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| RGC Ref. No.:<br>UGC/FDS14/H06/14<br><hr/> (please insert ref. above) |
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**RESEARCH GRANTS COUNCIL  
COMPETITIVE RESEARCH FUNDING SCHEMES FOR  
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**FACULTY DEVELOPMENT SCHEME (FDS)**

**Completion Report**

*(for completed projects only)*

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| <p><b><u>Submission Deadlines:</u></b></p> <ol style="list-style-type: none"> <li>1. Auditor's report with unspent balance, if any: within <b>six</b> months of the approved project completion date.</li> <li>2. Completion report: within <b>12</b> months of the approved project completion date.</li> </ol> |
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**Part A: The Project and Investigator(s)**

**1. Project Title**

Review of the current law school curriculum to promote the use of Cantonese in  


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Hong Kong courtrooms  


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**2. Investigator(s) And Academic Department(s) / Unit(s) Involved**

| Research Team          | Name / Post                        | Unit / Department / Institution                      |
|------------------------|------------------------------------|--|
| Principal Investigator | Lee Kim Hung / Assistant Professor | School of Translation / Hang Seng Management College |
| Co-Investigator(s)     |                                    |  |
| Others                 |                                    |  |

**3. Project Duration**

|  | Original    | Revised     | Date of RGC / Institution Approval<br><i>(must be quoted)</i> |
|--|-------------|-------------|---|
| Project Start Date                           | 1 Jan 2015  |             |   |
| Project Completion Date                      | 31 Dec 2016 | 30 Jun 2017 | 6 Dec 2016  |
| Duration <i>(in month)</i>                   | 24 months   | 30 months   | 6 Dec 2016  |
| Deadline for Submission of Completion Report | 31 Dec 2017 | 30 Jun 2018 | 6 Dec 2016  |

## **Part B: The Final Report**

### **5. Project Objectives**

#### 5.1 Objectives as per original application

1. What are the present problems concerning the use of English in Cantonese courtrooms?
2. Why do these problems arise?
3. What could be done in the long run in terms of the law school curriculum, including its curriculum design and pedagogy, to solve these problems?
4. Is it possible to build a corpus of Cantonese courtroom terminology in Hong Kong to supplement the *Glossaries of Legal Terms* compiled by the Department of Justice for research and educational purposes?

#### 5.2 Revised objectives

Date of approval from the RGC: \_\_\_\_\_

Reasons for the change: \_\_\_\_\_

- 1.
- 2.
3. ....

#### 5.3 Realisation of the objectives

*(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)*

##### Objective 1: What are the present problems concerning the use of English in Cantonese courtrooms?

This objective was fully achieved through courtroom observation, online data screening, interview and literature review. It was found that there was the problem of using English in Cantonese courtrooms. Examples were cited in section 2.1 of the resultant publication detailed in Part C below (“the publication”).

##### Objective 2: Why do these problems arise?

This objective was fully achieved through interview and literature review. It was found that there are six reasons for the problems (see sections 3.1 to 3.6 of the publication).

##### Objective 3: What could be done in the long run in terms of the law school curriculum, including its curriculum design and pedagogy, to solve these problems?

This objective was fully achieved through interview and literature review. Four approaches were identified to solve the problems (see sections 4.1 to 4.4 of the publication).

##### Objective 4: Is it possible to build a corpus of Cantonese courtroom terminology in Hong Kong to supplement the Glossaries of Legal Terms compiled by the Department of Justice

for research and educational purposes?

This objective was fully achieved through interview. It was found that it is possible to build the corpus (see section 4.4 of the publication).

#### 5.4 Summary of objectives addressed to date

| <b>Objectives</b><br><i>(as per 5.1/5.2 above)</i>  | <b>Addressed</b><br><i>(please tick)</i> | <b>Percentage Achieved</b><br><i>(please estimate)</i> |
|---|--|--|
| 1. What are the present problems concerning the use of English in Cantonese courtrooms?   | ✓  | 100%   |
| 2. Why do these problems arise?   | ✓  | 100%   |
| 3. What could be done in the long run in terms of the law school curriculum, including its curriculum design and pedagogy, to solve these problems?   | ✓  | 100%   |
| 4. Is it possible to build a corpus of Cantonese courtroom terminology in Hong Kong to supplement the <i>Glossaries of Legal Terms</i> compiled by the Department of Justice for research and educational purposes? | ✓  | 100%   |

## 6. Research Outcome

### 6.1 Major findings and research outcome

*(Maximum 1 page; please make reference to Part C where necessary)*

1. There are currently problems concerning the use of English in Cantonese courtrooms. Through courtroom observation, online data screening, interview and literature review, it was found that legal professionals are prone to using English terms in Chinese trials. This poses a communication hurdle for some defendants. Examples were cited in section 2.1 of the resultant publication detailed in Part C below (“the publication”).
2. The problem of using English in Chinese courtrooms was the result of several factors such as the lack of training for law students in universities. These factors, altogether six of them, were discussed in section 3 of the publication.
3. To overcome the problem, something could be done in the long run in terms of, among others, the law school curriculum, including its curriculum design and pedagogy. In this respect, a total of four approaches were identified to help nurture legal professionals with Chinese skills. They were discussed in section 4 of the publication.
4. As an effective language training tool, a corpus of Cantonese courtroom terminology in Hong Kong to supplement the *Glossaries of Legal Terms* compiled by the Department of Justice for research and educational purposes can be built. This approach for solving the above problem was also discussed in section 4 of the publication.

