA. The ensuing chapter tries to answer these questions through a comparative account of the salient institutional analogies and differences in the practice of the other case university.

#### **CHAPTER 7**

## University B's Response and Institutional Similarities and Differences

## 7.1 Introduction

By canvassing how the other case university UniB practices the government policies, this chapter aims to complete the attempt to address the second research question: How do two public HEIs respond to the government's English language policies through UGC? The Mission Statement of ELC-B was scrutinized and the five counterpart stakeholders in UniB were interviewed in the same way as UniA's. However, to provide the deliberations on the results in a concise manner, instead of presenting the analysis in a detailed structure parallel to that for UniA in the last chapter, the salient similarities and differences with respect to the key findings about UniA and the theoretical concepts reviewed in Chapter 3 are rendered along the same four dimensions adopted for examining the UniA enactment:

- The production and enactment of the ELC Mission Statement;
- The relevance of the UGC policies to the ELC practice, the University, the HE sector, and HK;
- The relevance of the English language to the ELC practice, the University, the HE sector, HK, and the UGC policies; and
- The relevance of globalization to the ELC practice, the University, the HE sector, HK, and the UGC policies.

As discussed in Chapter 4, case studies examining multiple cases expand the understanding of the complex connections, patterns and context in policy practices; and deepen the reflection on the bigger picture and the detail entailed (Punch, 2009). The comparison between the two sampled HEIs helps to gain insights into how a fraction of the HE sector that comprises eight different individual institutions reacts to a singular UGC oversight in terms of English language policy, which in turn contributes to augmenting the knowledge about such process in HK HE as a whole.

#### 7.2 ELC-B Mission Statement as ELC-B Practice

A conspicuous dissimilarity exists in the CDA findings on the formulation of ELC-B's Mission Statement. While ELC-A's Statement did not display the features of UGC's hegemonic exploitation of the economic globalization discourse to legitimize espousing English (section 6.4.1), the ELC-B Statement demonstrates considerable adherence to the UGC policies in terms of interdiscursivity with the globalization discourse.

Globalization instantiations of "international job market" and "global community" constitute two of the four objectives in the first clause about aims: "ELC-B aims to help students... Compete in... international job market... Communicate effectively with... global community" (Appendix 7, pt.1), which are said to be achieved by ELC-B's three means of English training, facilities, and support in the second clause. As such, ELC-B equates 'competitiveness in international job market' and 'effective communication with global community' to 'English competency'; and ELC-B helping students be English-conversant via its English training, facilities, and support means ELC-B enabling students to compete in the market and communicate effectively with the community; and therefore, ELC-B's English-advocating aims and methods are legitimized. Thus, same as the UGC policies, the Statement, interlacing existential, propositional and desirable value assumptions, appropriates the globalization discourse to justify ELC-B's purpose and methods by establishing equivalences between the globalization instantiations of international job market and community, and the local ELC-B's purpose and methods and UniB students' English proficiency.

It, as in the UGC policies, shows the emblematic characterization of globalization where the global is depicted to be current and to require the local to react. The 'global' is portrayed as 'contemporary' objectives of 'competitiveness in international job market' and 'effective communication with global community' by the present infinitives "compete" and "communicate" in the first clause (pt.1c,d); and the 'local ELC-B' 'is reacting to it' through its English training, facilities, and support by the present tense in the first clause "ELC-B <u>aims</u> to help..." (pt.1), and the present tense and present participles in the second clause "We <u>do</u> this by

<u>delivering...</u> training... <u>providing</u> facilities... <u>promoting</u> and <u>supporting...</u> activities..." (pt.2).

Furthermore, ELC-B's ideology converges with UGC's hegemony to naturalize the vantage that globalization is 'given' and the English language is 'vital' against the globalization context and UniB's local EMI setting. Both the 'goal' "ELC-B aims to help students..." and 'achievement' "We do this..." clauses are unmodalized assertions exhibiting high epistemic and deontic modalities respectively. That illustrates ELC-B's commitment to its purpose represented as 'truthful determination', and to its methods as 'definite actions to take'. Since globalization instantiations form half of the four objectives (e.g. "compete in... international job market" (pt.1c)), they are also rendered 'self-evident' and 'absolute'. The same holds true for English as the first objective "become competent... communicators in English" (pt.1a) and in the form of ELC-B's English training, facilities, and support as the methods in that English also becomes 'crucial' and 'requisite'. The said argument can also apply with respect to the second objective "complete... academic studies successfully" (pt.1b). UniB's EMI context as mentioned in the Head's<sup>33</sup> Message "...preparing them for academic study in... university which uses English as... medium of instruction..." (Appendix 12, para.4) 'necessitates' English proficiency, hence the latter's significance.

Also, ELC-B's Statement possesses a greater neoliberal managerialist orientation towards the UGC policies than ELC-A's through not only its formulation and publication for accountability, legitimation and promotion purposes (consonant with ELC-A's (section 6.4.1)); but also its incorporation of the economic concepts of 'job market' and 'market competition' in an objective (pt.1c), which is absent from ELC-A's Statement.

In terms of the stakeholders' voices concerning the devising and the enactment of the Mission Statement, no divergence appears to occur between the two ELCs' production of the Statement in that ELC-B's senior administrator (SA-B) and senior teachers (T1-B and T2-B) also did not report imperious interference from the

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<sup>&</sup>lt;sup>33</sup> Pseudonym is used for anonymity.

university or the UGC policies, but reliance on their professional knowledge, judgement and reflection. Nevertheless, two major differences were identified in the practice of the Statement.

Unlike ELC-A which was the sole unit in UniA charged with provision of English language enhancement for all undergraduate students<sup>34</sup>, ELC-B had to split the duty with the English Department (ED)<sup>35</sup> as decided by UniB upon the implementation of the new four-year curriculum that mandated English language courses. ELC-B taught only those students who just met the minimum English requirement for admission with its course credits being treated as additional credits and not counted towards the credit requirement for graduation; whereas ED taught those above the minimum admission requirement with its course credits counted towards the graduation requirement. This arrangement occasioned ELC-B teaching only the weak students; seconding its staff to ED to teach ED's courses; and cutting its headcount. However, SA-B saw ELC-B's mission being to help all students to improve their English and had not been advised otherwise by UniB. Also, he considered the ED courses not English language enhancement ones and those taught by the seconded ELC-B staff should be offered by ELC-B instead; and understood ED shared a similar view. He and T1-B thus found the situation undesirable:

All they [UniB senior management] really want us to do is... [to enable weak students] to go onto the English department... It's a... messy situation... (SA-B)

We've got two departments... catering for that purpose... For us, the literacy in the discipline is done in a pretty haphazard way.... unlike [others]... where the English language centre legitimately... serve other departments... it's a bit strange. (T1-B)

Our ELC is not a big ELC... only got 20 staff left... cannot expand... cannot hire new instructors. That's a deadlock... (T1-B)

The non-English-major student, S1-B, also felt that ELC-B's function was to raise students' English abilities and its remit should extend to cater for all students possessing various levels of English competency:

I think it [ELC-B] should provide different services for students having different levels of proficiency... Maybe when people talk about ELC, it

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<sup>&</sup>lt;sup>34</sup> Same as UniA, exemption was given to students on programmes comprising the study of English (e.g. programmes of English Studies; and English Language Education).

<sup>35</sup> Pseudonym is used for anonymity.

seems like... only students of lower standards would go to it...

As the ELC-B educators reported above and in the next section, ELC-B was in a setting that did not exist in the other seven HEIs in HK. ELC-B had to share with another department (i.e. ED) the responsibility to provide English language enhancement for undergraduate students, which was, however, discharged only by the ELCs in all other HEIs. The stakeholders thus described their context as "messy" or "haphazard" above, which is termed 'non-mainstream' from here onwards. Against this 'non-mainstream' set-up, while the contestations in practicing the ELC-A Mission Statement were mainly intrinsic to ELC-A (between SA-A and ELC-A teachers, and with its UniA students (section 6.4.1)), those in enacting the ELC-B Statement were more extrinsic with ELC-B being the "site of struggle" (Shohamy, 2006) engaging in negotiations (e.g. Bowe et al., 1992; Ozga, 2000) with ED and largely UniB primarily over resources:

Initially we seconded... 10 people... then we managed to say we need all these people to do this and so we started to bring them back... then for the last year we've just had four seconded. So now they're... saying... you've got to give us x number... instead of doing that what I've... said to them is... I won't give you these people... they'll work for the English department, they'll work for us, everybody will be like... 50% of their time... otherwise you'd be left with just 11 people... which means we can't run all these things... we've still got these 20 odd teachers, everybody can do an hour in the self-access centre extra and help... little bit towards all... other things... we do. (SA-B)

Another contrast is that, as opposed to students appropriating UniA's language policy engendered by its Chinese history/background to repel English and ELC-A's English promotion efforts in UniA (section 6.4.1), there was no exploitation of institutional language policy by students in UniB to resist English or the ELC-B practice of English advocacy:

I use English in my class because I... want my students to use more of it... hope... students will follow my lead. And... most students do... (T2-B)

## 7.3 UGC Policies and ELC-B Practice & Beyond

As explained in Chapter 4, LEGs financed the ELCs in HEIs. ELC-B's 'non-mainstream' situation with ED and UniB was related to LEGs in that UniB allotted a large proportion of LEGs it received from UGC to ED instead of ELC-B:

We don't have control over it here... the same way as I believe some of the other institutions do. The LEG goes... into central funding here of the university. I know that probably happens elsewhere but we don't get it all... a large percentage of it goes to the English department... when... the four-year curriculum came in... they decided... the English department would do more of the English language teaching. So, we've got a very odd set-up here it doesn't happen anywhere else in HK... as a result the actual grant is distributed by I got to say senior management because we are not privy to... who's making those decisions. But we get sufficient for the manpower... they think we need. (SA-B)

This was UniB interpreting and enacting the UGC initiative of LEGs dissimilarly from UniA. The resultant 'non-mainstream set-up' saw in the ELC-B practice no signs of ELC-A's 'funding-sensitive' 'involuntary submission' to UGC to conduct extra-curricular enhancement activities for LEGs and offer IELTS workshops for CEPAS (section 6.4.2). Rather, similar extra-curricular enhancement operations (e.g. speaking studio, and self-access centre) and IELTS workshops became ELC-B's 'means of struggle' to negotiate principally with UniB its space in the 'non-mainstream set-up':

...instead of doing that, what I've... said to them is... I won't give you these people... they'll work for the English department, they'll work for us, everybody will be like... 50% of their time... otherwise you'd be left with just 11 people... which means we can't run all these things... we've still got these 20 odd teachers, everybody can do an hour in the self-access centre extra and help... little bit towards all... other things... we do. (SA-B)

Also, these operations were not regarded as 'perfunctory' by ELC-B as were by ELC-A (section 6.4.2) but as meeting students' and other departments' needs and aiding the fulfillment of its own and UniB's missions:

Students are driven by... IELTS test, so we do give them a lot of what they want, and what we think they need... We have a lot of resources when it comes to books and self-access centre... people... run through... speaking test with them, we do workshops..... CEPAS came in after this [Mission Statement]... CEPAS to me... was... bringing in IELTS as an exit test... we've kept to our Mission Statement... That comes under... "compete in the... domestic and international market". To

compete, having an IELTS score is important. So it all still fits in there. (SA-B)

We do help... other departments, say, if they have students who apply for Columbia U... as part of a joint agreement... we send some students over to do your joint degree programme, ELC can you... help to train them... so... we also help the other departments... of the university to achieve that Statement [ELC-B Mission Statement] because that Statement is for the whole university... especially the last one [pt.1d in the Statement] is the Mission Statement of the university... when it comes to... we need someone to coach them their English... they would come and say anyone who could help... not the English department because they focus more on research. (T1-B)

What became 'perfunctory' seemed to be ELC-B's continuance to UniB as SA-B commented "I feel like they're [UniB] obliged to keep us going because of that grant [LEGs] cause they can't spend it in any other way...". That can be held as another facet of ELC-B being the "site of struggle" in the 'non-mainstream set-up' as deliberated in the preceding section; and ELC-B being the 'means of struggle' to UniB in UniB's negotiations with UGC in enacting LEGs.

The preceding discussions illustrate that policies are subject to construal and recreation in the context of practice (e.g. Ball, 2006); and even material policies, i.e. LEGs and CEPAS in this case, can be open to localized interpretations, i.e. the 'non-mainstream set-up' between ELC-B and ED in UniB versus the 'more independent' ELC-A in UniA, of which they were supposed to be less susceptible (Costley & Leung, 2014). Also, the 'non-mainstream set-up' in UniB can be taken to reflect the top-down trait of the managerialist governance in UniB (Lee, 2017).

There was also a difference concerning CEPAS particularly. Corroborating the CDA findings and the deliberations above, ELC-B educators appeared more receptive than ELC-A ones to CEPAS's neoliberal disposition to serve employers and students' employability:

Employers are still looking to that score because they got used to it all these years....More departments have become aware of IELTS... its usefulness for them... we helped them a lot... test their students in addition to the IELTS tests they can do through CEPAS... because they were aware of it through CEPAS. They saw value in their students getting better IELTS scores so they could get better jobs... (SA-B)

Before CEPAS, I don't think HK people knew about IELTS. But now

IELTS seems to be an examination for getting a good job... It's successfully promoted IELTS... CEPAS... But in a sense it's good. (T1-B)

With respect to the biliteracy and trilingualism and EMI policies, the divergence in practice between the two HEIs appeared to originate from their differing historical backgrounds. Not possessing a Chinese root like UniA (section 6.4.2) (for UniB was an EMI HEI as mentioned in Chapter 2), no oblique manipulation of the biliteracy and trilingualism policy to hamper ELC-B's English advocacy in UniB was occasioned by UniB students. Also, apart from students espousing the EMI policy as discussed in section 7.2, UniB academics were observed to be more compliant than UniA's:

For the EMI... when I walk along the corridor... most of the people are speaking English in the classroom. (T1-B)

Notwithstanding the above differences, UniB stakeholders held a view similar to UniA stakeholders' in that internationalization was 'essential', 'obligatory', and 'pervasive'; and the UGC policies were not the singular or direct motive for internationalization efforts of UniB and other HEIs but interplayed with the efforts in a more involved fashion:

Not necessarily driven by them [the policies]... it's all got to be interconnected somehow but what comes first is a chicken and egg situation... ...It's really important... that students have these experiences that they learn about other parts of the world... see things from a global perspective not just from... a local way... It [internationalization] influences everything. (SA-B)

Internationalization has nothing to do with... UGC... It's got something to do with the ranking. Because in the ranking exercise, internationalization is one of the criteria... But... you could link the two things together, because if students have... one semester all for exchange, that would help them with their language enhancement... Tangentially, it... can be related in this sense... ... Bringing in international students... is to make them [students] realize that they are part of this world... They have to understand we don't live in the world... of HK... You really want your students... to appreciate other cultures, to notice the differences... tertiary education should provide them with that education before they take up a job. (T1-B)

They [the policies] help... raise students' English ability... students' academic capacity will be higher... that boosts the university's

reputation... helps the ranking to be better... And, when students have sufficient training in biliteracy and trilingualism, the university can have internationalization initiatives... there will then be more chances for students to train their biliteracy and trilingualism... They're complementary. (S1-B)

If we're to attract exchange students... to come to the university... I don't think it [that they come] would be because of these policies. Perhaps EMI could help because they may think there's no language barrier. But... not the biliteracy and trilingualism policy... not much help... Many factors... will have big influence... perhaps its courses selection... its world ranking... (S2-B)

Moreover, they also concurred with UGC's 'evolved' hegemony that the policies assisted HK turning into an international hub of China affairs, thus manifesting critical strategic competence congruent with UniA stakeholders' of identifying the possibility for the local to interpenetrate the global (Canagarajah, 2006). However, like UniA stakeholders again, they saw beyond the UGC hegemony by realizing the limitations of the policies:

The language is important. To be competitive you've got to be 'A' in many aspects, A in English, A in your system, A in your... environment... A in freedom of speech......It depends on if you want to know about the Chinese culture just for leisure or for academic purposes... for people who want to go... academically into Chinese study, they will study the language as well... Because the language and the culture come hand in hand, you cannot divorce the two... If they want to know about Chinese entrepreneurship... people... want to know more about the nowadays society, the business, the legal system in China through English... (T1-B)

There's a lot of variables in it [developing HK into an international hub of China studies]. There's visa... It's so easy to get into HK because of the lax visa requirement. (T2-B)

It should be the case [the policies steering universities to offer programmes to attract overseas students to come learn China topics], if they want to understand Chinese culture, they may come to HK to study Chinese and PTH... it's [the policies] one of the factors. (S1-B)

There is little effect. [The policies] could attract them [international students] to come [to learn about China subjects], but... not the biggest reason. (S2-B)

Some of them thought that the UGC policies represented a responsibility of the

government, which also resonated with the construal of the policies being the 'indispensable authoritative bottom line to preserve English in HK' offered by UniA stakeholders:

It's not like they're [government] sitting back... That's the role of the government though, to promote that [English]... ...So many factors coming in, you've got... the people's values, you've got government's values, you've got students' values, you've got schools' values... so what's going on here? But... we know that the government has got a clear goal at least and we could work it from there. (T2-B)

If there's a policy, there must be some things that get done... and some people will benefit... ELC perhaps is one of the policies... ...HK is an international financial centre, we have to make contact with lots of different people in the world, there are Chinese, there are foreigners, the most basic abilities are English and PTH... this... raises our competitiveness and... HK's status and position... to maintain them. (S1-B)

## 7.4 The English Language

Same as UniA stakeholders, ELC-B educators and students also adopted the neoliberal and non-essentialist post-colonial performativity (e.g. Canagarajah 2005a; Pennycook, 2000a) perspectives on English, taking it as 'imperative linguistic capital' (e.g. Choi, 2003; Lin & Luk, 2005), which echoed the CDA findings above, and espousing it being partnered with Chinese to respectively achieve international and China purposes:

They devised all these based on the observation that English is important in maintaining our competitiveness. Globally... everything is related to economics. (T1-B)

English is also a huge commodity internationally... in Asia, they value English... that is very instilled into the culture... not just HK but in Asia. (T2-B)

Because it's [English] an international language, if we want to get... a general entry-level job... You must achieve the required level... Because the job market... requires it [English]. (S2-B)

For HK... because they're part of China... they've got to... have people who are able to... communicate in PTH, and... because a lot of... trade business... working with people from China is really important. And... they don't want to lose their international competiveness which they've had... because they were originally a British colony... which made HK

probably little bit more unique in this region... to not lose their competitive edge... English is also really important to them. (SA-B)

English was... 'the' language to know... in addition to Cantonese, but now Mandarin has been factored in... you need the trio... to feel that you have more opportunities... To be literate in all three languages I think nowadays... whereas... pre-1997, maybe English and Cantonese would be enough to get you from say entry level position to maybe a managerial position within say three to five years. Now I don't see that happening. (T2-B)

These two policies... help HK students maintain a high standard of English and Chinese... creating an edge... enable developments in mainland and foreign countries. (S1-B)

On the other hand, English being imperative was seen by an ELC-A educator as a 'respectable excuse' for UniA or other departments to pass the extra workload of filling the new four-year curriculum onto ELC-A, which led to the expansion of ELC-A (section 6.4.3). English was also considered significant by UniB for it was doubled-weighted for entrance to the university:

It's the... entrance to the university... if you get a certain mark in English, you'll get more points than if you got that same mark in maths or something... They've [UniB] double-weighted English. So they made it more important. (SA-B)

However, such quality of English exerted an opposite effect on ELC-B for UniB deployed ED instead to shoulder the additional workload of increasing the English credits on the new curriculum, resulting in the shrinkage of ELC-B. English being 'indispensable' was the notion promulgated by the UGC policies (section 5.5.2). Therefore, in enacting the UGC policies by the two HEIs and the two ELCs within their individual contexts, the 'indispensable' English became the "site and means of struggle" (Pennycook, 1994) acting as a social construct involved in dissimilar contestations. That was because the teaching of it was the matter the ELCs (actively or inactively) wrestled over with other departments and the HEIs, and was also the tool the HEIs maneuvered to control resources allocation and distribution of the extra workload issuing from the new four-year curriculum.

#### 7.5 Globalization

Although the stakeholders perceived the relevance of globalization to the UGC policies analogously with the UniA stakeholders for they also found the pertinence lay in the policies promoting English as the chief language employed in the globalized world to safeguard HK's international linkage, the two groups varied in engaging with globalization in their ELC practices. Consistent with the CDA findings of ELC-B's Mission Statement presented above, while the ELC-A educators denied globalization directing their practice (section 6.4.4), the ELC-B educators were inclined to embrace globalization in their practice:

...our mission statement... It's all there... all aligned with globalization. (SA-B)

If English is the medium of communication in helping students to become global citizens or even workers, my job is to equip them with the necessary English skills... for some of the ad-hoc services... we're doing, we're... helping them... to be global citizens. Like we're helping them with the exchange programme preparation... Columbia U applications... scholarships. All these... are the initiatives of globalization, and we... equip them with the necessary English skills to succeed... (T1-B)

Internationalization does influence my teaching... because if I do have... a white... or... Indian student, I do consider that more. Because... I think about... should I plan my materials around... the int'l student, or... around the locals the majority. (T2-B)

Both students, despite their different majors, also recognized the apparent place of globalization in the ELC-B practice:

"International job market" this one [pt.1c in ELC-B Mission Statement] does [relate to globalization], "global community" [pt.1d in the Statement] also does. (S1-B)

...like IELTS, TOEFL are international tests... like job applications... overseas exchange... overseas programmes, you probably need these exams... It's because of globalization that you have these things to apply for... So, they [ELC-B] provide [relevant services/training] for us... because globalization impacts on us in relation to these things. (S2-B)

The above differential approaches to globalization in the two ELC practices lend support to the polemical characteristic of globalization (Dale & Robertson, 2002), additional to that reflected in ELC-A educators' paradoxical dismissal of the potency

of globalization owing to its omnipresence as discussed in section 6.4.4.

# 7.6 How Do Two Public HEIs Respond to the Government's English Language Policies through UGC?

This section concludes the attempt to answer the second research question 'How do two public HEIs respond to the government's English language policies through UGC?' by summarizing the prominent resemblances and divergences detected in the practices of the UGC policies by UniA and UniB; and by discussing the discoveries with reference to the policy cycle model (Ball, 1994; Bowe et al., 1992; Vidovich, 2007).

#### 7.6.1 Similarities

Both HEIs responded to the UGC policies analogously in terms of their views on internationalization. They found internationalization 'crucial', 'mandatory' and 'inevitable', but the policies were not the immediate or single motive for their and other HEIs' internationalization efforts. They also agreed with UGC's 'evolved' hegemony that the policies to certain degree helped HK progress to being a global centre for China topics hence illuminating same critical strategic competence on their parts of identifying the possibility for the local to interpenetrate the global. Their interpretations converged as to the policies acting as the 'indispensable authoritative bottom line to preserve English in HK'. Both assumed the neoliberal and non-essentialist post-colonial performativity orientations that correspondingly considered English 'imperative linguistic capital' and espoused it being partnered with Chinese to respectively accomplish international and China agendas.

## 7.6.2 Differences

Possessing dissimilar histories and developmental trajectories, the responses of the two HEIs entailed notable divergences on four planes.

First is ELC-B's substantial adherence to UGC's hegemony in devising its Mission Statement of tapping the globalization discourse to legitimize its purpose of English enhancement for UniB students and the methods employed; and its neoliberal orientation consistent with that of the UGC policies by assimilating the economic concepts of 'job market' and 'market competition' in the Statement, as opposed to the absence of appropriation of the globalization discourse and economic concepts in ELC-A's Mission Statement.

Second is that, when enacting its Mission Statement and the UGC policies, ELC-B was engaged in a 'non-mainstream set-up' caused by UniB's decision to divide the responsibility of English enhancement between ELC-B and ED upon the launch of the four-year curriculum. ELC-B thus became the "site of struggle" being involved in contestations and negotiations with ED and UniB over resources (e.g. headcount); whereas the contestations faced by ELC-A were more intrinsic in the context of ELC-A being the lone unit in UniA mandated to discharge the same duty. The UniB decision represented a deviating interpretation of the UGC initiative of LEGs where a large fraction of LEGs was allocated to ED rather than ELC-B versus to ELC-A in UniA. It can also be held as a manifestation of the managerialist top-down control adopted by UniB. The consequences were that the 'perfunctory' responses to LEGs and CEPAS of ELC-A (i.e. extra-curricular enhancements activities and IELTS workshops), however, served as 'means of struggle' of ELC-B in its negotiations with mainly UniB for its space in the 'non-mainstream set-up'; and were considered operations that satisfied the needs of students and other departments in UniB and conducive to accomplishing both ELC-B's and UniB's missions. And, ELC-B, on the other hand, appeared to become the 'means of struggle' of UniB in its negotiations with UGC over the practice of LEGs for ELC-B's continuance was believed to function as UniB's answering to receiving LEGs. Regarding CEPAS, its neoliberal orientation to serve employers and students' employability was more embraced by ELC-B educators. In enacting the biliteracy and trilingualism and EMI policies, in contrast with UniA, owing to UniB's EMI background, there was no indirect exploitation of the biliteracy and trilingualism policy by its students to resist ELC-B's English-fostering practice; and the EMI policy was also accepted by academics in UniB.

Thirdly, although the importance of English was acknowledged in both HEIs, it, also because of the UniB decision aforementioned, led to the contraction of ELC-B

instead of augmentation like ELC-A. This testifies again that English was a contested social construct being the "site and means of struggle" in the enactment of the UGC policies by the two HEIs and ELCs.

Last, matching that the globalization discourse was utilized to produce its Mission Statement, globalization, manifesting its polemical feature, was recognized and embraced in the ELC-B practice but rejected by ELC-A educators to be driving their actions.

## 7.6.3 UniA vs UniB and the Policy Cycle

As mentioned in the previous chapters, the English language policy is treated as a fluid dynamic policy process framed by broader discourses, and subject to multiple orders of processes and actions by various actors at different levels against varied contexts (Ball, 1994; Bowe et al., 1992; Vidovich, 2007). Examining the institutional similarities and differences uncovered using the policy cycle model furnishes the answer to the second research question with a theoretical substantiation.

The two HEIs' similar responses to the UGC policies, in terms of (a) their perspectives on internationalization (and their internationalization efforts); (b) concurrence with UGC's 'evolved' hegemony (hence demonstrating accordant critical strategic competence to appreciate the local being able to interpenetrate the global); (c) construing the policies as the 'indispensable authoritative bottom line to preserve English in HK'; and (d) neoliberal and non-essentialist post-colonial performativity dispositions to hold English as imperative linguistic capital and deploy it with Chinese respectively for international and China pursuits, can be understood as their stakeholders working within two congruent contexts of practice that comprised analogous vantages, experiences, values, capacities, purposes and so on. These contexts of practice can be taken as resulting from (and impacting on) the HEIs, despite their contrasting origins and orbits, operating in the same polity of HK located within one globalized international domain and coming under a unitary UGC oversight, which placed them in the same context of influence (e.g. the globalization discourse) and same context of policy text production (i.e. the UGC policies).

Nonetheless, the policy cycle changed when it came to the HEIs functioning as individual organizations. Due to their dissimilar backgrounds and developments, the contexts of influence, policy text production, and practice within the HEIs' own microcosms differed and occasioned their disparate responses to the UGC policies in the context of practice in the macrocosm in HK.

