

RGC Ref. No.:
 UGC/FDS17/H01/15
 (please insert ref. above)

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

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report
(for completed projects only)

Submission Deadlines: 1. Auditor's report with unspent balance, if any: within **six** months of the approved project completion date.
 2. Completion report: within **12** months of the approved project completion date.

Part A: The Project and Investigator(s)

1. Project Title

An exploratory study on the medium of instruction (MOI) of the self-financing tertiary institutions in Hong Kong

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

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	YEUNG, Yim King Marine / Assistant Professor	School of Arts and Humanities / Tung Wah College
Co-Investigator(s)	N.A.	N.A.
Others	N.A.	N.A.

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1 January 2016	1 January 2016	N.A.
Project Completion Date	31 December 2017	30 June 2018	5 January 2018
Duration (in month)	24	30	5 January 2018
Deadline for Submission of Completion Report	31 December 2018	31 December 2018	N.A.

Part B: The Final Report

5. Project Objectives

5.1 Objectives as per original application

The study aims to find out

- a) how explicit the language policy of individual institutions is perceived to be by teachers and students;
- b) whether teachers and students face any difficulties in implementing the language policy, and how they cope with the difficulties;
- c) which language(s) the teachers normally use as the medium of instruction, and how and why such language(s) are used;
- d) which language(s) the teachers and students think should be used as the medium of instruction, and why such language(s) should be used.
- e) the students' self-perceived proficiency in English and Putonghua and their opinions and concerns about learning in these two languages.

5.2 Revised objectives

Date of approval from the RGC: N.A.

Reasons for the change: N.A.

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)

As planned, twelve groups of students from various disciplines of five of the self-financing tertiary institutions with considerable student intakes and twelve teachers from the same disciplines accepted our invitation to participate in the study. Each of the objectives of the study was explicitly addressed in the interviews, and responses were obtained and analysed within the set timeframe. In other words, the project was successfully implemented. The findings derived clearly addressed the overall research question, bearing three presentations in international conferences and a publication in a peer-reviewed journal, and possibly more in the near future. It is therefore believed that the objectives of the project were largely achieved.

5.4 Summary of objectives addressed to date

Objectives <i>(as per 5.1/5.2 above)</i>	Addressed <i>(please tick)</i>	Percentage Achieved <i>(please estimate)</i>
a. how explicit the language policy of individual institutions is perceived to be by teachers and students;	✓	100%
b. whether teachers and students face any difficulties in implementing the language policy, and how they cope	✓	100%

with the difficulties;		
c. which language(s) the teachers normally use as the medium of instruction, and how and why such language(s) are used;	✓	100%
d. which language(s) the teachers and students think should be used as the medium of instruction, and why such language(s) should be used.	✓	100%
e. the students' self-perceived proficiency in English and Putonghua and their opinions and concerns about learning in these two languages.	✓	100%

6. Research Outcome

6.1 Major findings and research outcome

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

Findings from the study address the question of whether teachers and students in the self-financing tertiary institutions are inclined and able to adhere to the EMI policy and how they actually implement it. It was found that despite the difficulties many of the teachers and students have in using English in teaching and learning, the majority of them have rather strong preference for keeping English as the main medium of instruction. However, their views of “EMI” and the way they practise it as revealed by this study arouse concerns about how their attempt to stick to the policy may affect their English learning in the long-run. This is discussed in a published journal article details of which are provided in Part C of this report.

6.2 Potential for further development of the research and the proposed course of action

(Maximum half a page)

It can be argued that the participants of the study do not view Putonghua as a plausible MOI because they lack proficiency in this language. However, with the enforcement of the policy of using Putonghua as the medium of instruction in Chinese and other subjects in an increasing number of primary and secondary schools in Hong Kong, future university students may have different views and preferences regarding the MOI in their education. This could be a topic for further research.

Another issue worth investigating is how EMI can be realistically adopted in ESL or EFL environments. This could lead to the exploration of different models of adoption of the policy, curriculum designs, pedagogical approaches and strategies to raise students’ general and academic English standards. These may be pursued in future research.

7. Layman’s Summary

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

This study, driven by a lack of understanding of how English, Cantonese and Putonghua are used in higher education in the increasingly multilingual society of post-1997 Hong Kong, has shed light on the reality of what is actually occurring in tertiary classrooms regarding the implementation of the English as the medium of instruction (EMI) policy. The findings reveal that even though the students of the self-financing tertiary institutions tend to be academically less accomplished and weaker in English than their counterparts in the government-funded universities, the majority of them still hold on to the ideal of being educated in an EMI environment, no less than their teachers attempting to adhere to the EMI policy. This exploratory study therefore helped enhance the public’s understanding of the reality of language use in the tertiary classrooms and supplement policymakers’ understanding of the teachers’ and students’ perceptions about the EMI policy and the ecology of language use in the tertiary education sector in Hong Kong. With a better understanding of the teachers’ and students’ preferences, the challenges they face and the way they cope, this study is expected to inspire further investigation and more solution-oriented discussion on the issue among the stake-holders.

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) (denote the corresponding author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the institutional repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2018				Marine YEUNG, Vic LU	English-Medium Instruction in Self-Financing Tertiary Institutions in Hong Kong--Views and Practices from the Students. <i>English Language Teaching</i> , 11(8), 28-39.	Paper can be accessed online at URL: http://doi.org/10.5539/elt.v11n8p28	Yes	Yes	Yes

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 (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the institutional repository (Yes or No)
23-25 August 2018/University of Toronto, Canada	The use of English as a medium of instruction in higher education in an increasingly globalized world – aspiration and adaptation	Multidisciplinary Approaches in Language Policy & Planning Conference		Yes	Yes	No
11 – 13 July 2017 / Florence, Italy	The promise and compromise of the use of English as a medium of instruction – perspectives from teachers from self-financing tertiary institutions in Hong Kong	The 4th International Conference on Language, Literature and Culture in Education 2017 (LLCE 2017)	Yes (Last Progress Report Submitted in March 2018)		Yes	Yes

4-6 August 2016 / Fukuoka, Japan	The medium of instruction policy of self-financing tertiary institutions in Hong Kong – reality from the students' perspective	The 2nd Conference on Globalization of Second Language Acquisition and Teacher Education (SLATE)	Yes (Last Progress Report submitted in March 2017)		Yes	No
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10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning

(Please elaborate)

An enriched understanding of the reality in the supposedly EMI teaching environment in self-financing tertiary institutions in Hong Kong gained through this research has aroused my awareness as well as that of other practitioners of the challenges faced by the teachers and students in these institutions and how they cope with the EMI policy. This study therefore inspires reflection on the teaching and learning process and the search for strategies to address the issue, thus contributing to the quality of teaching in these institutions and similar educational settings in Hong Kong as well as other countries.

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
N.A.			

12. Other Impact

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

N.A.

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
N.A.	

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FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report - Attachment
(for completed projects only)

RGC Ref. No.: UGC/FDS17/H01/15

Principal Investigator: YEUNG, Yim King Marine

Project Title: An exploratory study on the medium of instruction (MOI) of the self-financing tertiary institutions in Hong Kong

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]	1	3	0	0	One more conference paper/journal article is under preparation