## 6.2 Potential for further development of the research and the proposed course of action (*Maximum half a page*)

1. Actual teaching and learning plans for training legal Chinese in universities and evaluation tools for their effectiveness could be explored in further research. Researchers should collaborate with law teachers to work out the details since front line experience must be part of the research for the sake of credibility and feasibility.
2. As mentioned in 6.1, a corpus of Cantonese courtroom terminology should be built. This is vital for the development of legal bilingualism in Hong Kong. And since it entails a lot of coordinated work between researchers, the judiciary and university teachers, application for RGC funding and collaboration with other stakeholders are required.

## 7. Layman's Summary

(Describe in layman's language the nature, significance and value of the research project, in no more than 200 words)

A former British colony, Hong Kong has been practising the common law system for more than 150 years and English was the sole language of the law in Hong Kong before the 1970s. As the overwhelming majority of the city's population are Cantonese speaking, the judiciary introduced Cantonese as a trial language in the magistrates' courts some 40 years ago to reduce the distance between the law and the general public. However, while statistics suggest that more than 80% of trials in the magistrates' courts are conducted in Cantonese today, the reality speaks otherwise. Judges and counsel often resort to English in Cantonese courtrooms. This research highlights and analyses this issue using courtroom data; interviews with judges, lawyers, law students and ordinary citizens; law school teaching and learning materials; and relevant academic references. It aims to review the current curriculum of law schools in Hong Kong on the provision of courtroom Cantonese training and to suggest further steps to enhance the Cantonese skills of law students, so as to make Cantonese an effective courtroom language and ensure easier access to legal proceedings by the public.

**Part C: Research Output****8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**

*(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)*

| The Latest Status of Publications |  |              |                                 | Author(s)<br>(denote the corresponding author with an asterisk*) | Title and Journal / Book<br>(with the volume, pages and other necessary publishing details specified) | Submitted to RGC<br>(indicate the year ending of the relevant progress report) | Attached to this Report<br>(Yes or No) | Acknowledged the Support of RGC<br>(Yes or No) | Accessible from the institutional repository<br>(Yes or No)     |
|-----------------------------------|--|--------------|---------------------------------|--|---|--|--|--|---|
| Year of Publication               | Year of Acceptance<br>(For paper accepted but not yet published) | Under Review | Under Preparation<br>(optional) |  |   |  |  |  |   |
| 2018-2019                         |  | ✓            |                                 | Lee Kim Hung   | 〈香港雙語法制下法律人員在法庭以中文發言的問題〉<br>(to be published as a book chapter by HKU Press)                          |  | Yes<br>(Annex 1)                       | Yes  | No<br><br>(Will be accessible once it is officially published.) |

**9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered**

*(Please attach a copy of each conference abstract)*

| Month / Year / Place                                | Title   | Conference Name  | Submitted to RGC<br>(indicate the year ending of the relevant progress report) | Attached to this Report<br>(Yes or No) | Acknowledged the Support of RGC<br>(Yes or No) | Accessible from the institutional repository<br>(Yes or No) |
|---|---|--|--|--|--|---|
| July/ 2016/ Beijing Language and Culture University | Teaching of Oral Legal Chinese in Hong Kong Law Schools: Problems and Methods | The 24 <sup>th</sup> Annual Conference of the International Association of Chinese Linguistics | 2016   | Yes<br>(Annex 2)                       | No<br>(No space for acknowledgement)           | Yes   |

**10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning**

*(Please elaborate)*

1. The research has generated a rich databank from which a lot of examples on using English in Chinese courtrooms could be used for teaching legal language and translation at the undergraduate and postgraduate level at the PI's College.
2. The publication is meant for reading by legal professionals to improve their understanding of the research topic, so that they would be able to improve their actual practices of legal Chinese.
3. The implementation of the training methods by the judiciary and universities as proposed in the publication will improve the Chinese language skills of legal officers and benefit the quality of trials in Hong Kong in the long run.

#### 11. Student(s) Trained

*(Please attach a copy of the title page of the thesis)*

| Name | Degree Registered for | Date of Registration | Date of Thesis Submission / Graduation |
|------|-----------------------|----------------------|--|
| NA   |                       |                      |  |

#### 12. Other Impact

*(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)*

The research triggered the idea of a book project on Hong Kong legal bilingualism written by scholars from three tertiary institutions, namely the Hong Kong University, Chinese University of Hong Kong (Shenzhen) and Hang Seng Management College. The book, co-edited by the PI, is under review for publication by HKU Press in 2018-2019.

#### 13. Public Access Of Completion Report

*(Please specify the information, if any, that cannot be provided for public access and give the reasons.)*

| Information that Cannot Be Provided for Public Access | Reasons |
|---|---------|
| NA  |         |

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COMPETITIVE RESEARCH FUNDING SCHEMES FOR  
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**FACULTY DEVELOPMENT SCHEME (FDS)**

**Completion Report - Attachment**

*(for completed projects only)*

**RGC Ref. No.:** UGC/FDS14/H06/14

**Principal Investigator:** Lee Kim Hung

**Project Title:** Review of the current law school curriculum to promote the use of Cantonese in Hong Kong courtrooms

**Statistics on Research Outputs**

|  | Peer-reviewed Journal Publications | Conference Papers | Scholarly Books, Monographs and Chapters | Patents Awarded | Other Research Outputs (Please specify) |
|--|------------------------------------|-------------------|--|-----------------|---|
| No. of outputs arising directly from this research project [or conference] | 0                                  | 1                 | 1  | 0               | 0                                       |