While its Chinese legacy factored significantly in the policy cycle in UniA's microcosm; its senior management's managerialist top-down intervention did so in UniB's. Arising from its aim at inception to provide tertiary education for CMI secondary school leavers, UniA's institutional language policy that permitted CMI constituted a component of the context of influence (i.e. UniA's bilingual policy) in UniA that induced contestations in the context of practice, where UniA academics could tap the component to avert EMI and students exploit it to resist the promotion of English by ELC-A educators in line with the UGC policies. This context of influence entailing the Chinese root in UniA appeared more amenable to HK's reunification with China and the huge demographic, economic and political clout of China (i.e. the context of influence in the HK macrocosm) (e.g. T1-A's observation of people saying "...It's now China already, why bother [with English]?" (section 6.3.2)), hence engendering the context of practice that the ELC-A educators found to present greater hindrance to overcoming students' defiance than in other HEIs such as UniB. In UniB, the context of practice in which ELC-B operated was impacted by the actions taken by UniB's senior management that differentiated the context of influence in UniB from UniA by dividing the duty of English enhancement between ELC-B and another unit and allotting a larger proportion of the attendant LEGs to that unit. The perspectives, values, and purposes making up the context of practice in which ELC-B operated contrasted with those in the context of practice in which ELC-A worked. The extra-curricular enhancement activities and IELTS workshops as reactions to LEGs and CEPAS that ELC-A considered 'perfunctory' were taken as 'means of struggle' by ELC-B in its negotiations with UniB for its space in the 'non-mainstream set-up' with another unit, and were regarded as operations fulfilling the needs of students and other departments and the missions of itself and UniB. ELC-B as part of the 'non-mainstream set-up' in UniB therefore denoted a deviating interpretation of LEGs in the context of practice in response to the context of policy text production embodied by the UGC policies in the HK macrocosm.

The difference between the context of practice in the two HEIs also manifested in the downsizing of ELC-B owing to UniB's intervention aforesaid but enlargement of ELC-A because of it shouldering the workload to fill the extra room on the new curriculum with increased English language credits, although English being recognized to be imperative was a value featured in the context of influence in both HEIs as discussed above. Another such manifestation was globalization being embraced by ELC-B educators and students but dismissed as the driving force by ELC-A educators.

The ideology of embracing globalization can also be held to be encompassed in the context of policy text production in UniB's microcosm but not that in UniA's. It together with the neoliberal orientation was encased in the formulation of ELC-B's Mission Statement, which converged with UGC's hegemony of appropriating the economic globalization discourse for legitimizing English advocacy as embedded in the UGC policies. That is, the context of policy text production in UniB's microcosm and that in HK's macrocosm overlapped in terms of the said ideology.

The forgoing conceptual discussions add proof to illustrate that the enactment of the UGC policies by the case HEIs was complicated and heterogeneous involving contestations between a range of macro, micro, external and internal factors such as globalization, HK's relation with China, their specific institutional histories, and the perspectives, ideologies, purposes, and so on held by different social actors in them.

#### **CHAPTER 8**

#### Conclusion

### 8.1 Introduction

After studying how the UGC English language policies were constructed through a CDA dissection of them in Chapter 5; investigating how UniA responded to the policies by a CDA scrutiny of its ELC's Mission Statement and a detailed examination of the voices of its ELC educators and students in Chapter 6; and analyzing how another HEI, UniB, responded to the policies via a comparative account of the prominent similarities and differences in the two HEIs in Chapter 7, this chapter concludes the thesis by discussing some final thoughts on the research questions, the limitations of the study, and areas for further research.

## 8.2 Final Thoughts on Research Questions

The two research questions of this study are:

- (1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through UGC?
- (2) How do two public HEIs respond to the government's English language policies through UGC?

The attempts in the preceding chapters to seek answers to the research questions have returned findings that contribute to augmenting the knowledge from a hermeneutic perspective about the contemporary post-handover English language policy process in public HE in Hong Kong (HK) from formulation to enactment.

Concerning policy formulation, it is uncovered to be represented, regulated and controlled by UGC contextualizing and recontextualizing English language policies through networks of genre chains geared towards various stakeholders' intake. The policies legitimize the advocacy of English by being discursively predicated on the economic aspect of the globalization discourse; and they hybridize with the promotional genre for 'pitching' at the stakeholders. The policies adopt

UGC's/government's neoliberal values that define English language education in HE as delivering an English-conversant workforce to safeguard HK's economic well-being, and prioritize employers' voice over other stakeholders' about concerns for graduates' English ability. Characterizing globalization as 'current', 'given' and 'non-negotiable' (Fairclough, 2003), and English a language for international business and exchange that is 'indispensable' 'linguistic capital' rather than imperialist from the colonial past (Choi, 2003; Lin, 2005; Lin & Luk, 2005; Morrison & Lui, 2000), the English-fostering language policies are constructed by UGC to act as the answer necessitated by globalization for HEIs and HK. The aforementioned hegemony embodied in the UGC policies nevertheless illuminates UGC's/government's critical strategic competence of penetrating the global (Canagarajah, 2000, 2006) and the English language via 'bilateral' exploitation of economic globalization to also proffer local elements to the world; and via utilization of the discursive middle ground theorized in post-colonial performativity to adopt a non-essentialist perspective (Canagarajah, 2005a; Lee & Norton, 2009; Pennycook, 2003) to appropriate the colonial English in symbiosis with the indigenous Chinese. The former refers to UGC prescribing for HEIs an added course of offering EMI programmes on China topics to assist HK's development into a global hub of learning about China, i.e. the 'evolved' hegemony of UGC; while the latter the government devising the biliteracy and trilingualism policy to pursue economic agendas in both the English-speaking globalized market and the booming Chinese-speaking China economy. Also, the policies and the English language are revealed to be contested, in that, for instance, LEGs' original scope to support only English was explicitly interpreted by UGC to expand to Chinese; and English is depicted in the policy texts as 'synonymous' with Chinese performing functions of internationalization by itself and simultaneously 'interchangeably' with Chinese.

Regarding policy enactment as represented by the case HEIs' responses to the UGC policies, it was found to be discursive, ideological, and contested same as the policies themselves. However, the constituent reactions and views of ELC educators and students in both HEIs worked in a more intricate and multifaceted manner. Juxtaposing the summarized salient institutional similarities and dissimilarities in practicing the UGC policies along the four dimensions surrounding the CDA

outcomes that informed the analysis of the stakeholder voices in the two HEIs in Table 8.1 below illustrates the said point.

<b>Four Dimensions</b>		UniA Practice	UniB Practice
1			
for Inspecting Policy Enactment Production and Enactment of ELC Mission Statement as ELC Practice	Similarities  Differences	<ol> <li>In devising the Mission Statements, the educators relied but not the UGC policies or their university ones.</li> <li>ELC-A's Mission Statement exhibited 'superficial and literal' rather than 'profound' compliance with the UGC policies since it only assimilated LEGs' name and CEPAS's objective, but neither harnessed the economic globalization discourse as the justification for espousing English nor displayed UGC's neoliberal ideology of regarding English language education as a mechanism to yield graduates who learn English as 'indispensable' 'linguistic capital' for their and HK's economic welfare.</li> <li>ELC-A was the single unit to discharge the responsibility of English language enhancement.</li> <li>Its enactment of the Statement involved intrinsic</li> </ol>	adherence to UGC's hegemony in terms of interdiscursivity with the globalization discourse and neoliberal disposition. It employed globalization as the justification for ELC-B's aims and methods; portrayed the global as 'contemporary' and the local 'is reacting to it'; characterized globalization as 'given' and English 'vital' against the globalization context and UniB's local EMI setting; and integrated the economic concepts of 'job market' and 'market competition'.
		contestations between SA-A and ELC-A teachers, and with its UniA students.  (4) UniA students exploited UniA's language policy sanctioning CMI instigated by its Chinese origin to resist English, turning the institutional language policy into a 'site of struggle' to advance their interests.	four-year curriculum that mandated English language courses. That thus placed ELC-B in an 'non-mainstream set-up' unsatisfactory to the educators and one student for it dissonated with its Mission Statement targeting all UniB students; and caused ELC-B to teach only weak students, second its staff to the other unit to teach English language courses, and reduce its headcount.  (3) ELC-B was thus made the 'site of struggle' being involved in extrinsic contestations encompassing negotiations with mainly UniB over resources.  (4) There was no manipulation of institutional language policy by students to repel English.

<b>Four Dimensions</b>		UniA Practice	UniB Practice
for Inspecting			
<b>Policy Enactment</b>			
UGC Policies and ELC Practice, the University, HE Sector, and HK	Similarities	not the only or immediate cause for internationalization (2) They concurred with UGC's 'evolved' hegemony that the hub of China affairs hence exhibiting same critical strate interpenetrate the global. However, they also felt of available in overseas universities) were more influential (3) They held the UGC policies as symbolic policies fulfilling of sustaining English dominance in the society, and interplate to preserve English in HK'.  (4) They assumed neoliberal and non-essentialist post-color	ne policies to some degree aided HK's progression to a global egic competence of recognizing the possibility for the local to ther factors (e.g. political atmosphere, and China expertise than language policies to that effect.  Ing the strategic function to legitimize UGC's political stance repreted the policies as the 'indispensable authoritative bottom onial performativity angles that respectively saw English as the thered with Chinese to correspondingly achieve international
	Differences	<ol> <li>There was no splitting of LEGs allocation (from UGC to finance ELCs in HEIs) to another unit charged with the English language enhancement responsibility as ELC-A.</li> <li>ELC-A used the extra-curricular space as the 'site of struggle' to negotiate their 'perfunctory' responses to the funding-associated policies/initiatives of CEPAS and LEGs, i.e. organizing optional IELTS workshops and English enhancement activities for students outside the curriculum; and filing annual reports to UGC. These 'funding-sensitive' reactions were ELC-A's 'involuntary submission' to UGC's neoliberal requirement and expectation of accountability and supplying English-proficient graduates to the workforce.</li> <li>UGC's biliteracy and trilingualism policy in the form</li> </ol>	to UniB allocating a great proportion of LEGs to another unit rather than ELC-B. That denoted a deviating interpretation and enactment of LEGs by

Four Dimensions for Inspecting		UniA Practice	UniB Practice	
Policy Enactment				
•		of UniA's language policy, which was instigated by its Chinese origin, was obliquely manipulated by UniA students to defy English teaching and learning. UniA's academics were reported to be uncomfortable using EMI because of UniA's Chinese history/culture.	LEGs for ELC-B's continuance was 'perfunctory' to UniB 'answering to' UGC for accepting LEGs.  (4) In practicing CEPAS, ELC-B educators was more receptive to its neoliberal orientation to serve employers and students' employability.  (5) As for the biliteracy and trilingualism and EMI policies, against UniB's EMI context, there was no indirect exploitation of the biliteracy and trilingualism policy by its students to hinder the ELC-B practice; and its academics demonstrated greater conformance with the EMI policy.	
English and ELC Practice, the University, HE Sector, and HK; and English and UGC Policies	Similarities	world ranking, participation in the international co economic advancement and global competitiveness; and (2) English was espoused to be partnered with Chinese to re (3) English was rendered the "site and means of struggle"	espectively achieve international and China purposes.  because the teaching of it was the matter the ELCs tussled the tool the HEIs maneuvered to control the allocation of	
	Differences	(1) English being imperative was seen by an educator as a 'respectable excuse' for other departments or UniA to shift to ELC-A the extra workload of filling the additional room on the new four-year curriculum, which resulted in expansion of ELC-A.	(1) English being imperative led to the shrinkage of ELC-B, since UniB mobilized another unit instead to teach the increased English credits on the new four-year curriculum.	
Globalization and ELC Practice, the University, HE	Similarities	(1) Globalization was seen as 'given', 'current', and 'local-responses-necessitating'. It generated plentiful and diverse opportunities, interests, and needs vis-a-vis the internationalization of students, the universities, and the HE sector (e.g. bilateral exchange activities, special programmes offered, international collaborations, and world ranking).		

<b>Four Dimensions</b>		UniA Practice	UniB Practice	
for Inspecting Policy Enactment				
Sector, and HK; and Globalization and UGC Policies			keholders perceived the relevance of globalization to the UGC policies to lie in the policies promoting English thief language employed in the globalized world to safeguard HK's international linkages.	
	Differences	<ol> <li>Globalization was dismissed by ELC-A educators as their 'baton'.</li> <li>One educator offered a paradoxical repudiation of the force of globalization attributable to its ubiquity by suggesting that English enhancement was invariably essential regardless of globalization and the ELC-A practice taking account of globalization was an 'instinctive' and 'professionally responsible' action since globalization had become a 'natural' 'unescapable' part of living.</li> </ol>	(1) Globalization was recognized by ELC-B educators in their teaching and their views on ELC-B's Mission Statement which matched the finding above of the Statement deploying the globalization discourse as legitimation.	

Table 8.1 Summarized Institutional Similarities and Differences in Practicing UGC Policies

One overarching conclusion that can be drawn from this research is that the responses of both case HEIs to the UGC English language policies/initiatives converged, albeit to varying extents and in different details, with the UGC's ('evolved') hegemony encased in the policies/initiatives with regard to (a) the ('bilateral') appropriation of the globalization discourse for legitimizing English advocacy and for prescribing for HEIs an added direction of offering EMI programmes on China topics to assist HK's development into a global hub of China studies; (b) the neoliberal orientation towards English language education in HE as a mechanism to supply English-competent graduates to economic end and the English language as imperative linguistic capital; and (c) the non-essentialist relationship between English and Chinese for international and China undertakings respectively. Nonetheless, the stakeholders in both HEIs demonstrated critical strategic competence that operated more elaborately than the UGC hegemony, being able to see beyond it in various aspects. For example, they found that developing HK into a global hub of China affairs through HEIs offering EMI programmes on China subjects to the world (i.e. the 'evolved' hegemony built on 'bilateral' appropriation of globalization for the local HK to penetrate the global) would depend on variegated factors (e.g. political environment) other than English language policies; and they construed the policies as the 'indispensable authoritative bottom line to preserve English in HK'.

Another one is that the HEIs' responses, despite the alignment with the UGC hegemony, were framed by their specific contexts on two fronts. The contrasting MOI backgrounds of the two HEIs stemming from their differing Chinese versus colonial legacies; and the university-level management occupied influential roles in the policy enactment process. For instance, the resistance to English from UniA students and academics that was engendered by UniA's Chinese origin was absent in the EMI UniB. And, it was the university-level decision in UniB that differed from UniA's that altered the channeling of LEGs to a department additional to ELC-B and created the 'non-mainstream set-up' in which ELC-B was situated. This showed that material policies, i.e. LEGs in this case, which are posited to be less amenable (Costley & Leung, 2014), can also be open to localized recreation and interpretations (e.g. Ball, 2006). And, UniB's decision to introduce the 'non-mainstream set-up' denoted the managerialist practice in UniB's governance.

The above findings can be theorized by the policy cycle model (e.g. Bowe et al., 1992). The institutional similarities were the HEIs, in the HK macrocosm, operating in two overlapping contexts of practice entailing comparable vantages, experiences, ideologies, capacities, purposes, and so on of the social actors involved under one UGC aegis within the same polity of HK in the globalized world, which situated the HEIs in the same context of influence (e.g. the globalization discourse, China's clout over HK) and same context of policy text production (i.e. the UGC policies). The dissimilarities were the HEIs, within their own microcosms nested in the HK macrocosm and thus also subject to the aforementioned policy cycle running in the latter, working in incongruent contexts of influence, policy text production, and practice imbued with contesting vantages, experiences, ideologies, capacities, purposes, and so on of the social actors involved, owing to the HEIs' different histories and trajectories.

The divergent practices between the two HEIs, particularly with LEGs, were not reported to meet dissatisfaction of UGC/government. Such covert approval of the HEIs' diverse versions of enactments according to their institutional histories and trajectories can be taken to suggest that a top-down approach concerning what should happen (Barrett, 2004; Ham & Hill, 1993) was not assumed by UGC for English language policies at the intra-institutional level, despite UGC's hegemonic characteristic as deliberated in Chapters 2 and 5. It can also be held to signal that the prime audience of the policies was not HEIs but the general public, which substantiates the argument that the policies are symbolic policies functioning to strategically legitimize the specific political position to sustain English ascendancy within the society of HK, as evidenced by the stakeholders in both universities considering the policies working an 'indispensable authoritative bottom line to preserve English in HK'. And, the finding of the stakeholders displaying in their responses to the policies critical strategic competence that encompassed the UGC hegemony is the other aspect of the same argument that the policies operated as the 'bottom line'.

On the other hand, English was illuminated to be a discursive, ideological and contested social construct from formulation to practice of the UGC policies. Other than being portrayed as 'imperative linguistic capital' in both the devising and

practice stages, English changed from acting as a 'synonym of Chinese' for internationalization functions in the UGC policies, to a 'respectable excuse' to shift the extra workload to ELC-A in UniA, and to a 'tool' to move the similar additional workload away from ELC-B in UniB. It was rendered the "site and means of struggle" throughout the policy process.

Lastly, globalization was attributed the qualities of 'current', 'given' and 'non-negotiable' also from construction to enactment of the policies. However, it was explicitly acknowledged and embraced in one ELC's practice and not the other's. The contrastive engagement by the two ELCs lends weight to the complicated and polemical features of globalization (Dale & Robertson, 2002). Another noteworthy finding adding to the point is an ELC-A educator's paradoxical rejection of the potency of globalization due to its ubiquity for he held that globalization had become an integral part of living and it would be 'instinctive' and 'professionally responsible' to take it into account in his practice.

### 8.3 Limitations of the Study

As aforementioned, the university-level management held sway over practicing the UGC policies. The voices of the senior administrators of the two universities should therefore also be solicited. That said, obtaining their consent and their availability were considered difficulties hard to overcome, and would much abate the study's feasibility (which was indirectly corroborated by the effortful process of negotiating the interviews with the educators of the two ELCs). On the other hand, although the SAs of the ELCs were not part of the senior management of their universities, they and the senior teachers were considered the appropriate social actors possessing pertinent and sufficient information to be involved since they were the frontline implementers who directly enacted the policies on a daily basis as well as within the context shaped and delimited by the decisions and actions taken by the university senior management.

Other than scrutinizing its published reports by CDA, interviewing UGC could shed light on the 'behind the scenes' details (e.g. the process of how the reports were compiled, the reasons for what was said in the reports, etc) to complement the CDA

findings. Nonetheless, consent and availability of UGC personnel would pose the same, if not greater, practicability obstacles to the inquiry. Furthermore, the authorship of policy texts is negligible in the constitutive policy process (Tang, 2005) and cannot be identifiable for its probable collectivity (Fairclough, 2003. Also, the meanings of policy texts are not controlled by their writers (Bowe et al., 1992). A consistent treatment is applied to the ELC Mission Statements. Although the SAs of the ELCs were interviewed, their voices served as the response to the UGC policies via the Statements being part of their enactment of the policies and to the Statements functioning as the ELCs' in-house policy texts rather than the explication by the authors of the texts. Further, the Statements were not compiled by the SAs surveyed but their predecessors, and communal 'brain-storming' process was reported in one ELC.

It is understood that there is correspondence between UGC and the institutions on various HE matters (e.g. letter to the President to solicit institutions' views on research assessment criteria), and could be used as relevant data if English language policies are the subject of the correspondence. While these internal documents, if any, could offer 'insider' perspectives, access to them is, however, an intractable issue.

Two HEIs were selected to be covered and the number of stakeholders set at five each HEI. The analysis cannot be claimed to be representative given there are eight public HEIs in HK housing a large number of ELC educators and students. As expounded in Chapter 4, the two HEIs were selected based on their divergent MOI and backgrounds, while the stakeholders were purposive- and snowball-sampled according to their posts, years of work experience, and academic majors and year of study. Adopting the comparative case study approach to concentrate on in-depth examinations of two dissimilar universities and a limited number of stakeholders did not target generalizable results but meaningful findings in controllable volume that were conducive to further inquiries into the remaining universities' practices and relevant topics, which would amount to substantial projects individually.

To maintain this thesis within manageable bounds, only notable similarities and differences are presented. More compendious analysis could return more subtle

findings, e.g. adherence to EMI was not occasioned by the EMI policy but the teaching evaluation form completed by students, as one UniB stakeholder mentioned.

CDA is employed as the method to deconstruct the policy texts in question. It permitting the analyst to tap into "members' resources (MR)" (Fairclough, 1989) to interpret texts instead of reading out of the texts appears to be CDA's main criticism (Haig, 2004; Jacobs, 2006; Meyer, 2001; Stubbs, 1996; Verschueren, 2001). However, CDA studies being characterized by subjective and interpretive form of research knowledge, deliberative practical purpose to inform judgments, emphasis on insight and illumination, and so on shows that CDA operates under the hermeneutic paradigm (Carr, 1995; Meyer, 2001). Thus, the analysis of the UGC reports and the ELC Mission Statements entailing subjectivity, judgments and interpretations should not be regarded as an exemplification of its deficiency, but illustration of its nature. As such, trustworthiness is the key criterion for its evaluation (Boaz & Ashby, 2003). Jacobs (2006) predicates that quality CDA works require researchers' critical awareness and cautiousness in inspecting the evidence for the analysis and not to over-generalize; and proposes researching the reception dimension of how policy texts are interpreted by different policy audiences as a worthwhile avenue for CDA to help strengthen the trustworthiness of CDA research. That proposal is actualized through the comparative case studies in this project (see also section 4.8 for related discussion).

#### 8.4 Areas for Further Research

Following from the preceding discussions, extending this investigation to canvass the other six public HEIs can be a rewarding exercise to provide a comprehensive review of the English language policy process in HE in HK (see also section 4.8 for related discussion). If the feasibility issues of accessing the senior management of the HEIs and even UGC could be resolved, the comprehensiveness of the review could be further enhanced. Further, as recapitulated in section 8.2 above, through a hermeneutic approach to deepen the understanding of the policy process, this study yields a key finding that the stakeholders in the two case HEIs exhibited in their enactments of the UGC policies critical strategic competence that operated in a more sophisticated fashion than the UGC hegemony being able to see beyond it in

different aspects. The said comprehensive review of the practices of the remaining public HEIs may thus be able to help give insights into recommendations for policy change that could embrace and correspond to the multifaceted actualities of the HE sector.

The new four-year curriculum introduced in 2012/13 can be another area for further research since it appeared to be an impactful issue entailed in English language policy process. For instance, ELC-A educators seemed to notice a change in students' attitude towards English upon its implementation; and it appeared to be the catalyst for the two HEIs to alter the allocation of LEGs and the extra workload to fill the expanded curriculum in relation to the ELCs, which led to growth of ELC-A but shrinkage of ELC-B.

One interesting outcome discussed above is the paradoxical dismissal of the power of globalization because of its omnipresence that was offered by an ELC-A educator, which was premised on his view that globalization had become a 'natural' 'unescapable' part of living and it would be 'instinctive' and 'professionally responsible' to take it into account in his practice. Such dismissal (apart from being taken to reflect the complex, heterogeneous and polemic traits of globalization) could possibly be seen as the educator's professionalism privileging professional knowledge or autonomy over other considerations. And, ELC-A educators were also found to have an ambivalent stance on the UGC policies, maintaining immunity to their clout but submitting to them in action and being impacted by them in reality (sections 6.4.1&6.4.2). How professionalism is factored into the English language educators' response to the UGC policies; and how professionalism is related to globalization could be further topics to explore.

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<sup>&</sup>lt;sup>36</sup> Pseudonym is used to preserve the university's anonymity.

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### Appendix 1

### Mission & Vision Statements of University A<sup>39</sup>

- 1. Our Mission
- 2. To assist in the preservation, creation, application and dissemination of knowledge by teaching, research and public service in a comprehensive range of disciplines, thereby serving the needs and enhancing the well-being of the citizens of Hong Kong, China as a whole, and the wider world community.
- 3. Our Vision
- 4. To be acknowledged locally, nationally and internationally as a first-class comprehensive research university whose bilingual and multicultural dimensions of student education, scholarly output and contribution to the community consistently meet standards of excellence.

<sup>&</sup>lt;sup>39</sup> The numbering is not present in the original text and is added for referencing purposes without changing the meaning and/or the original presentation format.

### Appendix 2

## Mission & Vision Statements of University B<sup>40</sup>

### Vision and Mission

- 1. Vision: UniB aspires to become a leading global university, excelling in research and professional education.
- 2. Mission: To nurture and develop the talents of students and to create applicable knowledge in order to support social and economic advancement.

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 $<sup>^{40}</sup>$  The numbering is not present in the original text and is added for referencing purposes without changing the meaning and/or the original presentation format.

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Appendix 3



Home > UGC Publications > Major Reports from the UGC

#### **Major Reports from the UGC**

- UGC Annual Report 2013-14
- UGC's review of CityU's second veterinary school proposal
- ► Financial Affairs Working Group Report 2013 [PDF file]
- ▶ UGC Annual Report 2012-13
- UGC Annual Report 2011-12
- ▶ UGC Annual Report 2010-11
- Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)
- UGC Annual Report 2009-10
- Facts and Figures 2008
- Facts and Figures 2007
- Facts and Figures 2006
- ▶ Facts and Figures 2005
- Facts and Figures 2004
- Facts and Figures 2003
- Facts and Figures 2002
- Report of the Review Group on Hong Kong Institute of Education's Development Blueprint (17.2.2009)
- ▶ Hong Kong Higher Education Integration Matters (3.3.2004) [PDF file]
- Hong Kong Higher Education: To Make a Difference, To Move with the Times (Jan 2004) [PDF file]
- Report on the 1998-2001 Triennium (6.12.2002)
- Higher Education in Hong Kong Report of the University Grants Committee (Mar 2002)
- Report on the 1995-98 Triennium (1.3.2000)
- Higher Education in Hong Kong A Report by the University Grants Committee 1999 Supplement (May 1999)
- Higher Education in Hong Kong A Report by the University Grants Committee (Oct 1996)
- UGC Quadrennial Report 1991-95

http://www.ugc.edu.hk/eng/ugc/publication/report/report.htm

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## Appendix 5

# Relevant Sections in UGC Reports Identified for CDA

\* The reports are ordered and numbered in chronological sequence instead of basically reverse chronology as presented on the UGC website.

