University: The Education University of Hong Kong
Unit of Assessment (UoA): 33 Linguistics & language studies
Total number of eligible staff of the university in the UoA: 10

(1) Context
The UoA comprises an academic department (Department of Linguistics and Modern Language Studies, LML) and a Faculty-level research centre (Centre for Research on Linguistics and Language Studies, CRLLS). The former was set up in 2012 with 11 academic staff. The latter was established in 2016 with an aim to build a platform for promoting inter-disciplinary research. Among the 13 members, 8 come from LML while 5 come from other departments such as International Education, Chinese Language Studies, Literature and Cultural Studies. The UoA identified three research areas: **(a) Corpus linguistics & language technology; (b) language acquisition and learning; and (c) Language in society.**
Besides promoting scientific study of human language, its learning and its use in multilingual contexts, the UoA also aims at educating and informing the public about the scientific study of language, language learning and language use through Knowledge Transfer activities and producing social impact with the research work. The research projects secured by the members of the UoA over the past years focused on some critical linguistic issues (in bold below) pertinent to the multilingual setting of Hong Kong, with special focus on Putonghua/Modern Standard Chinese, English and Cantonese. They all fall into the three above-mentioned research areas of the UoA:

1. Effects of Phonological Rule-based and Acoustic Perceptual-based Instructions on the Prosodic **Acquisition of English Word Stress by Chinese ESL Learners** – Dr Rebecca Chen
2. Construction of gender in primary literacy resources: A study of readers for **Hong Kong early learners** – Dr Jackie Lee
3. **Narrative development in school-age South Asian children** in Hong Kong – Professor Cheung Hin Tat
4. **Trilingual Education** in Hong Kong primary schools: English, Cantonese and Putonghua as Medium of Instruction in different subjects and **implications for language learning** – Dr Wang Lixun
5. Linguistic Analysis of Mid-20th Century **Hong Kong Cantonese** by Constructing **an Annotated Spoken Corpus** – Dr Andy Chin
6. **A self-learning open platform of Chinese for non-Chinese speaking learners** – Dr Andy Chin

There are also projects promoting the use of clinical linguistic knowledge in the assessment and treatment of Chinese children with speech sound disorder. All these projects are embedded with potential KT elements which can be transferred outside the HEIs and create impact on language learning and teaching in multilingual societies such as Hong Kong and Greater China.

(2) Approach to impact
The UoA is mindful of the importance of knowledge transfer and creating social impact from academic research. Over the years, the UoA organised different types of KT activities to interact with non-academic users with an aim to understand to what extent its research has impacted on these users. The mechanism of creating impact consists of the following: (a) Making our language data available online in the form of corpora for target beneficiaries to access (b) hosting workshops and seminars to share with the beneficiaries how corpora can enhance language teaching and learning, as well as linguistics research. Here are a few examples:
(a) **Educational Linguistics 2.0 – The Use of Corpora in Language Teaching** (http://corpus.eduhk.hk/CAP/). The project provides rich information and fruitful resources in order to help school language teachers (e.g. primary and secondary) to develop a good corpus literacy as well as take full advantage of the new pedagogy. A total of 10 workshops were conducted with more than 300 participants from more than 100 schools in Hong Kong and Mainland China. The PI is Dr Angel Ma.

(b) **Teaching Grammar and Readers** (http://corpus.eduhk.hk/grammar/) provides useful and handy grammar teaching resources for school teachers. The project has organized workshops with 50 local schools, 7 schools in Thailand, and over 130 schools in Mainland China. About 600 teachers and about 400 students have accessed the materials in the website. The PI is Dr Jackie Lee.

Workshops on child language development and speech disorder were held in Mainland China which were attended by about 250 speech pathologists and health workers. The PI is Professor Cheung Hin Tat.

(3) Strategy and plans

Social impact builds on underpinning research. The UoA members thus have been active in seeking research funding to develop projects. When designing a research, members are always reminded of considering the long term academic and social impact to be generated from the proposed research. Besides research grants, UoA members also participate in other types of projects such as **Teaching and Learning Development Grants, Knowledge Transfer Fund**, etc. to construct platforms to disseminate their research findings to the public such as language teachers and students. The two corpora described in the previous paragraph were supported by the Knowledge Transfer Fund of the UoA's university. In the summer of 2019, two members in the UoA (Dr Andy Chin & Dr Shin Kataoka) secured two project grants, one from the **Standing Committee on Language Education and Research (SCOLAR),** and one from the **Lord Wilson Heritage Trust Fund** respectively. These two projects are related to teaching/learning and preservation of Cantonese (as well as Chinese).

The UoA, from time to time, organizes professional workshops and seminars to disseminate the research finding and their applications in language teaching and learning. In May 2019, the UoA organized the School of Cantonese Studies (https://www.eduhk.hk/lml/scs2019/en/), a first-ever attempt in the field. The School attracted about 60 participants from different parts of the world, including Hong Kong, Mainland China, Taiwan, France, the United Kingdom, the USA, Singapore, Malaysia and Russia. Besides undergraduate and postgraduate students, there were general public who took this opportunity to deepen their knowledge about Cantonese.

Besides academic activities, **social media** is another channel for the UoA to engage the public. Dr Andy Chin has been interviewed by the media to share his work on language studies and views on language issues. He is currently working with the Communications Office of the University to launch an online platform (Instagram, Facebook, YouTube) to share with the public some interesting linguistic issues on Cantonese and promote how Cantonese can be studied in a systematic and rigorous way.

The above two examples, together with the Cantonese corpus, won prizes at international invention expo demonstrating the application of corpus research in language education. [LINK].

(4) Relationship to case studies

The above strategy can be reflected in the chosen impact case – **Corpus-based studies of Cantonese**. Traditional studies of Cantonese rely on fieldwork data and not much has been done from a corpus-based approach. The corpus-based approach can allow us to understand how the language is used both quantitatively and qualitatively. The corpus was first created in 2012 with a support of an internal research grant from the University. With the success of this pilot study, an external competitive research grant was secured from the Government to expand the corpus. Relevant KT activities were conducted such as the construction of an online museum of Cantonese (http://corpus.eduhk.hk/museum/), and workshops for learners of Cantonese. The PI appeared in media interviews introducing how the corpus data can enrich the understanding of the development of Cantonese. In September 2019, the PI secured a project fund from SCOLAR entitled A Self-learning Open Platform of Chinese for Non-Chinese Speaking Learners based on his track record on Cantonese corpus research.

Overall speaking, the impact case chosen for this submission aligns with the UoA's overall strategy of creating impact from underpinning research. These include the provision of language data, public engagement via media interviews, and the organization of KT activities such as professional workshops and websites.