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
1.	"Higher Education 1991-2001" - An Interim Report (Nov 1993)	<ul> <li>Paras. 8-9 under "The Revised Structure of Tertiary Education"</li> <li>Para. 19 under "Expansion, 1991-95"</li> <li>Paras. 25-28 under "Higher Education after 1995"</li> </ul>	5.1
2.	UGC Quadrennial Report 1991-95 [May 1996]	<ul> <li>Para. 4.4 under "Academic Review Visits" in "Chapter 4: Quality Assurance"</li> <li>Paras. 4.10-13 under "Language Enhancement Grants" in "Chapter 4: Quality Assurance"</li> <li>Para. 7.2 under "Education Commission" in "Chapter 7: Other Important Developments"</li> <li>Paras. 7.16-17 under "Central Allocation Vote" in "Chapter 7: Other Important Developments"</li> <li>Para. 8.3 under "Chapter 8: Conclusions"</li> <li>1st para. under "Appendix A – Mission Statement"</li> <li>Para. 1 under "Sub-Committee on Revision &amp; Expansion (SCORE)" in "Appendix B – Terms of Reference for the Sub-committees of the UGC and the RGC for the period of 1 July 1991 – 30 June 1995"</li> <li>Para. 2 under "Quality Sub-Committee (QSC)" in "Appendix B – Terms of Reference for the Sub-committees of the UGC and the RGC for the period of 1 July 1991 – 30 June 1995"</li> </ul>	5.2
3.	Higher Education in Hong Kong - A Report by the University Grants Committee (Oct 1996)	<ul> <li>Para. 10 under "The Current Position" in Executive Summary</li> <li>Para. 14 under "The Future" in Executive Summary</li> <li>Paras. 4.9-10 under "Chapter 4: The University Grants Committee"</li> <li>Paras. 7.1, 4 &amp; 8 under "Chapter 7:</li> </ul>	5.3

<sup>&</sup>lt;sup>41</sup> Pseudonyms are used to preserve HEIs' anonymity.

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
	•	Structural Change since 1988"	
		• Paras. 9.2 & 9 under "Chapter 9: The	
		Role of the UGC, and the Review"	
		• Paras. 10.1 & 12 under "Chapter 10:	
		Undergraduate Courses"	
		• Paras. 16.3-4 under "Chapter 16: The	
		Cultural Climate"	
		• Paras. 18.1-6 under "Chapter 18:	
		Language Proficiency in the	
		Community"	
		• Paras. 19.3-6 under "Chapter 19:	
		Language Teaching"	
		• Paras. 20.1-8 under "Chapter 20:	
		Language in Higher Education"	
		• Para. 25.2 under "Chapter 25: The	
		Nature and Length of Full-Time	
		Undergraduate Courses"	
		• Para. 26.7 under "Chapter 26:	
		Present and Future Teaching	
		Methodologies"	
		• Paras. 29.5 & 11 under "Chapter 29:	
		The Pursuit of Excellence"	
		• Para. 33.12 under "Chapter 33: The	
		External Dimension"	
		• Para. 35.7 under "Chapter 35: Income"	
		• Paras. 36.5 & 9 under "Chapter 36:	
		Unit Costs"	
		• Paras. 40.3, 5 & 6 under "Chapter	
		40: Quality and Quantity"	
		• Paras. 41.4 & 12 under "Chapter 41:	
		The Shape of Things to Come"	
		• 3 <sup>rd</sup> para. under "Context"	
		• Para. 7 under "Entry to HE" in	
		"Chapter 43: Conclusions"	
		• Para. 10 under "The Learning	
		Environment" in "Chapter 43:	
		Conclusions"	
		• Paras. 29-31 & 33 under "Language"	
		in "Chapter 43: Conclusions"	
		• Paras. 36-37 under "Quality" in	
		"Chapter 43: Conclusions"	
		• Paras. 13-15 under "To HEIs" in	
		"Chapter 44: Recommendations"	
		• Paras. 8-9 under "The Revised Structure of Tarting Education" in	
		Structure of Tertiary Education" in "Annex A – Interim Report"	
		<ul> <li>Para. 19 under "Expansion, 1991-95"</li> </ul>	
		Tara. 17 unuti Expansion, 1991-93	

No.*	Report Title	<b>Relevant Sections</b>	Appendix <sup>41</sup>
		<ul> <li>in "Annex A – Interim Report"</li> <li>Paras. 25-28 under "Higher Education after 1995" in "Annex A – Interim Report"</li> <li>Pt. d under "The Government's decisions on the recommendations of the Education Commission's Report No. 3 (ECR 3)" in "Annex A – Interim Report"</li> <li>7th, 14th &amp; 19th paras. under "Press Statement on Higher Education in Hong Kong Report by the UGC"</li> </ul>	
4.	Higher Education in Hong Kong - A Report by the University Grants Committee 1999 Supplement (May 1999)	• Para. 10.4 under "Chapter 10: Unit Costs"	5.4
5.	Report on the 1995- 98 Triennium (1.3.2000)	<ul> <li>1st para. under "Mission"</li> <li>2nd, 11th &amp; 18th paras. under "Emphasis on Quality" in "Executive Summary"</li> <li>30th &amp; 31st paras. under "Period of Transition" in "Executive Summary"</li> <li>39th para. under "The Future" in in "Executive Summary"</li> <li>12th-13th paras. under "Central Allocation Vote" in "Chapter 1: Academic Developments"</li> <li>8th para. under "Chapter 2: The Development of Higher Education – a Review"</li> <li>44th-50th paras. under "Language Enhancement Grants" in "Chapter 3: Quality Assurance"</li> <li>56th para. under "Central Allocation Vote Grants for Teaching &amp; Learning" in "Chapter 3: Quality Assurance"</li> <li>12th, 14th &amp; 15th paras. under "Liaison with other educational bodies" in "Chapter 10: Other Important Developments"</li> <li>6th para. under "Chapter 12: Conclusions"</li> <li>Pt. b under "Quality Sub-Committee (QSC)" in "Appendix 11.2: Terms of</li> </ul>	5.5

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
		Reference for the Sub-Committees of the UGC and the RGC for the Period 1 July 1995 – 30 June 1998"	
6.	Higher Education in Hong Kong - Report of the University Grants Committee (Mar 2002)	<ul> <li>Para. 3.16 under "Chapter Three: Institutional Governance"</li> <li>Paras. 4.12-13 under "Education and the Economy" in "Chapter Four: Institutions and the Future I – Education, Teaching and Learning"</li> <li>Para. 6.32 under "Conclusions" in Chapter Six: Looking to the Future: 10-year Horizon"</li> </ul>	5.6
7.	Report on the 1998-2001 Triennium (6.12.2002)	<ul> <li>21<sup>st</sup>-23<sup>rd</sup> paras. under "The Government's Immersion Programme" in "Chapter Two: Academic Development and Funding"</li> <li>41<sup>st</sup> para. under "Central Allocations" in "Chapter Two: Academic Development and Funding"</li> <li>21<sup>st</sup>-22<sup>nd</sup> paras. under "Language Proficiency" in "Chapter Three: Quality"</li> <li>23<sup>rd</sup>-24<sup>th</sup> paras. under "Language Enhancement Grants" in "Chapter Three: Quality"</li> <li>25<sup>th</sup>-26<sup>th</sup> paras. under "Language Proficiency of First-Year-First-Degree Students" in "Chapter Three: Quality"</li> <li>27<sup>th</sup> para. under "English Proficiency of Graduating Students" in "Chapter Three: Quality"</li> <li>3rd para. under "Mission Statement" in "APPENDIX II: University Grants Committee's Terms of Reference and Mission Statement"</li> </ul>	5.7
8.	Facts and Figures 2002 [Jun 2003]	<ul> <li>Para. 13 under "Language Enhancement Grants" under "Quality" in "UGC in 2002"</li> <li>Para. 14 under "Common English Proficiency Assessment Scheme" under "Quality" in "UGC in 2002"</li> <li>2nd para. under "Mission Statement" in "Annex I: UGC Terms of Reference and Mission Statement"</li> </ul>	5.8
9.	Hong Kong Higher	Para. 19 under "Teaching" in "The	5.9

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
	Education: To Make a Difference, To Move with the Times (Jan 2004)	Way Forward"	
10.	Facts and Figures 2003 [Jun 2004]	<ul> <li>Para. 24 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2003"</li> <li>Para. 25 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2003"</li> <li>2nd para. under "Mission Statement" in "Annex I: UGC Terms of Reference and Mission Statement"</li> </ul>	5.10
11.	Facts and Figures 2004 [Jun 2005]	<ul> <li>Para. 17 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2004"</li> <li>Para. 18 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2004"</li> <li>2nd para. under "Mission Statement" in "Annex I: University Grants Committee Terms of Reference and Mission Statement"</li> </ul>	5.11
12.	Facts and Figures 2005 [Jul 2006]	<ul> <li>Para. 3 under "Academic and General Issues" under "Preparation for the Extension of the Normative Length of Undergraduate Programmes (The "3+3+4" Reform)" in "UGC in 2005"</li> <li>Paras. 13-15 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2005"</li> <li>Para. 16 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2005"</li> </ul>	5.12
13.	Facts and Figures 2006 [Jun 2007]	<ul> <li>Para. 2 under "Academic and General Issues" under "Preparation for the Extension of the Normative Length of Undergraduate Programmes (The "3+3+4" Reform)" in "UGC in 2006"</li> <li>Paras. 3-5 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2006"</li> </ul>	5.13

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
		<ul> <li>Para. 6 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2006"</li> <li>Paras. 9-10 under "Development of Webfolio" under "Quality" in "UGC in 2006"</li> </ul>	
14.	Facts and Figures 2007 [Jun 2008]	<ul> <li>Paras. 17-18 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" under "Quality Enhancement" in "UGC in 2007/08"</li> <li>Para. 19 under "Language Enhancement Grants (LEGs)" under "Quality" under "Quality Enhancement" in "UGC in 2007/08"</li> </ul>	5.14
15.	Report of the Review Group on Hong Kong Institute of Education's Development Blueprint (17.2.2009)	<ul> <li>Para. 2.21 under "Improving Quality Of Teacher Education In The Context Of World-Wide Reforms" in "Chapter 2: Enhancing Quality of Teacher Education"</li> <li>Paras. 7-8 under "Teacher Education" in "Annex D: Background Information on Teacher Education in Hong Kong Relevant to the Review"</li> </ul>	5.15
16.	Facts and Figures 2008 [Aug 2009]	<ul> <li>Paras. 20-21 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2008/09 Academic Year"</li> <li>Para. 22 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2008/09 Academic Year"</li> </ul>	5.16
17.	UGC Annual Report 2009-10 [Jul 2010]	<ul> <li>Para. 5 under "(A) Academic Development" under "The "3+3+4" Academic Reform" in "Activities Review"</li> <li>Para. 14 under "Quality" in "Activities Review"</li> <li>Paras. 19-20 under "Language Enhancement Grants (LEGs)" under "(C) Language Proficiency of Students" under "Quality" in "Activities Review"</li> <li>Paras. 21-23 under "Common English Proficiency Assessment Scheme (CEPAS)" under "(C)</li> </ul>	5.17

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
		Language Proficiency of Students" under "Quality" in "Activities Review"	
18.	Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)	<ul> <li>Para. 10 under "Internationalisation and Cooperation with Mainland China" under "Issues Specific to the UGC-funded Sector" in "Executive Summary"</li> <li>Para. 16 under "Chapter 4-Internationalisation" in "List of Recommendations"</li> <li>Para. 4.36 under "The Undergraduate Curriculum" in "Chapter 4: Internationalisation"</li> <li>Para. 4.56 under "Concluding Remarks" in "Chapter 4: Internationalisation"</li> <li>Paras. 5.2&amp;7 under "Chapter 5: Relationship with Mainland China"</li> <li>Para. 6.14 under "Sector-wide Surveys and Assessments" under "Section I. Teaching and Learning in the UGC Sector" in "Chapter 6: Teaching and Learning, Research, and Role Differentiation"</li> </ul>	5.18
19.	UGC Annual Report 2010-11 [Jun 2011]	<ul> <li>Para. 10 under "3+3+4" symposia sponsored by UGC' under "3+3+4" Academic Reform' in "Activities Highlights"</li> <li>Para. 3 under "Teaching &amp; Learning Quality"</li> <li>Paras. 9-10 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching &amp; Learning Quality"</li> <li>Paras. 11-12 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching &amp; Learning Quality"</li> </ul>	5.19
20.	UGC Annual Report 2011-12 [Sept 2012]	<ul> <li>Para. 14 under "The "3+3+4" Academic Structure" in "Foreword from the Chairman"</li> <li>Para. 1 under "The "3+3+4" New Academic Structure"</li> <li>Para. 3 under "Teaching and Learning Quality"</li> <li>Para. 13 under "Language</li> </ul>	5.20

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
		<ul> <li>Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 14-16 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 17 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 5 under "Ensure coherence and consistency in quality assurance in the post-secondary education sector" in "Progress with the Implementation of the Higher Education Review Report"</li> <li>Para. 7 under "3+3+4" Symposia Sponsored by UGC' in "Activities Highlights"</li> </ul>	
21.	UGC Annual Report 2012-13 [Oct 2013]	<ul> <li>Para. 4 under ""3+3+4"" in "Foreword from the Chairman"</li> <li>Para. 8 under "Internationalisation and Engagement with Mainland China" in "Foreword from the Chairman"</li> <li>Para. 1 under "(a) Curriculum Development" under "Preparation for the "3+3+4" academic structure" in "The "3+3+4" New Academic Structure"</li> <li>Para. 3 under "Teaching and Learning Quality"</li> <li>Para. 10 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 11-13 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 14 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning</li> </ul>	5.21

No.*	Report Title	Relevant Sections	Appendix <sup>41</sup>
		Quality" • Para. 5 under "Ensure coherence and consistency in quality assurance in the post-secondary education sector" in "Progress with the Implementation of the Higher Education Review Report"	
22.	UGC Annual Report 2013-14 [Mar 2015]	<ul> <li>Para. 5 under "The "3+3+4" New Academic Structure" in "Foreword from the Chairman"</li> <li>Para. 4 under "The "3+3+4" New Academic Structure"</li> <li>Para. 2 under "Teaching and Learning Quality"</li> <li>Para.11 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 12-14 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 15 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Students" in "Teaching and Learning Quality"</li> </ul>	5.22

#### Appendix 5.1

No.*	Report Title	Relevant Sections
1.	"Higher Education	• Paras. 8-9 under "The Revised Structure of
	1991-2001" - An	Tertiary Education"
	Interim Report (Nov	• Para. 19 under "Expansion, 1991-95"
	1993)	• Paras. 25-28 under "Higher Education after
		1995"

#### **Relevant Sections:**

#### The Revised Structure of Tertiary Education

- 8. The Government's request for the institutions to consider extending teaching time has met with only a modest response, mainly in complementary and foundation studies and remedial language courses, and there are no funding implications. The introduction of a credit unit system, also suggested by the Government, has occurred in the form of local schemes, but its systematic introduction on an inter-institutional basis is regarded as having a lower priority than other changes.
- 9. The remaining decision by Government arising from ECR 3 was that additional resources should be provided for the remedial teaching of English. In fact no extra Government money was forthcoming for 1991-95, but the UPGC earmarked \$25m in 1991-92, \$30m in 1992-93, \$35m in 1993-94 and \$40m in 1994-95 to be added to the institutions' existing expenditure on language enhancement. The subject is a very important one, and institutions have been required to submit to the UPGC assessment reports on the language ability of their entrants and evaluation analyses of the effectiveness of their language enhancement programmes. We return to the matter of language capability in paragraph 25.

#### Expansion, 1991-95

19. Another initial worry was that in the middle years of the expansion there might be difficulty in recruiting enough well-qualified matriculants. Enrolment figures for 1992-93, however, now show that the institutions have over-filled their FYFD places for that year by 1,083 students. There has been concern expressed about the proficiency of the lowest graded entrants, particularly with regard to language skills, but it must be remembered that by world standards, Hong Kong is still admitting a relatively small fraction of the age group to tertiary education.

#### Higher Education after 1995

- 25. The transfer of sovereignty over Hong Kong to China in 1997 means that the role of the UPGC-funded institutions has to be considered in the context of the hinterland in ways which have not obtained hitherto. There are at least three possible scenarios:
  - ii. The institutions should limit their interests to local recruitment and the local labour market, but should make a positive stand on bilingualism. This would require much more effort than is being made at present. Their graduates would be distinguished from those in the hinterland primarily because of their communication skills (including fluency in English) and

- this would help to maintain Hong Kong's international position.
- iii. The institutions should incorporate centres of excellence having local, regional and international functions. They should provide very high quality bilingual manpower for both Hong Kong and the hinterland and should act as points of reference, particularly in Business and Social Studies and in innovative science and technology for developments in Southern China and more widely. Some undergraduate students and many postgraduate students would be recruited from outside Hong Kong.
- 26. The first of these options more or less represents a policy of drift. The second requires modest additional resources and, more important, an effort of will on the part of the institutions. The third option is the one favoured by the UPGC, since the Committee believes that if Hong Kong is to retain a leading position in the commercial and industrial development of China and the Pacific rim, it will need world-class higher education institutions. The only justification for the additional resources which would be needed for this option is the benefit to Hong Kong itself. In the next paragraph we describe in a little more detail some of the implications of option (iii).
- 27. ...
  - b. The existence of internationally recognised "centres of excellence" has a catalytic effect in an institution far beyond the subjects directly concerned. It produces a liveliness and confidence in teaching and research and in overseas contacts which will help in the production of the high quality bilingual manpower to which we referred in paragraph 25.
  - . .
- 28. A decision as to the future role of our institutions cannot be delayed for very long. There will be universities in southern China with ambitions similar to those in paragraphs 25(ii) and (iii). The only advantages that the Hong Kong institutions possess are a few years' head start and an edge in areas like human resource base, infrastructure, libraries, etc. We believe that Government should treat as a matter of urgency the formulation of a new higher education policy which takes into account, inter alia, the changing relationship with China, and the possible import of students and export of graduates worldwide, and technology transfer. The adoption of wider goals for Hong Kong's tertiary institutions could have implications for the 1995-98 triennium, and we return to the point in later paragraphs.

Appendix 5.2

Report Title	Relevant Sections
UGC Quadrennial Report 1991-95 [May 1996]	<ul> <li>Para. 4.4 under "Academic Review Visits" in "Chapter 4: Quality Assurance"</li> <li>Paras. 4.10-13 under "Language Enhancement Grants" in "Chapter 4: Quality Assurance"</li> <li>Para. 7.2 under "Education Commission" in "Chapter 7: Other Important Developments"</li> <li>Paras. 7.16-17 under "Central Allocation Vote" in "Chapter 7: Other Important Developments"</li> <li>Para. 8.3 under "Chapter 8: Conclusions"</li> <li>1st para. under "Appendix A – Mission Statement"</li> <li>Para. 1 under "Sub-Committee on Revision &amp; Expansion (SCORE)" in "Appendix B – Terms of Reference for the Sub-committees of the UGC and the RGC for the period of 1 July 1991 – 30 June 1995"</li> <li>Para. 2 under "Quality Sub-Committee (QSC)" in "Appendix B – Terms of Reference for the Sub-committees of the UGC and the RGC for the period of 1 July 1991 – 30 June 1995"</li> </ul>
	UGC Quadrennial Report 1991-95

#### **Relevant Sections:**

Chapter 4: Quality Assurance

**Academic Review Visits** 

#### 4.4 Institutional Reviews

The UGC undertook Academic Review Visits to UniG and UniA in January 1992. These visits provided an opportunity for the UGC to meet different groups of people, including the Heads of the institutions, academic, administrative and support staff at all levels and students. The focus of these Academic Review Visits was the general academic development of the Universities and their current status and concerns. Subjects for discussion ranged from the Universities' past and present academic plans and administrative developments to their aspirations for the future. Feedback from the UGC arising from these visits was conveyed to the institutions concerned in the form of advisory letters addressing such matters as quality assurance, management of resources, space utilisation, teaching quality, research, language enhancement, collegiate system and institutional cooperation.

#### Language Enhancement Grants

4.10 In 1988, the Government had advised, as part of its ECR 3 decisions, that additional resources should be provided for remedial teaching of English at tertiary institutions where this could be shown to be justified. This advice was reinforced by the Education Commission in ECR4 published in November 1990. The UGC accordingly consulted the institutions and agreed with them

that remedial teaching of English should be interpreted in the widest sense, so as to cover language enhancement in general. The UGC managed to allocate a total of \$130m during the 1991-95 period to supplement the institutions existing expenditure on language enhancement. Those funds were distributed, in the form of earmarked grants, as shown in Table 4.1. Table 4.1: Distribution of Language Enhancement Grants 1991-95

Table 4.1: Distribution of Language Enhancement Grants 1991-95

	Academic Year			
	1991-92	1992-93	1993-94	1994-95
	\$m	\$m	\$m	\$m
UniB	5.0	5.0	5.5	6.0
UniC	3.0	3.0	3.5	3.5
UniD	0	0.5	1.0	1.5
UniA	6.0	7.0	8.0	9.0
UniE	5.0	6.0	6.5	7.0
UniF	0	1.5	2.5	4.0
UniG	6.0	7.0	8.0	9.0
Total	25.0	30.0	35.0	40.0

- 4.11 For monitoring purposes, the institutions were required to submit, on an annual basis, proposals on the uses of these grants; assessment reports on the language ability of their entrants: and evaluation analyses of the effectiveness of their language enhancement programmes. In addition the UGC provided funding support from its Central Allocation Vote 1992-95 for a research project to assess the effectiveness of the institutions' language enhancement programmes.
- 4.12 In the meantime, however, the UGC has been pleased to note that the institutions have followed the Committee advice and not relied totally on the Language Enhancement Grants specially provided by the UGC when developing and promoting their language enhancement programmes in both English and Chinese.
- 4.13 The UGC has reserved a further sum of \$210m for allocation to the institutions in the 1995-98 triennium to support the institutions language enhancement programmes.

# **Chapter 7: Other Important Developments**

#### **Education Commission**

7.2 During the period covered by this report, the UGC maintained close liaison with the Education Commission, with the Chairman (or in his absence the Secretary-General as his representative) serving on the Commission in an ex officio capacity. Earlier sections of this report have dealt with the UGC's responses to Government decisions/requests arising from recommendations of the Education Commission in ECR 3 (mainly regarding the structure of tertiary education and students' language proficiency) and ECR 4 (again regarding students' language proficiency). The following section deals with the UGC response in respect of ECR 5.

## Central Allocation Vote

7.16 The purpose of this op-sliced reserve was to enable the Committee to rationalize effectively the many competing demands in the expanding UGC-funded sector, to promote inter-institutional collaboration thereby hopefully achieving some long term savings, and to respond to unforeseen new demands

arising during the course of the triennium. Projects supported by the central allocation vote in 1991-95 included a number of initiatives to promote interinstitutional library collaboration and the more effective use of library resources; joint recruitment efforts; improvements to local and international telecommunication links; a joint consultancy on standardization of superannuation benefits; a variety of projects aimed at enhancing teaching quality and language enhancement; and the establishment of a joint department of ophthalmology and visual sciences, in conjunction with the Hospital Authority Hong Kong Eye Hospital, to serve the needs of medical students at both UniG and UniA.

7.17 In addition the central allocation vote has enabled the UGC to provide supplementary or additional indicated/earmarked grants for various purposes as the need or new initiatives arose during the course of the triennium, such as the replacement of obsolete academic equipment, Teaching Development Grants, Language Enhancement Grants, etc.

#### **Chapter 8: Conclusions**

8.3 There are, of course, problems and further challenges to be faced. The UGC-funded institutions, and the UGC itself, have been devoting considerable attention to the maintenance and improvement of the quality of the education provided. More can, and indeed will, be done, but there are perhaps greater concerns over the quality of intakes, ie over the supply of qualified shool-leavers in relation to the increased number of first degree places available, and particularly over the availability of a sufficient number of students capable of pursuing their higher education mainly in English.

# Appendix A – Mission Statement

1st para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. .

The University Grants Committee, in performing its function as the advisory body to the Hong Kong Government on the developmental and funding needs of higher education in Hong Kong, will:

- a. support the institutions in
  - i. the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as stated above;

. .

# Appendix B - Terms of Reference for the Sub-committees of the UGC and the RGC for the period 1 July 1991 – 30 June 1995

Sub-Committee on Revision & Expansion (SCORE) (discontinued May 1994)

- 1. To provide advice to the UGC on the following policy proposals as approved by the Executive Council on 24 January 1989:
  - d. additional resources should be provided for the remedial teaching of English at tertiary institutions, where this can be shown to be justified;

. ...

# Quality Sub-Committee (QSC) (established April 1994)

2. As part of its overall function the Sub-Committee shall develop and undertake :

. . .

d. reviews of the quality of particular aspects of institutions' operations including post-graduate education, language development, library provision, and other scholarly activities.

# Appendix 5.3

<ul> <li>Higher Education in Hong Kong - A Report by the University Grants Committee (Oct 1996)</li> <li>Para. 10 under "The Current Position Executive Summary</li> <li>Para. 14 under "The Future" in Executive Summary</li> <li>Paras. 4.9-10 under "Chapter 4: The University Grants Committee"</li> <li>Paras. 7.1, 4 &amp; 8 under "Chapter 7:</li> </ul>
Change since 1988" Paras. 9.2 & 9 under "Chapter 9: The UGC, and the Review" Paras. 10.1 & 12 under "Chapter 16: Undergraduate Courses" Paras. 16.3-4 under "Chapter 16: The Cultural Climate" Paras. 18.1-6 under "Chapter 18: Le Proficiency in the Community" Paras. 19.3-6 under "Chapter 19: Le Teaching" Paras. 20.1-8 under "Chapter 20: Le Higher Education" Para. 25.2 under "Chapter 25: The Length of Full-Time Undergraduate Para. 26.7 under "Chapter 26: Prese Future Teaching Methodologies" Paras. 29.5 & 11 under "Chapter 29: Pursuit of Excellence" Para. 33.12 under "Chapter 33: The Dimension" Para. 35.7 under "Chapter 35: Inco Paras. 36.5 & 9 under "Chapter 36: Costs" Paras. 40.3, 5 & 6 under "Chapter 4 and Quantity" Paras. 41.4 & 12 under "Chapter 4 Shape of Things to Come" 3rd para. under "Context" Para. 7 under "Entry to HE" in "Che Conclusions" Para. 10 under "The Learning Envi in "Chapter 43: Conclusions" Para. 29-31 & 33 under "Language" Paras. 29-31 & 33 under "Language"

No.*	Report Title	Relevant Sections
		44: Recommendations"
		• Paras. 8-9 under "The Revised Structure of
		Tertiary Education" in "Annex A – Interim
		Report"
		• Para. 19 under "Expansion, 1991-95" in
		"Annex A – Interim Report"
		• Paras. 25-28 under "Higher Education after
		1995" in "Annex A – Interim Report"
		• Pt. d under "The Government's decisions on
		the recommendations of the Education
		Commission's Report No. 3 (ECR 3)" in
		"Annex A – Interim Report"
		• 7 <sup>th</sup> , 14 <sup>th</sup> & 19 <sup>th</sup> paras. under "Press Statement
		on Higher Education in Hong Kong Report
		by the UGC"

#### **Relevant Sections:**

#### **Executive Summary**

#### The Current Position

10. In the present lull in growth, it is convenient to take stock of residual problems. The most important of these is concern about students' competence in English (although there are also worries about Chinese, including Putonghua). Teaching in most HEIs, and indeed in many secondary schools, is nominally carried out in English, but the extent to which this is really true has diminished greatly in recent years. Adequate numbers of bilingual graduates are of great importance to Hong Kong's economy, and the UGC institutions are providing remedial and developmental English courses for their students, although major improvement can only come through the schools. The wider aspects of language competence are the subject of a recent Education Commission Report.

#### The Future

14. More generally, it is important to Hong Kong's standing both economically and culturally that its higher education system, and the products of that system, should be seen to be of high quality and, preferably, as having unique characteristics. One special feature, on which much more effort needs to be expended if it is to be maintained successfully, is multi-lingualism. Another, more firmly established, is our students' ability to understand and work readily in both Eastern and Western cultures.

#### Chapter 4: The University Grants Committee

4.9 The details of mission statements require updating fairly frequently to meet developing circumstances, but the broad thrust of this mission statement is unlikely to require amendment except in one particular. The UGC has hitherto concentrated almost entirely upon the demand for and supply of higher education in Hong Kong. With the rapidly growing movement of both work opportunities and workers across the border with China, however, the Committee will increasingly have to take account of comparable provision and needs in South China. The UGC has recently had useful discussions in Beijing, with Vice-Premier Li Lanqing and officials from the State Education

Commission and the Hong Kong and Macau Affairs Office, and in Guangzhou, with officials from the Provincial Government, the Guangdong Higher Education Bureau and the Provincial Commission for Restructuring the Economic Reform, on crossborder manpower problems and opportunities: and the Grants Committee will clearly have to take notice of educational and employment developments in South China in its future planning. Reports on our visits to Beijing and Guangdong have been published. We return to links with China in Chapter 33.

# UNIVERSITY GRANTS COMMITTEE MISSION STATEMENT

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

The University Grants Committee, in performing its function as the advisory body to the Hong Kong Government on the developmental and funding needs of higher education in Hong Kong, will:

- a. support the institutions in
  - the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as stated above;

4.10 Whether, and in what form, the UGC will continue after the transfer of sovereignty will be a matter for the new government. Relevant articles of the Basic Law are:

Article 136 On the basis of the previous educational system, the government of the Hong Kong Special Administrative Region shall, on its own, formulate policies on the development and improvement of education, including policies regarding the educational system and its administration, the language of instruction, the allocation of funds, the examination system, the system of academic awards and the recognition of educational qualifications.

# Chapter 7: Structural Change since 1988

- In 1988, as a result of recommendations in Education Commission Report No.
  - 3, the Hong Kong Government took the following decisions:

additional resources should be provided for the remedial teaching of English at tertiary institutions, where this can be shown to be justified;

Decision (c) has occasioned no significant problems: it is linked to the first part of (b). Decision (d) is of great importance and has been interpreted widely by the UGC to include Cantonese and Putonghua as well as English. Since 1988 concern about language standards in Hong Kong has grown, and the most recent Education Commission Report (No. 6) deals entirely with this topic. The UGC provided earmarked sums of \$25m, \$30m, \$35m and \$40m in

- the years 1991-92 to 1994-95 to supplement its institutions' existing expenditure on remedial language teaching, and in response the institutions have arranged more than 300 programmes for their students, about half being in English and half in Chinese. Enrolment has exceeded 60,000. The problems of language proficiency are discussed more fully in Chapters 18, 19 and 20.
- The government's request (e)(ii) for the institutions to consider extending 7.8 teaching time has met with only a modest response, mainly in complementary and foundation studies and remedial language courses. The UGC-funded institutions (whose teaching years vary from 28 to 32 weeks) have considerable reservations on this score for a variety of reasons, including the potential reduction in time for research. Although they recognize the relatively low utilization levels of space and plant in higher education (see paragraph 15.3), the main variable costs do not lie there, but in the provision of academic staff. The effective utilization of staff time must be the highest priority, and this is achieved by an appropriate balance of teaching, preparation for teaching, research and administration - much of the latter being concerned with the progression or welfare of students. One can only increase teaching time by disturbing that balance or employing extra staff in ways that may not be wholly efficient. Further, such students as we have consulted do not favour extension of teaching time for the individual student : they believe that the present balance between curricular and extra-curricular activity educationally satisfactory. We return to these last topics in Chapter 25.

# Chapter 9: The Role of the UGC, and the Review

- 9.2 Although external circumstance in particular changes in the school system and a desire on the part of all of its institutions to participate effectively in the coming expansion meant that the UGC had little difficulty with the implementation of the major recommendations of ECR3, there were a number of worries about the expansion itself. Most of them revolved around quality in particular the quality of the students and the quality of the staff. The first of these remains a matter of concern and is perhaps inseparable from a move from a low to a much higher age participation rate. In Hong Kong there is a particular worry about ability in communication, largely although not wholly related to language skills.
- 9.9 The principal addition to the topics in the Interim Report listed in paragraph 9.7 was a long philosophical section giving three possible scenarios for the future of the UGC institutions:
  - ii. The institutions should limit their interests to local recruitment and the local labour market, but should make a positive stand on bilingualism. This would require much more effort than is being made at present. Their graduates would be distinguished from those in the hinterland primarily because of their communication skills (including fluency in English) and this would help to maintain Hong Kong's international position.
  - iii. The institutions should incorporate centres of excellence having local, regional and international functions. They should provide very high quality bilingual manpower for both Hong Kong and the hinterland and should act as points of reference, particularly in Business and Social Studies and in innovative science and technology for developments in Southern China and more widely. Some undergraduate students and many

postgraduate students would be recruited from outside Hong Kong.

. . .

## Chapter 10: Undergraduate Courses

- 10.1 Although, as will have been clear from our report so far, higher education takes many diverse forms and is available to adults of all ages, its epitome for most people in Hong Kong is the full-time post-HKALE course, usually of three years' duration, leading to a first-degree. Such courses are offered by all the UGC institutions and by the Hong Kong Academy for Performing Arts. To enter a full-time undergraduate course, the student must have previous general educational qualifications, usually including proficiency in English and Chinese and one or more passes in HKALE. In science, technology and medicine there will also be specific (HKALE or HKCEE) subject requirements, although this is less common in the arts and social sciences. The official language of instruction is in most cases (except for UniA) English, although Chinese is also used where appropriate.
- 10.12 Apart from some first degree courses, described in the preceding paragraphs, which are aimed at a specific career (for example, dentistry), our discussions with organisations representing a wide range of employers suggest that the content of an employee's degree is usually not of great importance in determining his or her usefulness. It is, in any case, common experience that the factual elements of an undergraduate course have less relevance to the tasks which are being undertaken a few years after graduation than the conceptual knowledge and problem-solving skills learned at university. What employers are seeking is a general development of the powers of the mind, flexible and innovative approaches to problems, and the necessary language and social skills required for effective communication with others. Whether the graduate has acquired these attributes through studying Chinese literature or systems engineering may be unimportant.

#### Chapter 16: The Cultural Climate

- 16.3 A world wide concern which has arisen in recent years in many universities stemming from the Anglo-American tradition is that graduates currently being produced may be knowledgeable about their subjects, but cannot communicate that knowledge or their enthusiasm for it to others. In Hong Kong, the need for most students to learn their subjects in a second (if not foreign) language has greatly accentuated the problems. The UGC's own experience on visits to HEIs in Hong Kong is that the capacity for communication among students is remarkably varied and that the same is also true of some of the staff.
- 16.4 A necessary element in good communication (although only part of it) is facility with language. Hong Kong has a particular problem here, where fluency in both Chinese and English is desirable but rarely attained, except possibly in spoken Cantonese. There is also an increasing need for competence in Putonghua. The UGC has been sufficiently unhappy with the language skills of recent graduates from its own HEIs to set in train remedial and enhancement measures. These are discussed in Chapter 20, together with initiatives by other advisory bodies. The problems of language proficiency at all stages of education primary, secondary and tertiary have, of course, exercised the Education Commission since its first report in 1984 and are the sole subject of its recently published sixth report (ECR 6).

# Chapter 18: Language Proficiency in the Community

- 18.1 Hong Kong in the 1990s is a language-conscious community. The issue of language proficiency – a tri-lingual question involving Cantonese, Mandarin (or Putonghua) and English - is a major concern of government, of educationalists and of the community at large, and is often hotly debated. Hardly a day passes without one or more newspapers carrying a letter or article about the demand for teaching of Putonghua or the decline in English standards among Hong Kong pupils and students. A recent (March 1996) article in the Far Eastern Economic Review described one of our tertiary institutions as "a symbol of the decline in local English standards in Hong Kong. At a time when other parts of Asia are trying to boost their skills -- the battle for English on this campus appears to be a losing one". The various Education Commission Reports (ECRs), including its first in 1984, have drawn attention to problems of language in education at all levels, including that of teacher training. Partly in response to this, a number of research projects in the UGC-funded institutions and in the Department of Education's Institute of Language in Education (now incorporated into the Hong Kong Institute of Education) have explored and are exploring questions of how to identify the unique language problems of the younger generation in Hong Kong, and how to assess and enhance their language proficiency.
- 18.2 The most recent report of the Education Commission ECR 6, issued as a Consultation Document in December 1995 and now finalised is entitled "Enhancing Language Proficiency: A Comprehensive Strategy". Its chief strategic recommendation to government is the establishment of a Standing Committee on Language Education and Research (SCOLAR). This will establish a comprehensive institutional framework whose purpose will be to enable and co-ordinate research into language needs in Hong Kong, to develop policies to meet those needs, and to monitor and evaluate those policies. Among the other recommendations are minimum language proficiency standards for all teachers before they can be qualified, benchmark qualifications for language teachers (see paragraph 19.3), and more use of native speakers of English and Putonghua.
- 18.3 A central aim of higher education in Hong Kong must be, as our Interim Report phrased it, to "provide very high quality bilingual manpower for both Hong Kong and the hinterland". With 1997 fast approaching, "bilingual" should now more appropriately read "trilingual". The government has formulated, as a post-1997 objective, the policy of having a civil service which is bi-literate (Chinese and English) and tri-lingual (Cantonese, Putonghua and English). Much the same language expectations must apply to those being educated to enter the spheres of finance, business and other professions, and a recent survey by the Federation of Hong Kong Industries has shown fluency in Putonghua as the most sought after attribute by its members recruiting middle to senior management.
- 18.4 Some 98 percent of Hong Kong's population are of Chinese background, with Cantonese as their first language. English is spoken as a home language by less than 1 percent of the population. Unlike Singapore, where English is the common language of a linguistically diverse community, most Hong Kong citizens use the same Chinese dialect (Cantonese) for everyday purposes. At the same time English is not simply the language of the administration: vital

needs and interests of the community require the acquisition of language other than the mother tongue. Those needs are well summarised in ECR 4 (1990):

"Hong Kong is an international business, financial and trading centre. English therefore has an important place in the economic life of our community. In order to maintain Hong Kong's international position, we have to ensure that we produce sufficient well-educated people able to communicate in both English and Chinese. Political and social developments mean that we also need to give proper emphasis to the use of Chinese."

It is in the spirit of this statement - that the social and economic well-being of the territory is vitally dependent on the language ability of its population - that higher education in Hong Kong aims to produce proficient users of both Chinese and English.

- 18.5 In the successive stages which make up an individual's educational experience, no stage stands quite alone; each builds on what has gone before. That is particularly true for language proficiency; and the perceived problems as well as the developing policies at the tertiary level are interdependent with those at primary and secondary levels. We need, therefore, to look briefly at language problems and developments in the schools. The POSTE study (see paragraph 1.7) provides interesting background.
- 18.6 When, in the 1980s, a perception began to take hold that there was a decline in the ability of tertiary students to communicate effectively either in Chinese or in English, this decline was attributed to the broadening of the school population brought about by the extension of the period of free and compulsory education to nine years in 1978. While there were as many, or more, high achievers, there were also many more low achievers; and undoubtedly there occurred a lowering of the average level of language proficiency. In the case of English the decline was also attributed to the progressive change to Chinese as the medium of instruction in secondary schools, a topic with which we start our next chapter.

#### Chapter 19: Language Teaching

- 19.3 The ability of teachers to teach competently through the chosen medium of instruction is clearly very important. The Education Commission Working Group on Language Proficiency, which was set up in October 1993, showed particular interest in strengthening the language proficiency of all student teachers; and in response to its recommendations the HKIEd, when established in 1994, devised special language enhancement programmes to be introduced into initial teacher education. Furthermore, the Institute has confronted, for its own teaching, the problems with mixed-modes (written medium in English and spoken medium in Chinese) and mixed-codes (spoken medium in both English and Chinese) and has resolved on using the mother tongue for primary certificate courses and for secondary (Chinese) certificate courses. English will be used for secondary (English) certificate courses and all postgraduate diploma courses. ECR 6 lays particular stress on remedying deficiencies in the education and achieved standards of language teachers; it recommends that the Advisory Committee on Teacher Education and Qualifications (ACTEQ) explore the possibility of establishing "benchmark qualifications" for all language teachers.
- 19.4 Returning to ECR 3 (paragraph 19.2), this 1988 report also paid some

- attention to language enhancement in the tertiary institutions. While insisting that "a general improvement at secondary level must, of course, be accomplished by the schools themselves", this report recommended that "the government consider providing additional resources for the teaching of English at tertiary institutions, where this can be justified as a remedial measure".
- 19.5 The UGC had long been committed to emphasizing the importance of language standards in the institutions which it funded and, in its advice on academic development plans and on its regular visits to the institutions, had encouraged the use of block grant funds to support remedial English and Chinese teaching. With the expansion of tertiary education, which inevitably meant a widening intake of students with lower language scores, the institutions themselves became increasingly concerned about the English proficiency of their students. In all of the UGC institutions some of the teaching and most of the course literature is in English, and inadequate command of English affects the whole learning process. Furthermore, English is of importance not only as a medium for learning, but also for vocational purposes: Hong Kong employers rightly expect graduates to command fluent English, and increasingly also Putonghua. Both English and Chinese are also essential for contacts with students and scholars of mainland China and of other countries and cultures.
- 19.6 In response to a generally perceived need, and to the ECR 3 recommendation referred to in paragraph 19.4 above, the UGC undertook to monitor three factors which directly affect language quality in the tertiary institutions under its aegis. These are 1) language requirements for admission; 2) the language ability of entrants; and 3) the use of additional resources for language enhancement provided by indicated grants. We discuss these further in the next chapter.

#### Chapter 20: Language in Higher Education

20.1 Admission to its courses is a matter for each individual UGC-funded institution. When determining its requirements, the institution needs to take into account developments in secondary schools which might affect the language standard of sixth-form students, the language requirements of academic programmes at the first-degree and other levels and community aspirations regarding the language ability of graduates. The general entry requirements for first degree courses of all of the UGC-funded institutions are that applicants must obtain at least a pass in the Hong Kong Advanced Level Examination, Advanced Supplementary Level Use of English and Advanced Supplementary Level Chinese Language and Culture or equivalents and some also specify at least a pass in English Language and/or Chinese Language in the HKCEE. Requirements for entry to higher diploma courses are generally similar. However, some institutions often devolve to their departments responsibility for deciding whether applicants have an adequate language competence for admission. ECR 6 expresses a sense of urgency that institutions "should be requested to consider enforcing strictly their minimum entrance requirements as regards English language proficiency". Government has subsequently stated that it will impress upon the heads and staff of the institutions that they should be more rigorous in enforcing English Language entrance requirements with a view to upholding the quality of higher education,

- and this is also the position of the UGC.
- 20.2 Since 1991-92, UGC institutions have been required to submit annual assessment reports on the language ability of their first-degree entrants. These provide information on entrants' English and Chinese examination results at, respectively, the Hong Kong Advanced Level Examination (HKALE) and the Hong Kong Certificate of Education Examination (HKCEE). From 1994-5 the Chinese Language Examination results of the Hong Kong Supplementary Level Examination (HKASLE), rather than the HKCEE results, have been asked for, as these have become general entry requirements for the UGC-funded institutions and also provide more recent evidence of entrants' Chinese Language ability.
- 20.3 The statistics thus obtained suggest two important points: (1) that the widening of access to degree level education in Hong Kong initially meant a decline in the average language attainment of entrants (the number of entrants with "A" or "B" in HKALE "Use of English" stayed more or less the same, while the number with "D" or "E" greatly expanded), but (2) that possibly contrary to expectation the decline was not progressive, even though numbers of entrants continued to rise. In 1992-93, among the reported 9,925 entrants, 24.4% obtained Grade "C" or above in the HKALE "Use of English" Examination. In 1994-5, the corresponding figures were 12,356 first-degree entrants of whom 26% gained Grade "C" and above. The figures for Chinese Language show a similar stability.
- 20.4 On the other hand and as a guide to where remedial measures may be most urgently called for there is for each year a similar and considerable variation between the institutions in respect of percentages of high-scoring entrants, and also between average scores of the entrants to the various subject areas within each institution: Pre-Clinical Medicine, and Humanities, showing generally higher scores in AS Level Use of English and AS Level Chinese Language and Culture than the Science and Engineering disciplines. Mathematics is particularly worrying, with only 36% of entrants gaining Grade D or above in English and 49% in Chinese. Institutions often argue that they admit students with inadequate language scores because of their brilliance in the subject area, but there is in fact a strong positive correlation between poor language performance and poor HKALE grades for those so admitted.
- 20.5 While the UGC monitoring activities described in the previous paragraphs are largely diagnostic, the allocation of indicated language enhancement grants is aimed directly at achieving improved Chinese and English language proficiency among Hong Kong students. The total amount allocated has risen from HK\$25m in 1991-92 to HK\$60m in 1995-96. So far, the funding allocated to each institution has been proportionate to student numbers. UGC-funded research is in progress, in which several institutions are collaborating, into the possibility of establishing performance indicators, including measures of graduating students' language proficiency; when this study is completed, it may enable a more discriminatory approach to the allocation of language enhancement funds.
- 20.6 The institutions are required to report annually to the UGC on the effectiveness of their language enhancement programmes, distinguishing between basic remedial activities funded from block grant and activities which take language proficiency further. In January 1992 a UGC Sub-Group on Language Enhancement was formed; it met over a period with representatives

- of the institutions to discuss language enhancement programmes and the possibility of establishing performance indicators of their effectiveness. This Sub-Group has now been subsumed into the Quality Sub-Committee of the UGC which continues to pay special attention to the monitoring of language enhancement as an aspect of quality assurance in the institutions. The Sub-Committee plans to organise an inter-institutional seminar on this issue in late 1996/early 1997.
- 20.7 The annual reports received from the institutions show a wide variety of enhancement programmes, both in English and in Chinese, including Putonghua. The indicated grants have clearly proved a genuine stimulus towards a greater concern for students' linguistic skills and for more and better language teaching. Each institution has established programmes which best suit its own needs; but collaboration between institutions is also taking place where similar problems exist. One shared problem is motivation: as long as language proficiency does not figure on the degree certificate, students - and often the students most in need of improvement - may prove unwilling to spare time from their subject-oriented studies. But there is also the opposite problem of over-subscription of certain language programmes, notably courses in Putonghua. The resourcing of such demands and of other language teaching needs, above all through the employment of well-qualified language teachers, is a challenge to each institution. Most have established, and successfully run, self-access centres which, while valuable in themselves, ultimately depend on the constant availability of teachers.
- 20.8 Without discussing any particular language enhancement programme in detail, certain overall trends seem to be emerging. Programmes seem to be more effective the more the initial bridging or remedial work is followed-up in subsequent years. That is, they are more effective when they are conceived of as not just providing remedial English for first-year students, but as promoting a continued awareness of the inseparability of language skills from subject content throughout a student's academic career. For our part, we believe that our institutions need to devote more resources and more time to the improvement of language skill and to conveying to their students its importance in future career prospects. This is one of the areas where they might heed the government's plea to extend teaching time (see paragraphs 7.1 and 7.8) more than they do at present, by greater use of vacation courses. We also recommend that they give serious thought to a system of examining language proficiency and recording the result on students' academic certificates.

## Chapter 25: The Nature and Length of Full-Time Undergraduate Courses

25.2 The three year length of a full-time undergraduate course seems to be based upon two considerations. The first is the time which it takes a student to absorb the "general" benefits of higher education: an overall development of the powers of the mind, flexible and innovative approaches to the problems of both work and leisure, skill in communication with others, learning to participate in a community, and an appreciation of both one's own and different cultures. The second is the time needed (in certain subjects) to absorb the "specific" benefits of higher education: sufficient knowledge so as to be, or be capable fairly rapidly of becoming, a useful employee on graduating.

#### Chapter 26: Present and Future Teaching Methodologies

26.7 In the preceding chapter and paragraphs we have considered the purposes of full-time undergraduate education, both "general" and "specific", the length of course currently needed to achieve them, and the teaching methodologies presently in use. In the remaining paragraphs of this chapter we shall ponder whether the period after 1998 will bring significant changes in teaching methodology. We shall take as given the "general" purposes and benefits we have described (paragraph 25.2): an overall development of the powers of the mind, flexible and innovative approaches to the problems of both work and leisure, skill in communication with others, learning to participate in a community, and an appreciation of both one's own and different cultures. We believe that the most satisfactory outcome in terms of general higher education is achieved when students live in or near their institutions, meet and talk with staff and fellow students in the context of both the course being followed and extra-curricular activities, and learn to use the diverse facilities of a higher education campus. As far as the "specific" purposes of undergraduate education are concerned, physical presence may in future be less important.

#### Chapter 29: The Pursuit of Excellence

- 29.5 In our Interim Report we offered three possible scenarios for the future of our own institutions. With small modifications those scenarios might also apply to non-UGC HEIs. They were :
  - ii. the institutions should limit their interests to local recruitment and the local labour market, but should make a positive stand on bilingualism. This would require much more effort than is being made at present. Their graduates would be distinguished from those in the hinterland primarily because of their communication skills (including fluency in English) and this would help to maintain Hong Kong's international position; and
  - iii. the institutions should incorporate centres of excellence having local, regional and international functions. They should provide very high quality bilingual manpower for both Hong Kong and the hinterland and should act as points of reference, particularly in Business and Social Studies and in innovative science and technology for developments in Southern China and more widely. Some undergraduate students and many postgraduate students would be recruited from outside Hong Kong.

We commented: "The first of these options more or less represents a policy of drift. The second requires modest additional resources and, more important, an effort of will on the part of the institutions. The third option is the one favoured by the U(P)GC, since the Committee believes that if Hong Kong is to retain a leading position in the commercial and industrial development of China and the Pacific rim, it will need world-class higher education institutions. The only justification for the additional resources which would be needed for this option is the benefit to Hong Kong itself."

29.11 We have in this chapter discussed the pursuit of excellence in both teaching and research and its relevance to the increasingly knowledge-based economy of Hong Kong. The most important contribution which higher education can make to the well-being of Hong Kong is likely to be in the future, as in the past, the production of high quality manpower both through initial qualification and, of growing significance, by through-life education. There is

a worldwide perception that many of the beneficiaries of higher education, although they may have excellent mastery of their subject, lack the communication skills which might enable them to make maximum use of their knowledge. The problem is of particular relevance in Hong Kong which, poised between two cultures, needs in the higher levels of its labour force employees who can think and communicate fluently in two (or possibly three) languages. This is the final excellence to which our HEIs need to devote attention post-1998 (and which we have covered more fully in Chapters 18-20): excellent teaching; excellent research; and excellent multilingualism.

#### Chapter 33: The External Dimension

33.12 Apart from questions of availability, we need to consider what other advantages products from the Hong Kong higher education system may have over their counterparts from China when competing for employment. One factor which we have referred to a number of times (see, for example, Chapters 18 and 29) is multilingualisim. Hong Kong is a multilingual society and English is supposedly used as the medium of instruction in much of tertiary and some of secondary education. There are, however, as we have noted earlier, doubts about the communicative skills of Hong Kong graduates and it should not be taken for granted that they will out-perform those from China. Certainly some graduates from the better Chinese universities have very good command of both English and Putonghua. This is an area where there should be no complacency. If Hong Kong is to give its graduates a competitive edge through their language and communication skills, a great deal of hard work is required of both students and teachers.

#### Chapter 35: Income

35.7 As well as their freely disposable (or at the least, readily vired) income from grant and fees, institutions receive income for specific purposes. When starting a major enterprise, such as a medical school, or asking an institution to respond to a new employment initiative, the UGC may for a number of years provide an earmarked or indicated grant, although the Committee will always, as soon as possible, subsume this within block grant. The UGC also keeps small sums for disbursement within a triennium for special purposes such as inter-institutional collaboration, language enhancement and teaching development.

# Chapter 36: Unit Costs

36.5 Overall unit costs are determined by very many influences, some permanent, some temporary, some structural and some related to quality. Between 1990-91 and 1995-96 the gross unit cost of the UGC institutions increased (at mid-1995 prices) from HK\$163,000 to HK\$202,000. This 24% increase was due in part to a substantial growth in research activity (Figure 6.5), in part to a change in student mix towards the more expensive levels and subjects (Figures 8.1 to 8.4), in part to "front-end loading" (the provision of staff ahead of students in rapidly expanding institutions in order to plan and organize new courses), and in part to the introduction of various UGC initiatives to try to improve quality such as grants for language enhancement, teaching development and interinstitutional collaboration. There were also increases in remuneration for doctors and some staff not formerly paid on university scales, and improved

- housing benefits.
- 36.9 We have been asked by government to advise on the level of savings that could be achieved without detriment to the quality of education provided. We consider that, during the 1998-2001 triennium, an annual reduction in the student unit cost of the UGC-funded sector of slightly more than 3% should be achievable. This will add up to a 10% reduction in student unit cost between the final year of the current triennium (1997-98) and that of the next triennium (2000-01). This 10% reduction will need to be implemented gradually over the three years of the triennium to avoid the disruption that would be associated with any sudden major reduction of funding. Moreover we shall need to retain 50% of the resultant savings to meet new expenditure requirements for the introduction of additional quality assurance initiatives (like our current earmarked grants for Teaching Development and Language Enhancement), for the development of the areas of excellence (paragraph 29.8) and for institutional restructuring (paragraph 30.11) which is essential in order to achieve the savings in student unit cost.

# Chapter 40: Quality and Quantity

- 40.3 The second genuine worry is over the language skills of matriculants. This is ultimately a matter for the schools and new initiatives are being introduced as a result of ECR6, but we believe that the tertiary institutions should send very clear signals that they will not admit matriculants who fail to satisfy their published language requirements.
- 40.5 The main complaints made to us by employers about graduates are not, however, concerned with subject knowledge. They relate to a lack of social skill, and a lack of communication skill. We believe that the first is at least in part produced by inadequate opportunity to take part in extracurricular activities, itself influenced by poor or no chance to reside on campus. We are pressing government on this issue. The lack of communication skill is linked to, although not wholly determined by, inadequate dexterity with language.
- 40.6 HEIs are offering remedial courses and self-study opportunities to help students improve their language skills. We do not believe, however, that students will take the language issue with sufficient seriousness until institutions introduce testing and record students' performance on their academic certificates.

#### Chapter 41: The Shape of Things to Come

- 41.4 It can, of course, be argued that with the increasing richness of material available by electronic means, the campus institution is obsolete. This may be true, at least in part, for certain purposes such as part-time study by those in employment. For the young full-time undergraduate, who needs to acquire social and communicative skills as well as knowledge of a particular subject area, we believe that we should aim to enrich the campus experience, not diminish it.
- 41.12 Summarising in a few words our perspective on the future, we believe that our HEIs in Hong Kong have a bright prospect provided that they use the current pause in expansion to establish a reputation for quality in both first degree and postgraduate output and research performance and relevance. They need to pay particular attention to language and communication skills. The institutions must use every good opportunity afforded by IT, while retaining the more

valuable contributions of traditional pedagogy. The material conditions for excellence are present: its achievement is dependent upon imagination and dedication.

#### Context

3<sup>rd</sup> para.

Two advantages which Hong Kong graduates possess in making their way in the "global village" are that they are already used to working in two cultures (East and West) and that they speak the international language of both business and science - English. We should not, however, be complacent about this - some of our neighbours can make similar claims - and we need constantly to reinforce these attributes, particularly within higher education.

#### Chapter 43: Conclusions

#### Entry to HE

7. Many of the learning difficulties which students experience are related to inadequate language competence, particularly in English. Institutions should be more rigorous in enforcing their entry requirements in this respect.

#### The Learning Environment

10. For young people who are full-time students we remain committed to the "campus" university. Indeed we hope to improve it by the provision of more student residences and have recommended to government that the present planned number of hostel places should be increased by 150%. Although it seems likely that many of the subject-specific aspects of learning may in future be available by electronic means which could be received anywhere, the elements of education which employers value most highly - social and communication skills - require a physical presence on campus and interaction with students and staff.

# Language

- 29. One of the advantages which products of the Hong Kong higher education system may hope to have is multi-lingualism. There is, however, deep concern expressed from many sources the Education Commission, employers, the press that that advantage (of vital importance to Hong Kong in its roles of an East-West bridge and a window from China to the world) is being lost.
- 30. In particular, the standard of English of many students leaving school and entering higher education is felt to be inadequate and employers are dissatisfied with the competence in English of those whom they recruit.
- 31. In the longer term, remedying this deficiency is a matter for the schools, but HEIs are culpable when they fail to convey the importance of language skills. In past years, some weak students have been allowed to "scrape through" recruited with minimal or sub-minimal grades and at no point in their course failed because of language incompetence.
- 33. Most important of all, HEIs should refuse to admit students who do not satisfy appropriate language criteria, and should test language competence and record it on certificates of subject qualification.

#### Quality

36. Although the move to a much larger participation rate may dilute the intellectual quality of students in higher education slightly, we believe that overall quality remains high. Complaints made to us by employers about recent graduates have not related to their intellectual ability, but to their social

- and communicative skills.
- 37. We remain committed to the concept of areas of excellence which we introduced in our Interim Report. They may be concerned with any or all of the excellences which we believe are important in teaching, in research and in multilingualism and we would expect them to have local, regional and international functions. The existence of an area of excellence has quality-enhancing effects elsewhere in the institution.

#### Chapter 44: Recommendations

#### To HEIs

- 13. HEIs should refuse to admit students who fail to satisfy their published language requirements.
- 14. Remedial and enhancement language courses in HEIs should be extended, including substantial use of vacation time.
- 15. Students' language competence should be tested at intervals. Inadequate performance should be a bar to progression. Students' language competence should be recorded on their academic certificates.

#### Annex A - Interim Report

# The Revised Structure of Tertiary Education

- 8. The Government's request for the institutions to consider extending teaching time has met with only a modest response, mainly in complementary and foundation studies and remedial language courses, and there are no funding implications. The introduction of a credit unit system, also suggested by the Government, has occurred in the form of local schemes, but its systematic introduction on an inter-institutional basis is regarded as having a lower priority than other changes.
- 9. The remaining decision by Government arising from ECR 3 was that additional resources should be provided for the remedial teaching of English. In fact no extra Government money was forthcoming for 1991-95, but the UPGC earmarked \$25m in 1991-92, \$30m in 1992-93, \$35m in 1993-94 and \$40m in 1994-95 to be added to the institutions' existing expenditure on language enhancement. The subject is a very important one, and institutions have been required to submit to the UPGC assessment reports on the language ability of their entrants and evaluation analyses of the effectiveness of their language enhancement programmes. We return to the matter of language capability in paragraph 25.

# Expansion, 1991-95

19. Another initial worry was that in the middle years of the expansion there might be difficulty in recruiting enough well-qualified matriculants. Enrolment figures for 1992-93, however, now show that the institutions have over-filled their FYFD places for that year by 1,083 students. There has been concern expressed about the proficiency of the lowest graded entrants, particularly with regard to language skills, but it must be remembered that by world standards, Hong Kong is still admitting a relatively small fraction of the age group to tertiary education.

## Higher Education after 1995

25. The transfer of sovereignty over Hong Kong to China in 1997 means that the role of the UPGC-funded institutions has to be considered in the context of the hinterland in ways which have not obtained hitherto. There are at least three

#### possible scenarios:

. .

- ii. The institutions should limit their interests to local recruitment and the local labour market, but should make a positive stand on bilingualism. This would require much more effort than is being made at present. Their graduates would be distinguished from those in the hinterland primarily because of their communication skills (including fluency in English) and this would help to maintain Hong Kong's international position.
- iii. The institutions should incorporate centres of excellence having local, regional and international functions. They should provide very high quality bilingual manpower for both Hong Kong and the hinterland and should act as points of reference, particularly in Business and Social Studies and in innovative science and technology for developments in Southern China and more widely. Some undergraduate students and many postgraduate students would be recruited from outside Hong Kong.
- 26. The first of these options more or less represents a policy of drift. The second requires modest additional resources and, more important, an effort of will on the part of the institutions. The third option is the one favoured by the UPGC, since the Committee believes that if Hong Kong is to retain a leading position in the commercial and industrial development of China and the Pacific rim, it will need world-class higher education institutions. The only justification for the additional resources which would be needed for this option is the benefit to Hong Kong itself. In the next paragraph we describe in a little more detail some of the implications of option (iii).

27. ...

b. The existence of internationally recognised "centres of excellence" has a catalytic effect in an institution far beyond the subjects directly concerned. It produces a liveliness and confidence in teaching and research and in overseas contacts which will help in the production of the high quality bilingual manpower to which we referred in paragraph 25.

..

28. A decision as to the future role of our institutions cannot be delayed for very long. There will be universities in southern China with ambitions similar to those in paragraphs 25(ii) and (iii). The only advantages that the Hong Kong institutions possess are a few years' head start and an edge in areas like human resource base, infrastructure, libraries, etc. We believe that Government should treat as a matter of urgency the formulation of a new higher education policy which takes into account, inter alia, the changing relationship with China, and the possible import of students and export of graduates worldwide, and technology transfer. The adoption of wider goals for Hong Kong's tertiary institutions could have implications for the 1995-98 triennium, and we return to the point in later paragraphs.

The Government's decisions on the recommendations of the Education Commission's Report No. 3 (ECR 3)

The Government decided that:

. . .

d. additional resources should be provided for the remedial teaching of English at tertiary institutions, where this can be shown to be justified;

. .

# <u>Press Statement on Higher Education in Hong Kong Report by the UGC</u> 7<sup>th</sup> para.

"Two advantages which Hong Kong graduates possess in making their way in the "global village" are that they are already used to working in two cultures (East and West) and that they speak the international language of both business and science - English. We should not, however, be complacent about this - some of our neighbours can make similar claims - and we need constantly to reinforce these attributes, particularly within higher education.

# 14<sup>th</sup> para.

"My Committee believes that higher education institutions in Hong Kong have a bright prospect provided that they use the current pause in expansion to establish a reputation for quality in both first degree and postgraduate output and research performance and relevance. Particular attention to language and communication skills of students will be required and institutions should use every good opportunity afforded by the advancement of information technology, while retaining the more valuable contributions of traditional pedagogy. My Committee believes that the material conditions for excellence are present: its achievement is now dependent upon imagination and dedication."

# 19th para.

Those [recommendations] to the higher education institutions relate to the interface between the secondary and the tertiary education sectors, maintenance of admissions standards, particularly with respect to language proficiency, the development of areas of excellence, inter-institutional collaboration, the maintenance and replacement of physical plant and human resources, and the development and funding of Continuing and Professional Education courses.

## Appendix 5.4

No.*	Report Title	Relevant Sections
4.	Higher Education in	• Para. 10.4 under "Chapter 10: Unit Costs"
	Hong Kong - A Report	-
	by the University	
	Grants Committee 1999	
	Supplement (May	
	1999)	

#### **Relevant Sections:**

#### Chapter 10: Unit Costs

10.4 Overall unit costs are determined by very many influences, some permanent, some temporary, some structural and some related to quality. Between 1990-91 and 1997-98 the gross unit cost of the UGC institutions increased from HK\$186,000 to HK\$230,000 (at mid-1997 price level). This 24% increase was due in part to a substantial growth in research activity, in part to a change in student mix towards the more expensive levels and subjects, in part to "front-end loading" (the provision of staff ahead of students in rapidly expanding institutions in order to plan and organise new courses), and in part to the introduction of various UGC initiatives to try to improve quality such as grants for language enhancement, teaching development and inter-institutional collaboration. There were also increases in remuneration for doctors and some staff not formerly paid on university scales, and improved housing benefits.

## Appendix 5.5

No.*	Report Title	Relevant Sections
5.	Report on the 1995-98 Triennium (1.3.2000)	<ul> <li>1st para. under "Mission"</li> <li>2nd, 11th &amp; 18th paras. under "Emphasis on Quality" in "Executive Summary"</li> <li>30th &amp; 31st paras. under "Period of Transition" in "Executive Summary"</li> <li>39th para. under "The Future" in "Executive Summary"</li> <li>12th-13th paras. under "Central Allocation Vote" in "Chapter 1: Academic Developments"</li> <li>8th para. under "Chapter 2: The Development of Higher Education – a Review"</li> <li>44th-50th paras. under "Language Enhancement Grants" in "Chapter 3: Quality Assurance"</li> <li>56th para. under "Central Allocation Vote Grants for Teaching &amp; Learning" in "Chapter 3: Quality Assurance"</li> <li>12th, 14th &amp; 15th paras. under "Liaison with other educational bodies" in "Chapter 10: Other Important Developments"</li> <li>6th para. under "Chapter 12: Conclusions"</li> <li>Pt. b under "Quality Sub-Committee (QSC)" in "Appendix 11.2: Terms of Reference for the Sub-Committees of the UGC and the RGC for the Period 1 July 1995 – 30 June 1998"</li> </ul>

#### **Relevant Sections:**

#### Mission

1<sup>st</sup> para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. . .

The University Grants Committee, in performing its function as the advisory body to the Hong Kong Government on the developmental and funding needs of higher education in Hong Kong, will;

- a) support the institutions in
  - i) the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as stated above;

. . .

## **Executive Summary**

#### **Emphasis** on Quality

2<sup>nd</sup> para.

At a press conference on 26 November 1996, the then UGC Chairman, the Hon Antony K C Leung, GBS, JP, announced the publication of a Committee review of the development of higher education in Hong Kong up to 1994-95. In summing up the outcome of the review, Mr Leung said:

. . .

...higher education institutions in Hong Kong have a bright prospect provided that they use the current pause in expansion to establish a reputation for quality in both first degree and postgraduate output and research performance and relevance. Particular attention to language and communication skills of students will be required and institutions should use every good opportunity afforded by the advancement of information technology, while retaining the more valuable contributions of traditional pedagogy ...that the material conditions for excellence are present: its achievement is now dependent upon imagination and dedication.

# 11<sup>th</sup> para.

To support the institutions' own efforts to improve the quality of teaching and learning, the UGC, as it has previously, set aside additional funds totalling \$360 million in this triennium to provide for Teaching Development Grants and Language Enhancement Grants. In addition, the Committee supported a number of other specific projects aimed at introducing improvements to teaching and learning via the application of information technology and other means. Grants totalling \$153,628,000 were awarded from the UGC's Central Allocation Vote 1995-98 for this purpose. (See Chapter 3.)

# 18<sup>th</sup> para.

As a means of encouraging the institutions to aspire to ever higher standards, including recognition for excellence at regional and international level, the UGC's Interim Report on the Review contained the recommendation that:

The institutions should incorporate centres of excellence having local, regional and international functions. They should provide very high quality bilingual manpower for both Hong Kong and the hinterland and should act as points of reference, particularly in Business and Social Studies and in innovative science and technology for developments in Southern China and more widely.<sup>1</sup> [1. Higher Education 1991-2001: An Interim Report (November 1993) paragraph 25 (iii)]

#### **Period of Transition**

30<sup>th</sup> para.

Significantly, the transition actually had very little effect on the higher education sector. As indicated earlier, the pattern for the triennium had been set by the Government's approval of the UGC's student number and recurrent funding recommendations in January 1995. This was wholly unaffected by the change of sovereignty. Moreover the Basic Law, the constitution of the new Hong Kong Special Administrative Region of the People's Republic of China, makes specific provision for the continuation of the UGC and the UGC-funded sector. Relevant articles of the Basic Law are:

Article 136

On the basis of the previous educational system, the Government of the Hong Kong Special Administrative Region shall, on its own, formulate policies on the development and improvement of education, including policies regarding the educational system and its administration, the language of instruction, the allocation of funds, the examination system, the system of academic awards and the recognition of educational qualifications.

# 31st para.

Nevertheless the relaxation of relations with the Mainland following the successful transfer of sovereignty presents a number of new opportunities and challenges for Hong Kong's higher education sector, including increased competition from mainland graduates and increased opportunities to offer educational programmes to students in or from the mainland. The Committee saw the increased permeability of the frontier between Hong Kong and the Mainland as an opportunity for the UGC-funded institutions to develop ...centres of excellence having local, regional and international functions...(and) provide very high quality bilingual manpower for both Hong Kong and the hinterland.<sup>2</sup> [<sup>2</sup> Higher Education in Hong Kong - A Report by the University Grants Committee of Hong Kong (October 1996) paragraph 29.5 (iii)]

## The Future

39<sup>th</sup> para.

Hong Kong students possess two distinct advantages: They are accustomed to working in two cultures (East and West) and they speak the international language of both business and science - English. Other countries in the region can make similar claims, therefore higher education in the HKSAR must reinforce these attributes constantly.

# <u>Chapter 1: Academic Developments</u> Central Allocation Vote

12<sup>th</sup> para.

The main projects supported by the central allocation vote in 1995-98 included a number of initiatives to improve students' proficiency in English; to upgrade the HARNET/Internet infrastructure and the institutions' telecommunications network infrastructure; and to encourage the development of areas of excellence. A variety of other smaller scale projects were supported, including several aimed at enhancing teaching quality and language enhancement; and others which enabled a feasibility study to be undertaken on responsibility centre management; and facilitated the establishment of a joint department of ophthalmology and visual sciences, in conjunction with the Hospital Authority's Hong Kong Eye Hospital, to serve the needs of medical students at both UniG and UniA.

13<sup>th</sup> para.

In addition, the central allocation vote has enabled the UGC to provide supplementary or additional indicated/earmarked grants for various purposes as the need or the new initiatives arose during the course of the triennium, such as Teaching Development Grants, Language Enhancement Grants, etc.

# <u>Chapter 2: The Development of Higher Education – a Review</u> 8<sup>th</sup> para.

The institutions were also asked to comment on the issues of:

. . .

• English-language proficiency

٠.

# <u>Chapter 3: Quality Assurance</u> <u>Language Enhancement Grants</u>

44<sup>th</sup> para.

The Government agreed, following recommendations of the Education Commission in its Reports Numbers 3 and 4 in 1988 and 1990 (ECR3 and ECR4) that additional resources should be provided for remedial teaching of English at tertiary institutions where this could be shown to be justified. The UGC accordingly consulted the institutions and sought their agreement that remedial teaching of English should be interpreted in the widest sense, so as to cover language enhancement in general. The UGC allocated a total of \$130 million during the 1991-95 period to supplement the institutions' expenditure on language enhancement. In the 1995-98 triennium, the total amount of Language Enhancement Grants (LEG) provided for UGC-funded institutions was increased to \$217.5 million. The funds were distributed, in the form of earmarked grants (See Table 3.1).

Table 3.1: Allocation of Language Enhancement Grants for the 1995-98
Triennium

-	Academic Year		
	1995-96	1996-97	1997-98
-	( <b>\$m</b> )	( <b>\$m</b> )	( <b>\$m</b> )
UniB	12.0	14.2	17.0
UniC	5.0	6.0	6.5
UniD	3.0	3.3	3.5
UniA	11.0	12.2	14.0
UniE	12.0	14.3	17.0
UniF	6.0	8.8	9.0
UniG	11.0	11.2	14.0
Total	60.0	70.0	81.0
UniH	-	-	6.5*

<sup>\*</sup> Provision has been made separately for Language Enhancement Grants for the UniH, which has been designated as an institution under the aegis of the UGC since July 1996. A total of \$6.5 million has been reserved as direct allocation (calculated on the same basis as those for other UGC-funded institutions) for this purpose.

# 45<sup>th</sup> para.

For monitoring purposes, the institutions were required to submit, on an annual basis:

- proposals on the uses of these grants;
- assessment reports on the language ability of their entrants;
- an evaluation of the effectiveness of their language enhancement programmes.

#### 46<sup>th</sup> para.

Apart from using the LEGs specially provided by the UGC, institutions also used their recurrent grant or funds from other sources to develop and promote

their language enhancement programmes in both English and Chinese.

47<sup>th</sup> para.

For the 1998-2001 triennium, the UGC has reserved a further sum of \$262.5 million for allocation to the institutions, to be disbursed as three equal sums of \$87.5 million per annum, to support the institutions' language enhancement programmes.

48<sup>th</sup> para.

Seminar on Language Enhancement

To provide an opportunity for the sharing of experiences in organising language enhancement activities among the institutions, a Seminar on Language Enhancement was held at UniG in January 1997. The Seminar was attended by more than 180 participants from the UGC, UGC-funded institutions, language teachers of other tertiary institutions, the British Council, Education Department and selected secondary and primary schools.

49th para.

It comprised an opening plenary session and nine parallel workshops, chaired by language tutors from different institutions, focusing on different aspects of language education in higher education:

- Proficiency in Cantonese and written Chinese;
- Proficiency in English;
- Proficiency in Putonghua;

50<sup>th</sup> para.

A report on the Seminar on Language Enhancement which included summaries of discussions at the workshops and their reports was published after the Seminar was held. It can be accessed via the Virtual Library on the UGC's website <a href="http://www.ugc.edu.hk">http://www.ugc.edu.hk</a>. The Seminar provided a useful forum for all parties concerned to share their views on the better development of language enhancement activities in the tertiary education sector of Hong Kong.

# Central Allocation Vote Grants for Teaching & Learning 56<sup>th</sup> para.

Since 1991-92, the UGC has set aside a sum of money under the recurrent grant assessment exercises to provide for central allocation by the UGC. The purpose of this "top-sliced" reserve is to enable the UGC to rationalize effectively the many competing demands in the UGC-funded sector, to promote inter-institutional collaboration thereby hopefully achieving some long-term savings, and to respond to unforeseen new demands arising during the course of the triennium. Projects supported by the Central Allocation Vote include a number of initiatives, among which are projects aimed at enhancing teaching quality and language enhancement. In 1995-98, a total of 10 CAV-funded projects were related to the promotion of teaching and learning, amounting to a total of \$154 million. Examples of such projects include the Seminar on Teaching and Learning Quality Process Reviews, Seminar on Language Enhancement, and Conference to Promote Teaching and Learning.

<u>Chapter 10: Other Important Developments</u> <u>Liaison with other educational bodies</u> 12<sup>th</sup> para.

**Education Commission** 

The UGC has maintained in close liaison with the Education Commission (EC) since the Commission's inception in 1984, with the Chairman (or in his absence the Secretary-General as his representative) serving on the Commission in an ex officio capacity. The UGC has been responding positively to Government decisions and requests arising the Education Commission's recommendations; e.g. the establishment of the UniH and language enhancement programmes.

14<sup>th</sup> para.

Standing Committee on Language Education and Research

On 1 October 1996, the Government formally established the Standing Committee on Language Education and Research (SCOLAR) following one of the main recommendations contained in the EC's Report No. 6 (ECR 6). The main functions of the Standing Committee are to:

- conduct research into the language education needs of Hong Kong;
- develop policies designed to meet those needs;
- monitor and evaluate such policies in a coherent and systematic manner.

# 15<sup>th</sup> para.

Dr Daniel Tse Chi-wai, JP, was appointed Chairman of SCOLAR and a SCOLAR Secretariat was set up under the Government's Education and Manpower Bureau to service the Committee. SCOLAR has also taken over from the Language Fund Advisory Committee the management of the Language Fund which, since its inception in 1994, supported 134 projects through grants worth \$155.4 million. The fund supports:

- research projects:
- development of teaching and learning resource materials;
- teacher training programmes;
- language learning activities and programmes.

# **Chapter 12: Conclusions**

6<sup>th</sup> para.

Other challenges continuing to face the higher education sector include:

• the problems of poor language proficiency, in both English and Chinese, among students;

. .

Appendix 11.2: Terms of Reference for the Sub-Committees of the UGC and the RGC for the Period 1 July 1995 – 30 June 1998

Ouality Sub-Committee (OSC)(established April 1994)

• • •

- (b) As part of its overall function the Sub-Committee shall develop and undertake:
  - . . .
  - iv. reviews of the quality of particular aspects of institutions' operations including post-graduate education, language development, library provision, and other scholarly activities.

#### Appendix 5.6

No.*	Report Title	Relevant Sections
6.	Higher Education in	• Para. 3.16 under "Chapter Three: Institutional
	Hong Kong - Report of	Governance"
	the University Grants	• Paras. 4.12-13 under "Education and the
	Committee (Mar 2002)	Economy" in "Chapter Four: Institutions and
		the Future I – Education, Teaching and
		Learning"
		• Para. 6.32 under "Conclusions" in Chapter
		Six: Looking to the Future: 10-year Horizon"

#### **Relevant Sections:**

#### Chapter Three: Institutional Governance

3.16. Thus, universities have a particular responsibility for deepening, understanding and applying educational processes to meet the standards of the best international benchmarks. This implies the need for internal as well as external quality assurance processes. The internal processes must be focused upon quality enhancement in education and learning. Universities traditionally have established an internal structure, the Senate, to ensure the means of fulfilling these responsibilities, with appropriate transparency. A Senate also has the ultimate responsibility for setting the 'output' standards of a university for its degree awards. In turn, this establishes the standards for credit accumulation for component courses. The means by which such standards are set and applied should also be appropriately transparent and explicit. In addition, setting entry standards, including language competence, must continue to be a focus of quality assurance processes.

# <u>Chapter Four: Institutions and the Future I – Education, Teaching and Learning</u> Education and the Economy

- 4.12. Internationally there has been a subtle change in language from talking about the *cost* of education, to talking about the *investment* in education. This reflects a profound shift in perception. It recognises the importance of education for the knowledge economy. It also implicitly raises the question of whether the outcomes of the education process are adequate for the changed economic circumstances. Complaints are made of graduates who lack some of the generic and transferable skills necessary for graduate level employment for example, language skills (which always figures in Hong Kong discussions), and the skills of communication, and group participation and teamwork, as heard in many other societies.
- 4.13. The development of bi-literacy and tri-lingualism can only properly be dealt with by the whole education sector, starting with teacher education, kindergarten and primary schools. Detailed discussion of these issues belongs elsewhere. However, as a remedial action, the proposed introduction of a voluntary common proficiency assessment in English for all graduating students, which would inevitably become a requirement of employers, would provide some help. My intention, however, is not to offer a detailed prescription for higher education curricula and educational practice, but rather to stress, that as for all the other reasons given in this chapter, curricula will feel the pressure to develop and evolve to meet the various new circumstances,

so the primary significance of university education for most students - improved job prospects - will also feature inevitably in the re-calibration of the higher education system. None of this is to deny the higher ideals of education - well-stocked critical minds capable of major contributions to the culture, democracy, science and economy of developed societies.

# <u>Chapter Six: Looking to the Future: 10-year Horizon</u> Conclusions

6.32. In future, the mark of the graduates of Hong Kong universities will be international competitiveness. They will be well taught in a variety of ways according to the diversity of institutions. Some will embark on first degree courses immediately after secondary education; others will do so after gaining an associate degree qualification in the community college sector, and perhaps some work experience. They will have a high level of written communication skill in English and Chinese, and spoken language competencies in Putonghua, Cantonese and English. Specifically, many graduates will have demonstrated their English proficiency through achievements in an internationally recognised assessment. RPG training will produce highly skilled researchers with particular strengths and applications for the region, and they will have contributed to the development of a strong research base in Hong Kong. Research in the arts, social sciences and humanities will have enhanced Hong Kong's understanding of its culture and history, thereby engendering a self confidence so that citizens of Asia's world city will be key players in the world stage.

No.*	Report Title	Relevant Sections
7.	Report on the 1998- 2001 Triennium (6.12.2002)	<ul> <li>21<sup>st</sup>-23<sup>rd</sup> paras. under "The Government's Immersion Programme" in "Chapter Two: Academic Development and Funding"</li> <li>41<sup>st</sup> para. under "Central Allocations" in "Chapter Two: Academic Development and Funding"</li> <li>21<sup>st</sup>-22<sup>nd</sup> paras. under "Language Proficiency" in "Chapter Three: Quality"</li> <li>23<sup>rd</sup>-24<sup>th</sup> paras. under "Language Enhancement Grants" in "Chapter Three: Quality"</li> <li>25<sup>th</sup>-26<sup>th</sup> paras. under "Language Proficiency of First-Year-First-Degree Students" in "Chapter Three: Quality"</li> <li>27<sup>th</sup> para. under "English Proficiency of Graduating Students" in "Chapter Three: Quality"</li> <li>3rd para. under "Mission Statement" in "APPENDIX II: University Grants Committee's Terms of Reference and Mission Statement"</li> </ul>

#### **Relevant Sections:**

Chapter Two: Academic Development and Funding

The Government's Immersion Programme

21st para.

Towards the end of the 1998-2001 triennium, the Government initiated a move to upgrade the quality of future language teachers. In response to this, the UGC entered into active discussion with relevant institutions on how this could be achieved.

22<sup>nd</sup> para.

The combined efforts of the UGC and the institutions concerned led to an agreement made in 2001 to provide a blister programme of 60 places of preservice professional training for English teachers at postgraduate level in 2001-2002. Students of these additional places and those of existing full-time postgraduate teacher education programmes majoring in English will be given the opportunity to participate in a publicly-sponsored immersion programme overseas to further enhance their English language proficiency.

23<sup>rd</sup> para.

It was also agreed that starting from 2002-2003, immersion programmes would be made compulsory for English and Putonghua major students of full-time teacher education programmes.

#### **Central Allocations**

41st para.

Like previous triennia, the bulk of the central allocations for the 1998-2001 triennium were distributed as earmarked research grants through the Research Grants Council, other earmarked grants under established schemes like

Teaching Development Grants and Language Enhancement Grants, etc. Details of these grants will be discussed in the relevant chapters of this report.

## Chapter Three: Quality Language Proficiency

21st para.

Hong Kong's strategic positioning in the region and its aspiration to become Asia's World City makes a relentless demand on the level of English proficiency from its working population. Hong Kong's role as the gateway to Mainland China also creates a strong demand on the standard of Chinese fluency, both written and oral.

22<sup>nd</sup> para.

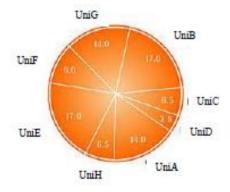
The UGC subscribes to these notions very strongly and continued to provide support to institutions in their language enhancement initiatives during the reporting triennium, although the UGC is of the view that language proficiency could be more effectively cultivated at primary and secondary levels.

#### Language Enhancement Grants

23<sup>rd</sup> para.

The UGC's commitment towards improving students' language proficiency was reflected in the continuous disbursement of Language Enhancement Grants (LEGs) during the 1998-2001 triennium. In fact, the reporting triennium saw an increase in LEGs allocation by HK\$45 million to HK\$262.5 million. The amount was disbursed to institutions in three annual instalments based on their respective student numbers (Figure 3.3). The funding added substantially to the universities' own resources from the block grant and other funding sources in promoting students' language proficiency in both English and Chinese.

Figure 3.3 - Allocation of the LEGs for Each of the Academic Years in 1998-2001 All figures are in \$m



24th para.

Noting that LEGs had been disbursed to institutions since the 1991-1992 academic year, the UGC commissioned the Heads of Universities Committee (HUCOM) to undertake a review of LEGs allocation and its effectiveness in 1999. An Inter-Institutional Task Force on language enhancement under HUCOM, comprising representatives from all eight institutions, was subsequently formed. The Task Force concluded that the impact of LEGs had been positive and effective. Also, the language enhancement programmes

helped cultivate amongst students an awareness of the importance of language proficiency, an interest in language learning and greater confidence in using the languages.

## Language Proficiency of First-Year-First-Degree Students

25<sup>th</sup> para.

The UGC considers that a good command of English and Chinese is important to enable students to benefit effectively from university education, to express more succinctly their views and to interact more effectively with their peers.

26<sup>th</sup> para.

To this end, both the UGC and the institutions have been very conscious of the need to adopt a stringent admission policy with regard to language proficiency. In the triennium under review, all First-Year-First-Degree (FYFD) students, except those with mitigating circumstances, were required to pass the Advanced Supplementary Level Use of English and Chinese Language and Culture examinations. In fact, in the 2000-2001 academic year, all FYFD students met the minimum admission requirements with respect to language proficiency.

## **English Proficiency of Graduating Students**

27<sup>th</sup> para.

The UGC is keenly aware of the community's concern with respect to language proficiency of the graduates, as well as the need for an objective mechanism to assess and document graduates' language proficiency. In order to do so, the UGC has been working with the institutions to see how best the initiative could be taken forward. During the reporting triennium, the Inter-Institutional Task Force formed under HUCOM examined the feasibility of introducing a common reporting format to document the English proficiency of graduating students.

# Appendix II: University Grants Committee's Terms of Reference and Mission Statement

#### Mission Statement

3<sup>rd</sup> para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. .

The University Grants Committee, in performing its function as the advisory body to the HKSAR Government on the developmental and funding needs of higher education in Hong Kong, will:

- a. support the institutions in -
  - the provision of appropriate internationally recognised academic and professional programmes to meet the manpower and education requirements as stated above;

. . .

No.*	Report Title	Relevant Sections
8.	Facts and Figures 2002	• Para. 13 under "Language Enhancement
	[Jun 2003]	Grants" under "Quality" in "UGC in 2002"  • Para. 14 under "Common English Proficiency
		Assessment Scheme" under "Quality" in
		"UGC in 2002" • 2 <sup>nd</sup> para. under "Mission Statement" in
		"Annex I: UGC Terms of Reference and
		Mission Statement"

#### **Relevant Sections:**

UGC in 2002

Quality

**Language Enhancement Grants** 

13<sup>th</sup> para.

The UGC allocated a total of HK\$87.5 million of Language Enhancement Grants (LEGs) to institutions in 2002. The amount was disbursed to institutions taking into account their respective student numbers. Allocation of LEGs is illustrated at Table 2. The grants provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese.

Table 2
Allocation of Language Enhancement Grants in 2002/03

Institution	Allocation of LEGs (HK\$m)
UniB	17.0
UniC	6.5
UniD	3.5
UniA	14.0
UniH	6.5
UniE	17.0
UniF	9.0
UniG	14.0
Total	87.5

# Common English Proficiency Assessment Scheme 14<sup>th</sup> para.

To enhance students' awareness about the importance of English language proficiency, and to provide them with a useful reference when pursuing further studies or entering the workforce, the UGC decided to introduce a Common English Proficiency Assessment (CEPA) scheme for graduating students. The

UGC formally announced the adoption of the International English Language Testing System (IELTS) for CEPA in July 2002. Graduating students of UGC-funded undergraduate degree programmes are eligible to participate in the scheme on a voluntary basis. To encourage participation, the UGC has committed to reimbursing candidates for the test fees on the condition that they agree to put a relevant statement on their transcripts to reflect their participation in the scheme. With the assistance of UGC-funded institutions, two rounds of registration for CEPA were conducted in November 2002 and February 2003 respectively. More than 8,500 students registered for it, over 85% of them were graduating students of 2002/03.

## Annex I: UGC Terms of Reference and Mission Statement

Mission Statement

2<sup>nd</sup> para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. .

The University Grants Committee, in performing its function as the advisory body to the Hong Kong SAR Government on the developmental and funding needs of higher education in Hong Kong, will:

- (a) support the institutions in -
  - (i) the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as state above;

. . .

No.*	Report Title	Relevant Sections
9.	Hong Kong Higher	Para. 19 under "Teaching" in "The Way
	Education: To Make a	Forward"
	Difference, To Move	
	with the Times (Jan	
	2004)	

#### **Relevant Sections:**

The Way Forward

## **Teaching**

19. The UGC-funded institutions should be diversified in satisfying the diverse needs of the stakeholders. This means:

. . .

(b) education of minds, all-rounded skills, broad perspectives, and language proficiency to meet the dynamic economic, social and political environment of Hong Kong;

. . .

No.*	Report Title	Relevant Sections
10.	Facts and Figures 2003	• Para. 24 under "Common English Proficiency
	[Jun 2004]	Assessment Scheme (CEPAS)" under
		"Quality" in "UGC in 2003"
		Para. 25 under "Language Enhancement
		Grants (LEGs)" under "Quality" in "UGC in
		2003"
		• 2 <sup>nd</sup> para. under "Mission Statement" in
		"Annex I: UGC Terms of Reference and
		Mission Statement"

#### **Relevant Sections:**

UGC in 2003

**Ouality** 

Common English Proficiency Assessment Scheme (CEPAS)

24<sup>th</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to enhance students' awareness about the importance of English language proficiency, provide a common framework for assessing and documenting graduating students' English proficiency, provide an internationally recognised assessment for students wishing to pursue further studies or entering the workforce, and to enable the UGC to have a better understanding of students' English abilities which will help in formulating its strategies in respect of language enhancement. It was first introduced in 2002 and final year students of all UGC-funded institutions can choose to take the test and get reimbursement of the test fee if they agree to have statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated English test, as the testing instrument. The Scheme entered its second year of implementation in 2003 and registration was carried out from mid-September to mid-October 2003. The number of participants of the graduating cohort has increased by around 20% from 7,300 final year students in 2002 to 8,700. CEPAS has also begun winning more recognition from the wider community - a good example is that the HKSAR Government decided in mid-2003 to recognise IELTS results for civil service recruitment purposes, i.e. students with an IELTS overall score of 6.5 or above with no subtest score below 6 are now accepted as equivalent to a pass in the Use of English Paper of the Government's Common Recruitment Examination Part I.

Language Enhancement Grants (LEGs)

25<sup>th</sup> para.

As in the past few years, the UGC allocated a total of HK\$87.5 million of LEGs to institutions in 2003. The amount was disbursed to institutions taking into account their respective student numbers. Allocation of LEGs is illustrated at Table 2. The grants provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese.

Allocation of Language Enhancement Grants in 2003/04

Institution	Allocation of LEGs (HK\$m)
UniB	17.0
UniC	6.5
UniD	3.5
UniA	14.0
UniH	6.5
UniE	17.0
UniF	9.0
UniG	14.0
Total	87.5

## Annex I: UGC Terms of Reference and Mission Statement

## **Mission Statement**

2<sup>nd</sup> para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. . .

The University Grants Committee, in performing its function as the advisory body to the Hong Kong SAR Government on the developmental and funding needs of higher education in Hong Kong, will:

- (a) support the institutions in -
  - (i) the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as state above;

. . .

No.*	Report Title	Relevant Sections
11.	Facts and Figures 2004	• Para. 17 under "Common English Proficiency
	[Jun 2005]	Assessment Scheme (CEPAS)" under
		"Quality" in "UGC in 2004"
		Para. 18 under "Language Enhancement
		Grants (LEGs)" under "Quality" in "UGC in
		2004"
		• 2 <sup>nd</sup> para. under "Mission Statement" in
		"Annex I: University Grants Committee
		Terms of Reference and Mission Statement"

#### **Relevant Sections:**

UGC in 2004

**Ouality** 

Common English Proficiency Assessment Scheme (CEPAS)

17<sup>th</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to enhance students' awareness of the importance of English language proficiency, to provide a common framework for assessing and documenting graduating students' English proficiency, to provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce, and to enable the UGC to have a better understanding of students' English abilities. Final year undergraduate students of all UGC-funded institutions may take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated English test, as the testing instrument. The number of participants in 2004 was about 8,700, which is comparable to the number of participants in 2002/03 and 2003/04. CEPAS is also gaining more recognition from the wider community - a good example is that the HKSAR Government recognises IELTS results for civil service recruitment purposes. Specifically, students with an IELTS overall score of 6.5 or above with no subtest score below 6 are now accepted as equivalent to a pass in the Use of English Paper of the Government's Common Recruitment Examination Part I.

Language Enhancement Grants (LEGs)

18th para.

As in the past few years, the UGC allocated a total of HK\$76.6 million of LEGs to institutions in 2004/05. The amount was disbursed to institutions taking into account their respective student numbers. Allocation of LEGs is illustrated in Table 3. The grants provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese. The institutions were advised that they should strive to improve their language enhancement efforts by being self-reflective and evaluative. Several UGC Members reviewed the reports submitted by the institutions on their language enhancement efforts in the 2003/04 academic year and opined that their efforts were satisfactory.

Allocation of Language Enhancement Grants in 2004/05

III 2004/05	
Institution	Allocation of LEGs (HK\$m)
UniB	14.5
UniC	6.0
UniD	3.1
UniA	12.0
UniH	6.0
UniE	15.0
UniF	8.0
UniG	12.0
Total	76.6

# Annex I: University Grants Committee Terms of Reference and Mission Statement Mission Statement

2<sup>nd</sup> para.

Having regard to Hong Kong's dual role as a leading metropolis and business hub of South China and as a regional and international financial and service centre and hence its need for an adequate supply of high quality and bilingual manpower and an engine-room of innovative science and technology;

. .

The University Grants Committee, in performing its function as the advisory body to the Hong Kong SAR Government on the developmental and funding needs of higher education in Hong Kong, will:

- (a) support the institutions in -
  - (i) the provision of appropriate internationally recognized academic and professional programmes to meet the manpower and education requirements as state above;

. . .

No.*	Report Title	Relevant Sections
12.	Facts and Figures 2005	• Para. 3 under "Academic and General Issues"
	[Jul 2006]	under "Preparation for the Extension of the Normative Length of Undergraduate
		Programmes (The "3+3+4" Reform)" in "UGC in 2005"
		Paras. 13-15 under "Common English
		Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2005"
		Para. 16 under "Language Enhancement
		Grants (LEGs)" under "Quality" in "UGC in
		2005"

#### **Relevant Sections:**

UGC in 2005

<u>Preparation for the Extension of the Normative Length of Undergraduate Programmes (The "3+3+4" Reform)</u>

Academic and General Issues

3<sup>rd</sup> para.

UGC-funded institutions will primarily focus on: admission issues, curriculum changes, improvements in teaching and in the learning experience, staff recruitment, staff development and training needs, accommodating the double cohort, and capital works. On admission issues, institutions have already indicated their support for Chinese Language, English Language, Mathematics and Liberal Studies to be considered as mandatory requirements for entrance. Individual institutions will publicise further details of their admission requirements later. And a liaison group on interface issues with the secondary sector led by the EMB, and comprising members from various parties including UGC and its funded institutions, has been formed and admission criteria is a major topic of this group.

#### Quality

Common English Proficiency Assessment Scheme (CEPAS)

13<sup>th</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to

- enhance students' awareness of the importance of English language proficiency;
- set up a common framework for assessing and documenting graduating students' English proficiency;
- provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce; and
- enable the UGC to have a better understanding of students' English abilities.

14<sup>th</sup> para.

Final year undergraduate students of all UGC-funded institutions may take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated

English test, as the testing instrument. The number of participants in 2005 was over 9,500, which represented an increase of over 10% as compared to the number of participants in 2004.

## 15<sup>th</sup> para.

CEPAS is gaining more recognition from the wider community - a good example is that the HKSAR Government recognises IELTS results for civil service recruitment purposes. In addition, the Big 4 international accounting firms (Deloitte Touche Tohmatsu, Ernst & Young, KPMG and PricewaterhouseCoopers) also indicate that IELTS scores would be taken account of in their annual graduate recruitment programme.

# <u>Language Enhancement Grants (LEGs)</u> 16<sup>th</sup> para.

As in the past few years, the UGC allocated a total of HK\$76.6 million of LEGs to institutions in 2005/06. The amount was disbursed to institutions taking into account their respective student numbers. Allocation of LEGs is illustrated in Table 2. The grants provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese. The institutions were advised that they should strive to improve their language enhancement efforts by being self-reflective and evaluative. UGC Members reviewed the reports submitted by the institutions on their language enhancement efforts in the 2004/05 academic year and found their efforts were satisfactory. To underline the importance of language enhancement activities, the UGC decided to increase the provision of LEGs to UGC-funded institutions from HK\$76.6 million to HK\$100 million per annum starting from the 2006/07 academic year.

Allocation of Language Enhancement Grants

in 2005/06		
Institution	Allocation of LEGs (HK\$m)	
UniB	13.1	
UniC	5.8	
UniD	3.0	
UniA	13.1	
UniH	5.9	
UniE	15.9	
UniF	7.5	
UniG	12.3	
Total	76.6	

No.*	Report Title	Relevant Sections
13.	Facts and Figures 2006 [Jun 2007]	Para. 2 under "Academic and General Issues" under "Preparation for the Extension of the Normative Length of Undergraduate
		Programmes (The "3+3+4" Reform)" in "UGC in 2006"
		Paras. 3-5 under "Common English Proficiency Assessment Scheme (CEPAS)" under "Quality" in "UGC in 2006"
		• Para. 6 under "Language Enhancement Grants (LEGs)" under "Quality" in "UGC in 2006"
		• Paras. 9-10 under "Development of Webfolio" under "Quality" in "UGC in 2006"

#### **Relevant Sections:**

UGC in 2006

<u>Preparation for the Extension of the Normative Length of Undergraduate</u> Programmes (The "3+3+4" Reform)

Academic and General Issues

2<sup>nd</sup> para.

UGC-funded institutions are focusing on: admission issues; curriculum changes; improvements in teaching and in the learning experience; staff recruitment; staff development and training needs; accommodating the double cohort; and capital works. On admission issues, institutions announced in July 2006 the general admission requirements and programme specific requirements of the UGC-funded undergraduate programmes under the new academic structure. In addition to the four core subjects of the new secondary school curriculum, i.e. Chinese Language, English Language, Mathematics and Liberal Studies, most of the institutions will include one or two elective(s) in their entrance requirements. A liaison group on interface issues with the secondary sector, led by the EMB and comprising members from various parties including the UGC and its funded institutions, has been formed to help smooth out interface issues.

## Quality

Common English Proficiency Assessment Scheme (CEPAS) 3<sup>rd</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to

- enhance students' awareness of the importance of English language proficiency;
- set up a common framework for assessing and documenting graduating students' English proficiency;
- provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce; and
- enable the UGC to have a better understanding of students' English abilities.

4<sup>th</sup> para.

Final year undergraduate students of all UGC-funded institutions may take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated English test, as the testing instrument. The number of participants in 2006 was close to 10,000, which represented an all time high and an increase of 3% as compared to the number of participants in 2005.

5<sup>th</sup> para.

CEPAS is gaining more recognition from the wider community - a good example is that the HKSAR Government recognises IELTS results for civil service recruitment purposes. In addition, the Big 4 international accounting firms (Deloitte Touche Tohmatsu, Ernst & Young, KPMG and PricewaterhouseCoopers), Shun Hing Electronic Trading Co. Ltd also indicate that the IELTS scores would be taken into account in its recruitment programme.

# <u>Language Enhancement Grants (LEGs)</u> 6<sup>th</sup> para.

The UGC allocated a total of HK\$100 million of LEGs to institutions in 2006/07. The UGC increased the allocation from HK\$76.6 million per annum in previous years to the present level in order to underline the importance of language enhancement activities. The amount was disbursed to institutions taking into account their respective student numbers. Allocation of LEGs is illustrated in Table 2. The grants provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese. The institutions were advised that they should strive to improve their language enhancement efforts by being self-reflective and evaluative. UGC Members reviewed the reports submitted by the institutions on their language enhancement efforts in the 2005/06 academic year and found that their efforts were satisfactory.

Allocation of Language Enhancement Grants in 2006/07

111 2000/07	
Institution	Allocation of LEGs (HK\$m)
UniB	17.1
UniC	7.6
UniD	4.0
UniA	17.1
UniH	7.7
UniE	20.7
UniF	9.8
UniG	16.0
Total	100.0

#### Development of Webfolio

9<sup>th</sup> para.

The UGC allocated a lump sum of \$10 million in 2006 as seed funding to support a joint effort that involves all eight UGC-funded institutions to develop "webfolios". A "webfolio" is a collection of pieces of evidence (e.g. courses taken, examination results, samples of assignments, comments by

teachers, self-reflective notes etc.) of a student's progress and achievement - in this case in English language proficiency - over a period of time, that is uploaded onto the internet. It contains a summary of a student's performance and achievements, annotated evidence of achievement, and the student's self reflection and evaluation and teachers' assessment/evaluation.

## 10<sup>th</sup> para.

The purpose of this webfolio is to facilitate student language learning and eventually to enhance the quality of English language education. It encourages students to take a greater responsibility for their own language learning enhancement. Students are encouraged to evaluate their own performance, and through this process they will be made aware of their strengths and weaknesses. It also offers employers, graduate schools, teachers, parents and students themselves a look at the English language abilities of students. The project is expected to be completed in 2009.

No.*	Report Title	Relevant Sections
14.	Facts and Figures 2007	Paras. 17-18 under "Common English
	[Jun 2008]	Proficiency Assessment Scheme (CEPAS)"
		under "Quality" under "Quality
		Enhancement" in "UGC in 2007/08"
		Para. 19 under "Language Enhancement
		Grants (LEGs)" under "Quality" under
		"Quality Enhancement" in "UGC in 2007/08"

#### **Relevant Sections:**

UGC in 2007/08

Quality

Quality Enhancement

Common English Proficiency Assessment Scheme (CEPAS)

17<sup>th</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to -

- enhance students' awareness of the importance of English language proficiency;
- set up a common framework for assessing and documenting graduating students' English proficiency;
- provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce; and
- enable the UGC to have a better understanding of students' English abilities.

#### 18<sup>th</sup> para.

Final year undergraduate students of all UGC-funded institutions may take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated English test, as the testing instrument. The number of participants in 2007 was more than 11,000, which represented an all time high and an increase of 14% as compared to the number of participants in 2006.

#### Language Enhancement Grants (LEGs)

19<sup>th</sup> para.

The UGC allocated a total of HK\$100 million of LEGs to the eight institutions in 2007/08. The amount was disbursed to institutions, taking into account their respective student numbers. The grants provided additional support to institutions, on top of resources from their block grants and other sources, to promote their students' language proficiency in both English and Chinese. UGC Members review the reports submitted by the institutions on their language enhancement efforts and give feedback and encouragement.

No.*	Report Title	Relevant Sections
15.	Report of the Review	Para. 2.21 under "Improving Quality Of
	Group on Hong Kong	Teacher Education In The Context Of World-
	Institute of Education's	Wide Reforms" in "Chapter 2: Enhancing
	Development Blueprint	Quality of Teacher Education"
	(17.2.2009)	• Paras. 7-8 under "Teacher Education" in
		"Annex D: Background Information on
		Teacher Education in Hong Kong Relevant to
		the Review"

#### **Relevant Sections:**

Chapter 2: Enhancing Quality of Teacher Education

Improving Quality Of Teacher Education In The Context Of World-Wide Reforms

2.21 Hong Kong's Education Blueprint for the 21st Century (1999) seeks to address many of the same concerns that have been identified in other countries, including over-emphasis on examinations, rote learning and deteriorating language proficiency of students.

# Annex D: Background Information on Teacher Education in Hong Kong Relevant to the Review

#### **Teacher Education**

- 7. One of the major outcomes of the review was that UniH would concentrate its efforts in developing areas where it has identified strength, i.e. in primary teacher education and pre-school teacher education and in language training for teachers. It should phase out its Certificate of Education programmes and focus on providing undergraduate and postgraduate teacher education programmes. It should also continue to play an important role in providing inservice professional training and development programmes for serving teachers.
- 8. To ensure that all English and Putonghua teachers of primary and secondary schools possess at least the basic language proficiency, the Government, on the advice of Advisory Committee on Teacher Education and Qualification which was set up to advice Government on education needs and resources, introduced language proficiency requirements. English and Putonghua teachers holding a permanent post in a public-sector school or a local private primary/secondary day school offering a full curriculum from the 2000/01 school year are required to meet the language proficiency requirements by the end of 2005/06 school year. Since 2004/05 school year, all graduates of preservice teacher education training places for primary and secondary schools are degree holders.

No.*	Report Title	Relevant Sections
16.	Facts and Figures 2008	Paras. 20-21 under "Common English
	[Aug 2009]	Proficiency Assessment Scheme (CEPAS)"
		under "Quality" in "UGC in 2008/09
		Academic Year"
		Para. 22 under "Language Enhancement
		Grants (LEGs)" under "Quality" in "UGC in
		2008/09 Academic Year"

#### **Relevant Sections:**

UGC in 2008/09 Academic Year

Quality

Common English Proficiency Assessment Scheme (CEPAS)

20<sup>th</sup> para.

CEPAS is one of the major initiatives undertaken by the UGC to -

- enhance students' awareness of the importance of English language proficiency;
- set up a common framework for assessing and documenting graduating students' English proficiency;
- provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce; and
- enable the UGC to have a better understanding of students' English abilities.

## 21st para.

Final year undergraduate students of all UGC-funded institutions may take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The Scheme adopts the International English Language Testing System (IELTS), which is an internationally validated English test, as the testing instrument. The number of participants in 2008 was 11 788 (or about 71% of all fulltime and parttime undergraduate final year students), which represented an increase of 5% as compared to the number of participants in 2007.

## Language Enhancement Grants (LEGs)

22<sup>nd</sup> para.

The UGC allocated a total of HK\$101.2 million of LEGs to the eight institutions in 2008/09. The amount was disbursed to institutions, taking into account their respective student numbers. The grants provided additional support to institutions, on top of resources from their block grants and other sources, to promote their students' language proficiency in both English and Chinese. The reports submitted by the institutions on their language enhancement efforts in 2007/08 were reviewed by an external expert who gave feedback and encouragement.

Appendix 5.17

No.*	Report Title	Relevant Sections
17.	UGC Annual Report 2009-10 [Jul 2010]	<ul> <li>Para. 5 under "(A) Academic Development" under "The "3+3+4" Academic Reform" in "Activities Review"</li> <li>Para. 14 under "Quality" in "Activities Review"</li> <li>Paras. 19-20 under "Language Enhancement Grants (LEGs)" under "(C) Language Proficiency of Students" under "Quality" in "Activities Review"</li> <li>Paras. 21-23 under "Common English Proficiency Assessment Scheme (CEPAS)" under "(C) Language Proficiency of Students" under "Quality" in "Activities Review"</li> </ul>

#### **Relevant Sections:**

**Activities Review** 

The "3+3+4" Academic Reform

(A) Academic Development

5<sup>th</sup> para.

Starting from December 2008, the UGC is also sponsoring a series of ideasharing symposia, hosted by institutions in turn, to bring together relevant stakeholders and sectors representatives in discussing "3+3+4" topics such as interface issues, admission, core curriculum, etc., in a deeper context. These activities have been well received by the participants and helped identify key areas of concern.

Chart 4:"3+3+4" idea-sharing symposia sponsored by the UGC in 2009-10

Dates	<b>Hosting Institution(s)</b>	Topics
25 April 2009	UniF	Admission to Universities under the "3+3+4" Transition
12 May 2009	UniD/UniG	Core Curriculum
3 June 2009	UniA	General Education
5 June 2009	UniC	Cultural Education & History
14 December 2009	UniE	Enhancing and Assessing Students' Learning Outcomes for the New 4-year Curriculum
23 January 2010	UniB/UniC	Language Issues for University Graduates
1 March 2010	UniG	Standards Based Assessment and Honours Classification

Quality

14<sup>th</sup> para.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods, the language proficiency of students and student learning outcomes. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements the Common English Proficiency Assessment Scheme. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene.

#### **Ouality**

(C) Language Proficiency of Students

Language Enhancement Grants (LEGs)

19<sup>th</sup> para.

Enhancing students' language proficiency, which is an essential quality of a globally competitive graduate, is among the top items on UGC's agenda. With the Committee's support, a Symposium on "Language Issues for University Graduates" under the "3+3+4" Symposia series, was organised by UniC and UniB in January 2010 to promote exchanges on this important topic.

20th para.

To provide additional support to institutions for promoting students' language proficiency in both English and Chinese, the UGC provides institutions with LEGs, which are on top of resources from their block grants and other sources. A total of \$112.4 million was allocated as LEGs in 2009/10 academic year. The amount is allocated based on institutions' respective student numbers.

## Common English Proficiency Assessment Scheme (CEPAS)

21st para.

CEPAS is another language-related initiative undertaken by the UGC. It aims to:

- enhance students' awareness of the importance of English language proficiency;
- set up a common framework for assessing and documenting graduating students' English proficiency;
- provide an internationally recognised assessment for students who wish to pursue further studies or enter the workforce; and
- enable the UGC to have a better understanding of students' English abilities.

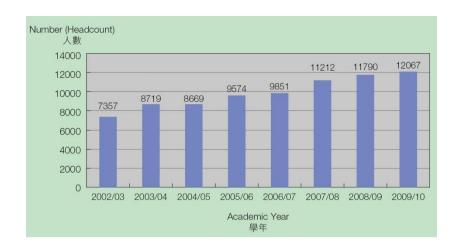
22<sup>nd</sup> para.

Final year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS. The current testing instrument under CEPAS is the International English Language Testing System (IELTS), which is an internationally validated and adopted English test.

23<sup>rd</sup> para.

Almost 12 100 final year students, or about 68% of all full-time and part-time final year undergraduate students of the UGC-funded institutions, registered for taking IELTS under CEPAS in 2009/10 academic year. The number of participants was a record high, and represented an increase of 2.3% as compared to that in 2008/09 academic year. Given the voluntary nature of CEPAS, the number of participants demonstrates that students attach great importance to their English proficiency.

Chart 5: Number of Participants of CEPAS from 2002/03 to 2009/10



No.*	Report Title	Relevant Sections
18.	Aspirations for the Higher Education System in Hong Kong - Report of the University Grants Committee (Dec 2010)	<ul> <li>Para. 10 under "Internationalisation and Cooperation with Mainland China" under "Issues Specific to the UGC-funded Sector" in "Executive Summary"</li> <li>Para. 16 under "Chapter 4-Internationalisation" in "List of Recommendations"</li> <li>Para. 4.36 under "The Undergraduate Curriculum" in "Chapter 4: Internationalisation"</li> <li>Para. 4.56 under "Concluding Remarks" in "Chapter 4: Internationalisation"</li> <li>Paras. 5.2&amp;7 under "Chapter 5: Relationship with Mainland China"</li> <li>Para. 6.14 under "Sector-wide Surveys and Assessments" under "Section I. Teaching and Learning in the UGC Sector" in "Chapter 6: Teaching and Learning, Research, and Role Differentiation"</li> </ul>

#### **Relevant Sections:**

**Executive Summary** 

Issues Specific to the UGC-funded Sector

Internationalisation and Cooperation with Mainland China

10. At the institutional level, there is an urgent need for implementing a full gamut of both internationalisation strategies and strategies for collaborating with the Mainland, more particularly in the Pearl River Delta due to its proximity and close ties with Hong Kong (Recommendations 9 and 19). Specifically, institutions should ensure the international mix of their faculty (Recommendation 17) and students (Recommendation 12), and help non-local students to integrate with local students (Recommendation 14). Equally, institutions should help local students embrace internationalisation efforts by enhancing their biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) abilities (Recommendation 16) and by providing them with more high quality exchange opportunities (Recommendation 15). In terms of academic development, institutions should capitalise on Hong Kong's unique position and strive to develop research and graduate programmes uniting Asian and Western perspectives (Recommendation 18).

## List of Recommendations

Chapter 4- Internationalisation

16. Institutions should make renewed efforts to ensure and enhance students' biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) abilities.

<u>Chapter 4: Internationalisation</u> The Undergraduate Curriculum 4.36 Furthermore, universities should reflect on whether their formal and informal teaching and learning processes offer enough encouragement and opportunity to students to become aware of and informed about international matters. At the most direct level, there is the question of language. It is clear that Hong Kong's evolving relationship with Mainland China necessitates graduates' competence in Putonghua and written Chinese. At the same time, it is reasonable to predict that English will be a major language of international business and exchange. During our consultations, we found no reason to disagree with the assertion that too few new university graduates are adequately comfortable in English and Chinese. We urge universities to make renewed efforts in the area of language proficiency.

## **Concluding Remarks**

4.56 The perspectives outlined in this chapter also require clarity about Hong Kong's particular advantages. Put simply, what is it that will attract students, academics, universities and research teams to Hong Kong rather than to another existing or emerging education hub? Clearly, the quality of Hong Kong institutions and their academics is central, but it is not unique. The use of English in instruction and research in much of these universities' work is also a strong advantage. However, it appears to us that the unique advantage of Hong Kong resides in the combination of two factors. First, history has given it a deeply embedded character as an international centre, a meeting place, a market place of exchange, a point of encounter between different cultures and influences and ways of thought. Second, it is adjacent to Mainland China and has long been a principal point of entry, exchange, interpretation and fusion – a privileged place of observation in both directions. Hong Kong's universities have a remarkable opportunity to become principal locations for understanding modern China. They offer ideal facilities to foreigners (especially Westerners) for the interpretation of the rapid evolution of contemporary China and the roots of a powerfully rich culture. The assertion of China's growing economic and political strength intensifies the need of other countries, whether Western or Asian countries, for information and comprehension. Hong Kong's proximity to Mainland China, the quality of its universities and a recognisable and palatable environment (not least in terms of the rule of law and academic freedom) suggest that it can evolve its vital function as an international intermediary. It is also true that China's success poses complicated issues for it, too, towards whose study Hong Kong may in this way contribute significantly. This is a challenge in particular for the social sciences and humanities in Hong Kong. Their success in this role will generate substantial direct and indirect benefits for the future of Hong Kong.

#### Chapter 5: Relationship with Mainland China

5.2 The rapid economic growth and rising prosperity of China in recent years has stimulated increasing interest around the world in studying and learning about China. Given Hong Kong's proximity to and close relationship with the Mainland, and the use of English as the medium of instruction in most of its institutions, Hong Kong is well placed to develop into a global centre for studying China-related subjects. Although some institutions already have programmes in this area, we see much room for further growth. This is also an area that would help to distinguish Hong Kong in its internationalisation efforts.

5.7 The presence of Mainland students on Hong Kong campuses also provides local students with the opportunity to gain a better understanding of their peers in the Mainland through interaction with them. Indeed, universities should provide more opportunities for students to acquire knowledge about the history and public affairs of Mainland China. However, as noted in Chapter 4, Hong Kong students have not exhibited sufficient desire to embrace non-local students in their circles. A common complaint from both international and Mainland students is that Hong Kong students are generally reluctant to speak any language other than Cantonese, and show little interest in including non-local students in their activities. We are concerned about this insular attitude. Our institutions could do more in providing counselling, support and encouragement to both local and non-local students to promote a more inclusive attitude on campus.

## Chapter 6: Teaching and Learning, Research, and Role Differentiation Section I. Teaching and Learning in the UGC Sector Sector-wide Surveys and Assessments

6.14 In the US, the National Survey of Student Engagement collects data on the extent to which institutions engage students in active forms of learning. There is also the Collegiate Learning Assessment, which is based on the notion of value-added and which measures, amongst others things, how much students' skills improve during their time at the institution through the use of a pretest/post-test model. We feel strongly that either the UGC or the Government should initiate surveys and assessments to measure the overall university experience of students and the "value-added" of the education provided by UGC-funded institutions. One particularly important area of focus is the language proficiency of students in both Chinese and English. These survey and assessment results can provide guidance for institutions to improve education quality, particularly with respect to student learning. We also advocate the publication of these results, which would enhance the accountability and transparency of the institutions.

No.*	Report Title	Relevant Sections
19.	UGC Annual Report	• Para. 10 under "3+3+4" symposia sponsored
	2010-11	by UGC' under "3+3+4" Academic
	[Jun 2011]	Reform' in "Activities Highlights"
		• Para. 3 under "Teaching & Learning Quality"
		• Paras. 9-10 under "Language Enhancement
		Grants" under "Language Proficiency of
		Students" in "Teaching & Learning Quality"
		Paras. 11-12 under "Common English
		Proficiency Assessment Scheme" under
		"Language Proficiency of Students" in
		"Teaching & Learning Quality"

#### **Relevant Sections:**

Activities Highlights

"3+3+4" Academic Reform

"3+3+4" symposia sponsored by UGC

10<sup>th</sup> para.

The UGC continued to sponsor the funded institutions to launch a series of 12 symposia on issues relating to the implementation of "3+3+4" to facilitate forward planning as well as information and ideas exchange among them. Eight of the 12 symposia were successfully concluded in 2009-10; further three took place in 2010-11 (April 2010, November 2010 and March 2011), and were well attended by representatives of the school sector and the higher education sectors. Participants actively took part in in-depth discussion on various topics such as student admission, core curriculum, language issues, standard based assessment, etc.

#### Teaching & Learning Quality

3<sup>rd</sup> para.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements the Common English Proficiency Assessment Scheme. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene.

## <u>Language Proficiency of Students</u> Language Enhancement Grants

9<sup>th</sup> para.

Enhancing students' language proficiency, which is an essential quality of a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are on top of resources from their block grants and other sources. A total of \$112.4 million was allocated as Language Enhancement Grants in 2010/11. The amount is allocated based on institutions' respective student numbers.

10<sup>th</sup> para.

The UGC engaged a consultant who visited the institutions in June 2010 to review their language enhancement activities, and confirmed that the activities were of excellent quality. The consultant also commented that there could be more collaboration among institutions in this important area. Institutions have been invited to take into account the consultant's comments and recommendations in planning for their future language enhancement activities.

## Common English Proficiency Assessment Scheme

11<sup>th</sup> para.

Common English Proficiency Assessment Scheme is another language-related initiative undertaken by the UGC to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

12<sup>th</sup> para.

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2010/11, about 12 400 final year students, or 69% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

Appendix 5.20

No.*	Report Title	Relevant Sections
20.	UGC Annual Report 2011-12 [Sept 2012]	<ul> <li>Para. 14 under "The "3+3+4" Academic Structure" in "Foreword from the Chairman"</li> <li>Para. 1 under "The "3+3+4" New Academic Structure"</li> <li>Para. 3 under "Teaching and Learning Quality"</li> <li>Para. 13 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 14-16 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 17 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 5 under "Ensure coherence and consistency in quality assurance in the post-secondary education sector" in "Progress with the Implementation of the Higher Education Review Report"</li> <li>Para. 7 under "3+3+4" Symposia Sponsored by UGC' in "Activities Highlights"</li> </ul>

#### **Relevant Sections:**

Foreword from the Chairman
The "3+3+4" Academic Structure
14<sup>th</sup> para.

One of the burgeoning world powers is right on our doorstep and understanding the Mainland is every bit as important as exposure to the rest of the world. We are fortunate to be part of China and indeed we are in a prime position to capitalise on our cultural and economic ties to Asia's largest economy. There would be great opportunities for students who are inquisitive and have the urge and the courage to deepen their knowledge about the social and economic developments in the Mainland. A bright future lies ahead for students who are effective communicators and are conversant in English and Chinese, including Putonghua and Cantonese.

# The "3+3+4" New Academic Structure

1<sup>st</sup> para.

The "3+3+4" academic structure will be implemented in the higher education sector in 2012/13. This is a landmark milestone of Hong Kong's education reform and the UGC and its funded institutions sector have been attaching great importance to it. The new academic structure provides opportunities for

all students to receive six-year secondary education and four-year higher education. It promises to infuse our students with a broadened knowledge base, balanced development, sound language and other generic skills, as well as a propensity for life-long learning. Through curriculum and assessment changes, the new structure can cater for the diversified learning needs of all students and allow those with different aptitudes, interests and competencies to excel. Moreover, the new academic structure will provide smoother articulation for further studies or work in Hong Kong and be better connected with other major education systems in the world. For university education, the four-year undergraduate programme will allow more balanced and comprehensive development of our university students.

# Teaching and Learning Quality

3<sup>rd</sup> para.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene.

## Language Proficiency of Students

## **Language Enhancement Grants**

13<sup>th</sup> para.

Enhancing students' language proficiency, which is an essential quality of a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are on top of resources from their block grants and other sources. A total of \$112.4 million was allocated as Language Enhancement Grants in 2011/12. The amount is allocated based on institutions' respective student numbers.

## Common English Proficiency Assessment Scheme

14<sup>th</sup> para.

Common English Proficiency Assessment Scheme aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

15<sup>th</sup> para.

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2011/12, about 11 800 final year students, or 64% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

16<sup>th</sup> para.

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has

decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The last round of the Common English Proficiency Assessment Scheme will be held in 2013/14.

## Collaborative Language Enhancement Projects

17<sup>th</sup> para.

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects under the new arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement will be extended to cover collaborative projects to enhance proficiency in Chinese. As institutions are stepping up their language enhancement efforts in the new four-year curriculum, the UGC hopes that this new arrangement will give timely support to institutions to make genuine impact on students' language proficiency in a collective and more efficient manner.

<u>Progress with the Implementation of the Higher Education Review Report</u>

<u>Ensure coherence and consistency in quality assurance in the post-secondary education sector</u>

5<sup>th</sup> para.

The UGC will continue to ensure enhancement of teaching and learning in the UGC-funded institutions through the QAC's quality audits and the QAC has commenced a review of the audit process and the Audit Manual. Separately, to promote and encourage innovative approaches to teaching and learning, the UGC will continue to allocate the Teaching Development Grants and Language Enhancement Grants to institutions in 2012-15 triennium, and to implement new funding schemes.

#### **Activities Highlights**

"3+3+4" Symposia Sponsored by UGC

7<sup>th</sup> para.

The UGC sponsored its funded institutions since 2008 to organise a series of 12 symposia on "3+3+4"-related issues, such as student admission, core curriculum, language, outcome-based assessment and e-learning. The last symposium on knowledge transfer was held in December 2011. The purpose of the symposia was to facilitate forward planning of and information exchange among the institutions, so as to ensure smooth implementation of the new academic structure in the higher education sector in September 2012. The symposia were well received by the participants.

Appendix 5.21

No.*	Report Title	Relevant Sections
21.	UGC Annual Report 2012-13 [Oct 2013]	<ul> <li>Para. 4 under ""3+3+4"" in "Foreword from the Chairman"</li> <li>Para. 8 under "Internationalisation and Engagement with Mainland China" in "Foreword from the Chairman"</li> <li>Para. 1 under "(a) Curriculum Development" under "Preparation for the "3+3+4" academic structure" in "The "3+3+4" New Academic Structure"</li> <li>Para. 3 under "Teaching and Learning Quality"</li> <li>Para.10 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 11-13 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 14 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 5 under "Ensure coherence and consistency in quality assurance in the post-secondary education sector" in "Progress with the Implementation of the Higher Education Review Report"</li> </ul>

#### **Relevant Sections:**

Foreword from the Chairman

<u>"3+3+4"</u>

4<sup>th</sup> para.

Once again I was reminded of the scale of the task which our institutions had undertaken on time, and with such excellent first results. I truly understand that the introduction of a new academic structure is a marathon journey and that we are only at the start of the process. However, since all parties are on board to work towards the same goal, I am confident that students and the sector as a whole can become the ultimate beneficiaries of the transition. In my many interactions with senior management and faculty of institutions, there has been overwhelming enthusiasm embracing the entrance of this younger cohort of students. But since they are joining tertiary institutions a year earlier, we should work to ensure that their language proficiency and quantitative skills are on par with past students. We have to ensure that our faculty is equipped to enable our younger cohorts to benefit from the opportunities afforded to them by "3+3+4".

# <u>Internationalisation and Engagement with Mainland China</u> 8<sup>th</sup> para.

It is a general consensus that our funded institutions should provide a multinational and diversified environment for students from different cultural backgrounds to interact and to learn from each other. Exposure of students to international environments, teaching methodologies and cultures is crucial in preparing them to work effectively in virtually any part of the world. Internationalisation also makes our students more rounded individuals by expanding their minds and improving communication skills.

## The "3+3+4" New Academic Structure

Preparation for the "3+3+4" academic structure

(a) Curriculum Development

1<sup>st</sup> para.

One of the major objectives of the new four-year curriculumis to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning. To this end, apart from developing the new academic programmes, institutions devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constituted around 25% to 30% of the entire undergraduate education. Some of them even introduced and phased-in selected GE programmes into the three-year curriculum. Feedback from the students enrolled in the old curriculum was used to fine-tune the course/programme before the implementation of the new academic structure.

## **Teaching and Learning Quality**

3<sup>rd</sup> para.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

#### Language Proficiency of Students

Language Enhancement Grants

10<sup>th</sup> para.

Enhancing students' language proficiency, which is an essential quality of a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grants in 2012/13. The amount is allocated based on institutions' respective student numbers.

#### Common English Proficiency Assessment Scheme

11<sup>th</sup> para.

Common English Proficiency Assessment Scheme aims to enhance students' awareness of the importance of English language proficiency through

participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

12<sup>th</sup> para.

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2012/13, about 11,400 final year students, or 60% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

13<sup>th</sup> para.

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The last round of the Common English Proficiency Assessment Scheme will be held in 2013/14.

Collaborative Language Enhancement Projects

14<sup>th</sup> para.

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects under the new arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese. As institutions are stepping up their language enhancement efforts in the new four-year curriculum, the UGC hopes that this arrangement will give timely support to institutions to make genuine impact on students' language proficiency in a collective and more efficient manner.

<u>Progress with the Implementation of the Higher Education Review Report Ensure coherence and consistency in quality assurance in the post-secondary education sector</u>

5<sup>th</sup> para.

The QAC has joined the Government's Liaison Committee on Quality Assurance. The UGC will continue to ensure enhancement of teaching and learning in the UGC-funded institutions through the QAC's quality audits and the QAC is conducting a review of the audit process and the Audit Manual. Separately, to promote and encourage innovative approaches to teaching and learning, the UGC will continue to allocate the Teaching Development Grants and Language Enhancement Grants to institutions in 2012-15 triennium, and to implement new funding schemes. (Please see details in the Chapter "Teaching and Learning Quality")

Appendix 5.22

No.*	Report Title	Relevant Sections
22.	UGC Annual Report 2013-14 [Mar 2015]	<ul> <li>Para. 5 under "The "3+3+4" New Academic Structure" in "Foreword from the Chairman"</li> <li>Para. 4 under "The "3+3+4" New Academic Structure"</li> <li>Para. 2 under "Teaching and Learning Quality"</li> <li>Para.11 under "Language Enhancement Grants" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Paras. 12-14 under "Common English Proficiency Assessment Scheme" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> <li>Para. 15 under "Collaborative Language Enhancement Projects" under "Language Proficiency of Students" in "Teaching and Learning Quality"</li> </ul>

#### **Relevant Sections:**

Foreword from the Chairman

The "3+3+4" New Academic Structure

5<sup>th</sup> para.

Since its inception in September 2012, the "3+3+4" new academic structure has been successfully implemented for two years now. This past year we saw the first year students progress to select their majors in their second year of study. During my visits to institutions, I was glad that students enthusiastically shared with me how much they enjoyed their first year of dynamic and broadbased study for which this 'tasting menu' helped them better prepare themselves to choose their majors in the sophomore year. Two years from the inception, we are looking back to better understand the challenges posed to institutions and those which have been overcome. Students must come to appreciate the admirable hard work by the institutions to achieve such enjoyable study in the new era. Faculty members tell us that these new cohorts are confident and willing to engage in their learning and to challenge their professors in academic sense. Whilst this is admirable we must also ensure that our universities are prepared and equipped to ensure that the transition to a fulfilling and high quality higher education learning experience is no less for the new cohorts of secondary school graduates who have had one year fewer to absorb the building blocks of core learning in languages as well as the sciences and humanities which will underpin their higher education both in terms of all round general education as well as their eventual major.

# The "3+3+4" New Academic Structure 4<sup>th</sup> para.

One of the major objectives of the new four-year curriculum was to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning. To this end, apart from developing new academic programmes or majors, institutions have devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constitute around 25% to 30% of the entire undergraduate education, as well as incorporating other elements such as service learning, capstone projects, experiential learning, etc. into the new curriculum to make it more dynamic. Feedback shows that the programmes are well received by the students, who think that the courses can help them to extend their knowledge outside the major studies and broaden their horizon.

## **Teaching and Learning Quality**

2<sup>nd</sup> para.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

## **Language Proficiency of Students**

## Language Enhancement Grants

11<sup>th</sup> para.

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grants in 2013/14. The amount is allocated based on institutions' respective student numbers.

## Common English Proficiency Assessment Scheme

12<sup>th</sup> para.

The Common English Proficiency Assessment Scheme, with the International English Language Testing System (IELTS) as the testing instrument, aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment.

13<sup>th</sup> para.

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2013/14, almost 11 400 final year students, or 58% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

14<sup>th</sup> para.

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for

institutions' collaborative language enhancement projects. The Common English Proficiency Assessment Scheme is scheduled to conclude with the completion of the last round in 2013/14.

## Collaborative Language Enhancement Projects

15<sup>th</sup> para.

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects in English and Chinese under the arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese.

## Appendix 6

## Mission Statement of ELC-A of University A

#### Our Mission

The mission of ELC-A plays a central role within the University's overall language enhancement programme in:

- 1. providing English language enhancement opportunities for UniA students at all levels of proficiency and in all areas of need
- 2. raising awareness of the English language enhancement needs of UniA students and designing a coherent and comprehensive range of courses to meet them
- 3. seeking out opportunities to work with departments and faculties across the university to address the specific English language learning needs of their students
- 4. ensuring that all ELC-A courses, teaching, learning and assessment strategies are informed by quality assurance processes and a concern for professional practice

### Mission Statement of ELC-B of University B<sup>42</sup>

#### Mission

- 1. ELC-B aims to help students
- a. Become competent and confident communicators in English
- b. Complete their academic studies successfully
- c. Compete in the domestic and international job market
- d. Communicate effectively with the global community
- 2. We do this by
- a. Delivering high quality, practical English language training
- b. Providing facilities and guidance for independent language study
- c. Promoting and supporting informal activities for English language practice

<sup>&</sup>lt;sup>42</sup> The numbering is not present in the original text and is added for referencing purposes without changing the meaning and/or the original presentation format.

#### **Interview Guide**

#### (I) UGC English Language Policies

#### Aim: To find out what UGC policies the interviewees know

- 1. Do you know the following UGC/ government English language policies or initiatives in/ for HE?
  - a. biliteracy and trilingualism policy
  - b. EMI (English as medium of instruction) policy
  - c. LEGs (Language Enhancement Grants)
  - d. CEPAS (Common English Proficiency Assessment Scheme)

#### For each of the policies/initiatives they know

- 2. What is its purpose?
- 3. What is its rationale?
- 4. Do you see any outcomes/ effects? And, what are they?

#### For LEG and CEPAS

5. How does it operate?

#### (II) UniA's/ UniB's Responses

#### For ELC Senior Administrator and Teachers

#### Aim: To find out how the ELC Mission Statement was produced

- 6. What factors were taken into consideration in putting together your ELC's Mission Statement? And, why were those factors taken into consideration?
- 7. Did your University's own English language policies (e.g. MOI policy), if any, play a part in the process? And, what were those policies? And, how did they influence the Mission Statement?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?
  - d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
  - e. Other aspects?
- 8. Who were involved in the process of producing the Mission Statement? And, were students involved? And, what were the different parties' roles? And, any contention or negotiations between the parties?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?

- d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
- e. Other aspects?
- 9. How were you as Senior Administrator/ ELC teacher involved in the process of producing the Mission Statement?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?
  - d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
  - e. Other aspects?
- 10. Did you as the Senior Administrator/ ELC teacher encounter any difficulties in the process of producing the Mission Statement?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?
  - d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
  - e. Other aspects?
- 11. And, what actions did you take to overcome the difficulties?

#### Aim: To find out how the ELC Mission Statement is practiced in the ELC

- 12. How does your ELC's Mission Statement influence your running of the ELC/ your English teaching?
  - a. On the ELC's courses to offer?
  - b. On the ELC's other activities/ support measures to provide?
  - c. On the ELC's/ your intended learning outcomes?
  - d. On the ELC's/ your teaching methodology?
  - e. On the assurance of the intended learning outcomes?
  - f. On the evaluation of how the ELC's mission is achieved?
  - g. Other aspects?

#### For ELC Senior Administrator

- h. On allocation of resources (financial, HR and material)?
- i. Other aspects?
- 13. Do you as the Senior Administrator/ ELC teacher encounter any difficulties in your running of the ELC/ your English teaching in relation to your ELC's Mission Statement?
  - a. On the ELC's courses to offer?
  - b. On the ELC's other activities/ support measures to provide?
  - c. On the ELC's/ your intended learning outcomes?
  - d. On the ELC's/ your teaching methodology?
  - e. On the assurance of the intended learning outcomes?
  - f. On the evaluation of how the ELC's mission is achieved?
  - g. Other aspects?

#### For ELC Senior Administrator

- h. On allocation of resources (financial, HR and material)?
- i. Other aspects?
- 14. And, what actions do you take to overcome the difficulties?

#### Aim: To find out how the ELC practice relates to the UGC policies

- 15. How does each of the UGC policies named above (e.g. its purpose/ rationale/ effects) influence the devising of your ELC's Mission Statement?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?
  - d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
  - e. Other aspects?
- 16. How does each of the UGC policies named above (e.g. its purpose/ rationale/ effects) influence your running of the ELC/ your English teaching?
  - a. On the ELC's courses to offer?
  - b. On the ELC's other activities/ support measures to provide?
  - c. On the ELC's/ your intended learning outcomes?
  - d. On the ELC's/your teaching methodology?
  - e. On the assurance of the intended learning outcomes?
  - f. On the evaluation of how the ELC's mission is achieved?
  - g. Other aspects?

#### For ELC Senior Administrator

- h. On allocation of resources (financial, HR and material)?
- i. Other aspects?

# Aim: To find out how the Senior Administrator/ELC teachers see the relevance of the UGC policies to their University, to the HE sector and to Hong Kong

- 17. How do you as Senior Administrator/ ELC teacher see each of the UGC policies named above relates to/ impacts on your University and the HE sector?
  - a. On your University's/ HE's developments locally (e.g. what programmes to offer; your university's/ HE's internationalization; your university's/ HE's role in Hong Kong's economy/ internationalization efforts)?
  - b. On your University's/ HE's developments in the world (e.g. your university being the place for the world to study China subjects)?
- 18. How do you as Senior Administrator/ ELC teacher see each of the UGC policies named above relates to/ impacts on Hong Kong's developments in the world (e.g. developing Hong Kong into a global centre for learning about China; internationalization efforts)?

#### For Students

#### Aim: To find out how students see the ELC and its Mission Statement

- 19. How do you find ELC's courses and other support?
  - a. Your English ability?
  - b. Your academic study?
  - c. Your personal development (e.g. employability)?
- 20. Have you read ELC's Mission Statement?
  - a. If yes, do you think ELC is delivering what its Mission Statement says?
  - b. If no, what do you think ELC should do? And, do you think it is delivering what you think it should do?
- 21. Do you think your English ability after having your tertiary education/ ELC's courses/support is sufficient?
  - a. For your academic study?
  - b. For your employability?
  - c. For your daily life?

# Aim: To find out how students see the relevance of the UGC policies to themselves, to their University, to the HE sector and to Hong Kong

- 22. How do you as a student see each of the UGC policies named above relates to/impacts on yourself?
  - a. Your English ability?
  - b. Your academic study?
  - c. Your personal development (e.g. employability)?
- 23. How do you as a student see each of the UGC policies named above relates to/impacts on your University and the HE sector?
  - a. On your University's/ HE's developments locally (e.g. what programmes to offer; your university's/ HE's internationalization; your university's/ HE's role in Hong Kong's economy/ internationalization efforts)?
  - b. On your University's/ HE's developments in the world (e.g. your university being the place for the world to study China subjects)?
- 24. How do you as a student see each of the UGC policies named above relates to/ impacts on Hong Kong's developments in the world (e.g. developing Hong Kong into a global centre for learning about China, internationalization efforts)?

#### (III) English Language

Aim: To find out how ELC Senior Administrator/ELC Teachers/ students see the relevance of the English language to themselves, to their University, to the HE sector, to Hong Kong and to UGC policies

- 25. Why do you think English is an international language?
- 26. How do you think English as an international language is relevant to you? *For ELC Senior Administrator and Teachers* 
  - a. On your job?

- b. On your personal front?
- c. Any difference before the handover?

#### For Students

- d. On your academic study?
- e. On your personal front (e.g. employability; communication with international community; leisure like travelling)?
- f. Any difference before the handover?
- 27. How do you think English as an international language is relevant to your University and the HE sector?
  - a. On your University's/ HE's developments locally (e.g. what programmes to offer; use of English as MOI; your university's/ HE's internationalization; your university's/ HE's role in Hong Kong's economy/ internationalization efforts)?
  - b. On your University's/ HE's developments in the world (e.g. your university being the place for the world to study China subjects)?
- 28. How do you think English as an international language is relevant to Hong Kong's developments in the world (e.g. developing Hong Kong into a global centre for learning about China, internationalization efforts)?
- 29. How do you think English as an international language is related to the UGC English language policies named above?
  - a. On the UGC policy's purpose?
  - b. On the UGC policy's rationale?
  - c. On the UGC policy's outcomes/ effects that you see?

# Aim: To find out how ELC Senior Administrator/ ELC Teachers/ students see the evolving status and role of English, and its relation with Chinese

- 30. How do you think English's status and role in Hong Kong are different from its status and role before the handover?
  - a. In academia?
  - b. In business?
  - c. In government?
  - d. In daily life?
  - e. Why the differences?
- 31. How do you think English is related to the Chinese language (Cantonese and Putonghua)?
  - a. For you?
  - b. In your University (e.g. internationalization efforts)?
  - c. In the HE Sector (e.g. internationalization efforts)?
  - d. In Hong Kong (e.g. internationalization efforts)?
  - e. Any difference before the handover in terms of the above? And, why?

#### (IV) Globalization

Aim: To find out how ELC Senior Administrator/ELC Teachers/ students see the relevance / impact of globalization to/on themselves, to/on English, to/on their University, to/on the HE sector, to/on Hong Kong and to/on UGC policies

- 32. How do you think globalization is related to the English language?
- 33. How does globalization relate to/ impact on your running of the ELC/ your English teaching/ you as a student?

#### For ELC Senior Administrator and Teachers

- a. On the ELC's courses to offer?
- b. On the ELC's other activities/ support measures to provide?
- c. On the ELC's/ your intended learning outcomes?
- d. On the ELC's/ your teaching methodology?
- e. On the assurance of the intended learning outcomes?
- f. On the evaluation of how the ELC's mission is achieved?
- g. Other aspects?

#### For ELC Senior Administrator

- h. On allocation of resources (financial, HR and material)?
- i. Other aspects?

#### For Students

- j. On English language learning/skill?
- k. On academic study?
- 1. On personal development (e.g. employability; communication with international community; leisure like travelling)?
- 34. How significant is the impact of globalization?
- 35. How do you think globalization is related to your ELC's Mission Statement?
  - a. On delineating what the Mission of the ELC would be?
  - b. On the rationales used to devise the Statement?
  - c. On what elements would be included in the Statement (e.g. ways to achieve Mission)?
  - d. On how to present the Statement (e.g. choice of words, say, global vs international; presentation format)?
  - e. Other aspects?
- 36. How do you think globalization is relevant to your University and the HE sector?
  - a. On your University's/ HE's developments locally (e.g. what programmes to offer; use of English as MOI; your university's/ HE's internationalization; your university's/ HE's role in Hong Kong's economy/ internationalization efforts))?
  - b. On your University's developments in the world (e.g. your university being the place for the world to study China subjects)?
- 37. How do you think globalization is related to Hong Kong's developments in the world (e.g. developing Hong Kong into a global centre for learning about China, internationalization efforts)?

- 38. How do you think globalization is related to the UGC English language policies named above?
  - a. On the UGC policy's purpose?
  - b. On the UGC policy's rationale?
  - c. On the UGC policy's outcomes/ effects that you see?
- 39. What do you think the extent of globalization is?

## **Pseudonyms of Interviewees**

No.	Role	Pseudonym	
1.	Senior administrator in English Language Centre of University A (UniA) (ELC-A)	SA-A	
2.	Senior teacher in ELC-A	T1-A	
3.	Senior teacher in ELC-A	T1-A	
4.	Final-year student in UniA with non-English major background	S1-A	
5.	Final-year student in UniA with English major background	S2-A	
6.	Senior administrator in English Language Centre of University B (UniB) (ELC-B)	SA-B	
7.	Senior teacher in ELC-B	T1-B	
8.	Senior teacher in ELC-B	T1-B	
9.	Final-year student in UniB with non-English major background	S1-B	
10.	Final-year student in UniB with English major background	S2-B	

#### Research and Enterprise Development

#### University of Bristol

#### **Application Review**

Logout

ID	Name	Faculty	Department	Supervisor
28561	Miss Tak Yam	Faculty of Social Sciences and Law	Graduate School of Education	Dr Frances Giampapa

#### Status

Signed off

#### Date added

Nov. 8, 2015

#### Signed off date

Feb. 4, 2016

#### Is this a student project?

Postgraduate Phd

#### Project title

English Language Policy in Higher Education in Hong Kong - A Comparative Study (working title)

#### Estimated start date

Nov. 1, 2015

#### **Duration (months)**

6

#### Project outline

The study is to scrutinize the post-colonial English language policy process, from policy formulation to implementation, in HE in Hong Kong against the city's broader political socioeconomic context in a comparative case study approach and by way of Critical Discourse Analysis (CDA). It seeks to answer the following research questions: (1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through the University Grants Committee (UGC)? (2) How do the public tertiary institutions respond to the government's English language policies through the UGC? (3) What is the place of globalization in the government policies and in HE's responses to the policies? The first question is answered through analysing relevant published on-line UGC policy texts using Fairclough's (2003) CDA framework. The second question is addressed by (a) analysing using CDA the on-line Mission Statements of the English Language Centres (ELCs) of two selected UGC-funded universities in Hong Kong; and (b) examining the voices of the Heads, senior teachers and final-year students of the two ELCs solicited by interviews. Findings for the two selected universities are compared to reveal similarities and differences in their responses to the UGC policies. The third question is tackled through inspecting the answers to the first two questions with respect to globalization.

#### Files

Full Ethics Application ethics/28561/ethicsform man-tak-yam 7-nov-2015.doc (53.5 KB added on Nov. 8, 2015 )

Consent Form ethics/28561/consent-form man-tak-yam 7-nov-2015.docx (29.9 KB added on Nov. 8, 2015 )

Letter of Access ethics/28561/invitation-letter man-tak-yam 7-nov-2015.docx (27.7 KB added on Nov. 8, 2015 )

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#### L1. Does your research involve any of the following?

- . Medical Devices, ionising radiation, drugs, placebos or other substances to be administered to participants.
- Human Blood or Tissue Samples (Tissue means any relevant material consisting of or including cells - for definition of 'relevant material', please see the Human Tissue Authority website at http://www.hta.gov.uk/ - this link opens in a new window).
- Adults (over 16) who lack capacity to consent for themselves including participants, who will be retained in the study following loss of Capacity.
- Recruiting or using client data from NHS patients, nursing home/independent hospital/clinic or medical agency patients, users of social care services or prisoners. For more details on definitions please see 'Does my project require review': http://www.nres.nhs.uk/applications /approval-requirements/ethical-review-requirements/requirements-for-ethical-review-underlegislation/ (this link opens in a new window).

#### L2. Does your research involve any of the following?

- · Animals (either use or observation)
- Has or will your research be submitted to another ethics committee? (If so please provide details of the committee and dates (submission/approval/provisional approval etc.)

#### L3. Does your research involve any of the following?

- Working or travelling overseas
- . Trials outside the UK
- Pregnant research subjects
- Conception/Contraception
- Children under 5
- . More than 1500 research subjects
- Genetic Engineering
- . Hepatitis/CJD/HIV & AIDS related research

#### 1. Does the research involve human participants?

If you answered No, please go to question 2.

Yes

No

Nο

#### 1a. Does the research involve participants who are particularly vulnerable or unable to give informed consent?

Examples of vulnerable participants or those unable to give informed consent are children, people with learning difficulties, patients, people experiencing emotional distress or mental illness, people living in care or nursing homes, and people recruited through self-help groups, participants in a dependent or unequal relationship with the researcher(s) or research supervisor.

No

No

#### 1b. Will it be necessary for participants to take part without their knowledge and consent at the time?

Examples include the covert observation of people

#### 1c. Will the research involve actively deceiving participants?

Examples include deliberately falsely informing participants, withholding information from participants or misleading participants in such a way that they are likely to object or show unease when debriefed about the

#### 1d. Will the research involve discussion or collection of information on sensitive topics?

Sensitive topics under the Data Protection Act 1998 include:

- . The racial or ethnic origin of the data subject:
- . Their religious beliefs or other beliefs of a similar nature;
- Whether they are a member of a trade union (within the meaning of the Trade Union and Labour No Relations (Consolidation) Act 1992);
- Their physical or mental health or condition;
- Their sexual life;
- Their commission or alleged commission by them of any offence;
- . Any proceedings for any offence committed or alleged to have been committed by them, the

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Nο

Yes

Yes

No

#### disposal of such proceedings or the sentence of any court in such proceedings.

If the research is in relation to any of the sensitive topics listed under the DPA 1998 then the legal issue requiring such scrutiny in such cases that 'explicit consent' must be obtained.

#### 1e. Does the research involve invasive procedures?

Invasive procedures may include:

- Administration of drugs placebos, or other substances (e.g., drinks, foods, food or drink constituents, dietary supplements) to study participants;
- Biological samples from participants be obtained;
- Pain or more than mild discomfort likely to result from the study.

#### 1f. Does the research involve scans or x-rays of research participants?

1g. Does the research involve photographs, videoing, recording or similar of research participants?

1h. Will financial inducement (other than reasonable expenses and compensation for time) be offered?

1i. Will the study involve the use or storage of information about living people whose personal identity could be discovered from that information?

1j. Does the study risk causing psychological stress or anxiety or other harm or negative consequences beyond that normally encountered by the participants in their life outside research?

2. Will the research involve politically and culturally sensitive funding sources?

Examples include the defence sector, projects with potential environmental effects and other internationally regulated or protected industries. For more information, please follow the link to the 'Research Governance and Integrity Policy': <a href="https://www.bris.ac.uk/red/support/governance/RGl.pdf">https://www.bris.ac.uk/red/support/governance/RGl.pdf</a> (this link opens in a new window).

3. Will the research involve politically, culturally or socially sensitive topics?

For more information, please follow the link to the <u>Faculty of Arts Ethics Committee Guidance Note (PDF</u> 78kb) (this link opens in a new window).

#### Supporting information

(maximum 3000 characters)

Please provide any additional information in relation to your study such as adhering to a particular <u>SOP</u> or confirming if your study is a service evaluation/audit as opposed to research.

 $\textbf{Flesch Reading Ease} \ \, (\underline{\texttt{http://www.readabilityformulas.com/free-readability-formula-tests.php})} \\$ 

Material		Reading ease score		
Date	Name	Comment		
Dec. 4, 2015	Frances Giampapa	Tak has reflected well and we have discussed in detail the elements of her ethical processes as part of her study		

#### Faculty guidance and ethics application

http://www.bris.ac.uk/fssl/current-staff/researchethics/

Users guides <u>Submitter</u> <u>Approver</u> <u>Reviewer</u> <u>Signatory</u>

Updated 20 December 2012 by Research and Enterprise Development | Feedback University of Bristol, Senate House, Tyndall Avenue, Bristol BS8 1TH, UK. Tel: +44 (0)117 928 8676

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#### GSOE RESEARCH ETHICS FORM

It is important for members of the Graduate School of Education, as a community of researchers, to consider the ethical issues that arise, or may arise, in any research they propose to conduct. Increasingly, we are also accountable to external bodies to demonstrate that research proposals have had a degree of scrutiny. This form must therefore be completed for each piece of research carried out by members of the School, both staff and students

The GSoE's process is designed to be supportive and educative. If you are preparing to submit a research proposal, you need to do the following:

#### 1. Arrange a meeting with a fellow researcher

The purpose of the meeting is to discuss ethical aspects of your proposed research, so you need to meet with someone with relevant research experience. A list of prompts for your discussion is given below. Not all these headings will be relevant for any particular proposal.

#### 2. Complete the form on the back of this sheet

The form is designed to act as a record of your discussion and any decisions you make.

3. Upload a copy of this form and any other documents (e.g. information sheets, consent forms) to the online ethics tool at:

https://dbms.ilrt.bris.ac.uk/red/ethics-online-tool/applications.

Please note: Following the upload you will need to answer ALL the questions on the ethics online survey and submit for approval by your supervisor (see the flowchart and user guides on the GSoE Ethics Homepage).

If you have any questions or queries, please contact the ethics co-ordinators at: gsoe-ethics@bristol.ac.uk

Please ensure that you allow time before any submission deadlines to complete this process.

#### Prompts for discussion

You are invited to consider the issues highlighted below and note any decisions made. You may wish to refer to relevant published ethical guidelines to prepare for your meeting. See <a href="http://www.bristol.ac.uk/education/research/networks/ethicnet">http://www.bristol.ac.uk/education/research/networks/ethicnet</a> for links to several such sets of guidelines.

- 1. Researcher access/ exit
- 2. Information given to participants
- 3. Participants right of withdrawal
- 4. Informed consent
- 5. Complaints procedure
- 6. Safety and well-being of participants/ researchers
- 7. Anonymity/confidentiality
- 8. Data collection
- 9. Data analysis
- 10. Data storage
- 11. Data Protection Act
- 12. Feedback
- 13. Responsibilities to colleagues/academic community
- 14. Reporting of research

1

Be aware that ethical responsibility continues throughout the research process. If further issues arise as your research progresses, it may be appropriate to cycle again through the above process.

Name(s): Man Tak YAM

Proposed research project: English Language Policy in Higher Education in Hong

Kong - A Comparative Study

Proposed funder(s): N/A

Discussant for the ethics meeting: Mr Matt Kedzierski

Name of supervisor: Dr Frances Giampapa and Prof Roger Dale

Has your supervisor seen this submitted draft of your ethics application? No, but has

seen a previous draft that is very similar.

Please include an outline of the project or append a short (1 page) summary:

The study is to scrutinize the post-colonial English language policy process, from policy formulation to implementation, in HE in Hong Kong against the city's broader political socioeconomic context in a comparative case study approach and by way of Critical Discourse Analysis (CDA). It seeks to answer the following research questions:

- (1) How are the English language policies in public HE in Hong Kong discursively constructed by the government through the University Grants Committee (LIGC)?
- (2) How do the public tertiary institutions respond to the government's English language policies through the UGC?
- (3) What is the place of globalization in the government policies and in HE's responses to the policies?

The first question is answered through analysing relevant published on-line UGC policy texts using Fairclough's (2003) CDA framework. The second question is addressed by (a) analysing using CDA the on-line Mission Statements of the English Language Centres (ELCs) of two selected UGC-funded universities in Hong Kong; and (b) examining the voices of the Heads, senior teachers and final-year students of the two ELCs solicited by interviews. Findings for the two selected universities are compared to reveal similarities and differences in their responses to the UGC policies. The third question is tackled through inspecting the answers to the first two questions with respect to globalization.

Ethical issues discussed and decisions taken (see list of prompts overleaf):

The ethical issues as prompted were discussed. The discussions and decisions are summarised below with reference to individual prompts.

#### 1. Researcher access/ exit

One body of data involved in my research is the on-line UGC policy texts and on-line mission statements of the ELCs. They are on-line materials published at the UGC and the universities' official websites for public access. I thus had/ have free access to them. I did not need to make any special arrangement except that I had/ have to download and saved/ save a soft copy of them with the retrieval dates referenced in case they are removed from the websites. And, I did/ do not see any ethical issues involved in accessing these on-line materials in the public domain. On the other hand, to gain access to the voices of the three groups of stakeholders involved as the other

body of data, I will need to invite the heads, teachers and students of the two ELCs to be interviewed. An invitation letter (Appendix 1) is thus in order so that I can email to the selected parties to seek their voluntary participation in my project formally in writing.

#### 2. Information given to participants

I understand that the information given to participants should be clear, accurate and succinct. Another important point is that the information should be laid out in layman terms to ensure the participants' easy comprehension of what they are signing up to since they may not possess the professional/ specialized knowledge involved in a research project. Therefore, I will not show my three research questions in my invitations as they would appear too technical to the participants. The invitation letter is thus written in simple language, and sets out my working project title, purpose of study, my identity, and key details about the interviews they are invited to join (e.g. duration, and medium of communication).

#### 3. Participants' right of withdrawal

Participants' involvement should be voluntary and thus they should be explicitly advised of the right to withdraw from a project if they so wish. However, Matt reminded me that participants withdrawing at any time during the project could make it impracticable for the project to progress (e.g. I would not want them to withdraw at the final stage of my thesis); and a reasonable period of time should therefore be provided for their expression of withdrawal intent. I consider one to two months a reasonable period. As I currently plan to conduct interviews in November, 31 December is set as the timeline for withdrawal in a Consent Form (Appendix 2) to be signed by the participants (which will be pushed back accordingly if the interviews are carried out at a later time).

#### 4. Informed consent

I need to obtain informed consent from all the participants. So, a Consent Form is put together. Matt shared his experience in seeking participant consent for his thesis and research projects; and advised that the Form should stipulate details that surround my project title, my identity, purpose of the study, procedures to be followed when conducting the interviews, voluntary participation, confidentiality, handling and storage of data, right to ask questions, and funding of my project. The participants are invited to sign in the last section to expressly give their consent after having gone through the topics aforementioned. And, I wrote the Form in clear and succinct language and in layman terms to ensure the participants' easy comprehension.

#### 5. Complaints procedure

I appreciate that investigators need to let their participants know that they are prepared to entertain questions and complaints. So, that is explicitly stated in both my invitation letter and Consent Form, on which my contact details are made available.

#### 6. Safety and well-being of participants/ researchers

This study does not consist of any processes or procedures that would pose danger to the participants or myself. So, I do not need to include details to that effect in my invitation letter or Consent Form.

#### 7. Anonymity/confidentiality

To protect the participants' privacy, pseudonyms will be used for their names, post titles and universities. However, since the English Language Centre of the university is established to be the unit of study in my project, the two such units involved need to be 'identified'. To maintain confidentiality within the said restriction, the units are labelled the same as "English Language Centre (ELC)" with a differentiating suffix "-X" as in "ELC-A" and "ELC-B", regardless of their actual names. The on-line mission statements of the ELCs together with different related on-line texts (e.g. head's messages of the ELCs, and mission statements of the universities) make up the data of this research. Also, participants' backgrounds (e.g. work experience, and degree programme being undertaken) and their roles within the ELCs and universities are constituent elements of the analyses in this study. However, analysing the said on-line texts and mentioning the said participant information may lead to identification of individual interviewees. Since the said processes are unavoidable, it is necessary for me to disclose the relevant details in the Consent Form to enable the participants to make an informed decision to join my study, hence the details stipulated under the "confidentiality" section in the Consent Form.

Also, I will be careful not to disclose the participants' names in the acknowledgements of my thesis, as reminded by Matt.

#### 8. Data collection

As mentioned in point 1, the on-line texts are available for free public access, and so no ethical issue about the data collection of them is involved. The stakeholders' voices are to be collected through interviews. So, the Consent Form covering pertinent topics as mentioned in point 4 above is devised and will be used to address the different issues entailed in the stakeholders' participation in my project and the interviews.

I had questions about whether English or Cantonese should be used as the medium of communication for the interviews, considering students are involved. Taking Matt's advice, I will use the participants' mother tongue for the interviews. That is because the mother tongue will facilitate a smooth flow of the interview and help safeguard the expressiveness of the data collected, especially from students.

#### 9. Data analysis

As stated in point 7, I have taken/ will take actions to address the ethical issues involved.

#### 10. Data storage

Since the raw data collected may contain information on the participants' identities, they will be handled by me only and will be securely stored in password-protected storage. That is accordingly reflected in the Consent Form.

#### 11. Data Protection Act

The Hong Kong equivalent is entitled "Personal Data (Privacy) Ordinance". The Consent Form is in line with the Ordinance.

12. Feedback
The participants are advised that I am prepared to entertain their questions and complaints in both the invitation letter and Consent Form, on which my contact details are made available.

13. Responsibilities to colleagues/ academic community I will comply with the University of Bristol's relevant requirements.

14. Reporting of research I will follow the University of Bristol's relevant protocol.

If you feel you need to discuss any issue further, or to highlight difficulties, please contact the GSoE's ethics co-ordinators who will suggest possible ways forward.

Signed: Man Tak Yam (Researcher) Date: 11 Oct 2015 Signed: Matt Kedzierski (Discussant)

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#### Consent Form

Title of Project: English Language Policy in Higher Education in Hong Kong – A Comparative Study (working title)

Investigator: Ms Man Tak YAM

EdD Candidate, Graduate School of Education, University of Bristol, United Kingdom

(EdD programme offered via School of Continuing and

rofessional Education, City University of Hong Kong)

1. Purpose of the Study: This study seeks to investigate the post-colonial English language policy process in higher education in Hong Kong; and the responses to the relevant policies of senior administrators, English language teachers, and students in Hong Kong's publicly-funded universities.

- 2. Procedures to be Followed: You will be interviewed at your convenience for about 45-60 minutes in person and in your mother tongue. If you are willing, we will schedule an interview in private, either in your office or in a pre-booked meeting room at your institution (in the latter case I would appreciate your kind assistance in booking a room at your institution). The interview will be audio-recorded.
- 3. Voluntary Participation: Participation in this study is strictly voluntary. However, if you do agree to participate, your responses may be used in my EdD thesis, academic publications and/or presentations unless you withdraw from the study by 31 December 2015. To withdraw, please email me. Please note that you do not have to answer any questions you do not wish to answer.
- 4. Confidentiality: In my EdD thesis and whenever data from this study are published, your name, your post title, and the name of your institution will be replaced with a pseudonym; while all English Language Centres involved in this study will be labelled the same as "English Language Centre (ELC)" with a differentiating suffix "-X" as in "ELC-A" and "ELC-B". However, your background (e.g. work experience, and degree programme being undertaken), and your role within the ELC and the institution will be mentioned. And, the on-line head's message of your ELC, the on-line mission statements of your ELC and your university, the on-line Ordinance of your university, and so on will be mentioned and/or analyzed.
- 5. Handling and Storage of Data: All raw data collected during this research project, including the audio recordings of the interviews, will only be handled by the Investigator; and will be securely stored in password-protected storage.
- 6. Right to Ask Questions: Please contact the Investigator, Ms Man Tak Yam, with questions, concerns or complaints pertaining to this study. She is reading the EdD programme of the Graduate School of Education of the University of Bristol, United Kingdom, which is offered via the

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School of Continuing and Professional Education of City University of Hong Kong. This project is carried out under the supervision of Dr Frances Giampapa and Prof Roger Dale of the University of Bristol to fulfill the requirements of the EdD degree; and it is conducted for research purposes only.

7. Funding: This project does not receive any funding from any party. The EdD programme undertaken by the Investigator is a self-financed programme.

#### Participant Consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature:		
Your name:		
Date:		

XX November 2015

Dear XXX

Invitation to be an Interviewee for a Research Project "English Language Policy in Higher Education in Hong Kong – A Comparative Study (working title)"

I am Man Tak Yam, a Doctor of Education (EdD) candidate at the University of Bristol, United Kingdom. I write to seek your kind assistance with participation in an interview to be conducted for the above research project please.

The purpose of the study is to look into the post-colonial English language policy process in higher education in Hong Kong; and the responses to the relevant policies of senior administrators, English language teachers, and students in Hong Kong's publicly-funded universities.

This project is carried out to fulfill the requirements of the EdD degree that I am reading at the University of Bristol. My supervisors are Dr Frances Giampapa and Prof Roger Dale of the University of Bristol.

The interview questions explore your experience and views as the head or a teacher of the English Learning Centre (ELC) in your university; or as a student of your university. They also survey your opinions on the government/ University Grants Committee (UGC) English language policies in higher education. Individual interviews will be conducted by me for about 45-60 minutes in person and in the mother tongue of the interviewees. They will be audio-recorded.

If you are willing to take part, it would be appreciated if you would return the enclosed Consent Form please. I will contact you to schedule the interview at your convenience.

I would be happy to address any questions, clarifications, or complaints pertaining to this study. I can be contacted at

Thank you very much.

Best regards

Man Tak YAM (Ms)

### Head's<sup>43</sup> Message of ELC-A of University A<sup>44</sup>

#### Head's Message

- 1. "We seek to take ELC-A to the next level in terms of scale, scope and depth of quality. The 2015-2016 academic will undoubtedly be one of substantive development and performance."
- 2. Dr A's photo
- 3. Welcome to ELC-A website! I hope this will provide you with a comprehensive understanding of our role in UniA. ELC-A serves to develop and enhance students' English language proficiency, both in general usage as well as in their own academic disciplines.
- 4. Our mission is to provide top quality language teaching and learning experiences for students. This is delivered via formal language classroom teaching as well as the "soft approach" to language acquisition. While the former is realized by offering credit-bearing courses, the latter involves the use of interactive media and informal face-to-face time to raise students' interest in authentic language use. In addition to the much acclaimed ELC-A Facebook page, which provides a wide range of interactive learning activities, we are also introducing English learning through podcasting and launching a new website on Public Speaking in the 2015-16 academic year. Stay tuned.
- 5. The 2014-2015 academic year marked the end of the first 9-unit ELC-A curriculum structure cycle, and we now seek to take ELC-A to the next level in terms of scale, scope and depth of quality in the new academic year. Students will be pleased with the expanded curriculum in which more choices are provided. Additional resources obtained will help fuel the cross-collaboration efforts with other departments to provide quality tailored language teaching in the students' own disciplines.
- 6. Looking further in the future, ELC-A will also co-host an International Conference on the Development of English Across the Curriculum (EAC) in December 2015 to gather like-minded professionals in higher education to explore ways in which we can collaboratively enhance the use of English in the disciplines.
- 7. I believe these are some exciting developments in ELC-A, and I invite you to explore our website to learn more about the passion and ambition of our teaching team who are experienced and dedicated professionals from diverse cultural backgrounds.
- 8. Warm wishes,

<sup>43</sup> Pseudo post title and name are used for preserving the participants'/units' anonymity.

<sup>&</sup>lt;sup>44</sup> The numbering is not present in the original text and is added for referencing purposes without changing the meaning and/or the original presentation format.

- 9. Dr A's signature
- 10. Dr A

### Head's<sup>45</sup> Message of ELC-B of University B<sup>46</sup>

Message to Students from ELC-B Head

- 1. Welcome to the services and facilities of ELC-B of UniB.
- 2. Dr B's photo
- 3. The mission of ELC-B is to provide high quality English language services to help students complete their academic studies successfully and compete in the domestic and global job market upon graduation. The portfolio of ELC-B includes English language courses and co-curricular services and activities, which include opportunities and guidance for independent English language study as well as informal English language practice.
- 4. The principal ELC-B course is an English for Academic Purposes (EAP) course designed for students who need to meet the university English Language Attainment Requirement preparing them for academic study in a university which uses English as a medium of instruction. The course consists of focused English language instruction in academic literacy, helping them recognize and use the conventions and features of academic writing and to read critically.
- 5. In addition to EAP, ELC-B provides a large number of out-of-classroom support services and activities for all UniB students. This all comes under the umbrella of the English Language Support Services (ELSS) and has three main areas of focus independent learning, speaking and writing. The independent learning part of the suite provides students with the resources of the Self Access Centre which includes printed and on-line materials for English language learners and also offers workshops on IELTS and on specific English language skills to help students work independently on improving all aspects of their English. The speaking area offers presentation skills workshops and runs informal speaking activities and the writing section of the ELSS runs workshops on a variety of linguistic and rhetorical aspects of writing and also houses the Language Clinic which offers one-to-one peer advice on students' writing assignments.
- 6. Please come and visit our Self Access Centre or our General Office on the second floor of the Green zone to find out more about how we can help you improve your English language skills while you are studying at UniB.
- 7. Dr B's name Head, ELC-B

<sup>&</sup>lt;sup>45</sup> Pseudo post title and name are used for preserving the participants'/units' anonymity.

<sup>&</sup>lt;sup>46</sup> The numbering is not present in the original text and is added for referencing purposes without changing the meaning and/or the original presentation format.