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PERCEPTIONS OF LANGUAGE: HOW CULTURE AND IDENTITY SHAPE ENGLISH
TEACHING PRACTICES IN SUMMERBRIDGE HONG KONG

Master's Thesis in Education

FACULTY OF EDUCATION

Master's Degree Program in Education and Globalisation

2018



Faculty of Education

Thesis abstract

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Master's Degree Programme in Education and Globalisation		Wu, Kimberly	
Title PERCEPTIONS OF LANGUAGE: HOW CULTURE AND IDENTITY SHAPE ENGLISH TEACHING PRACTICES IN SUMMERBRIDGE HONG KONG			
Major subject Education	Type of thesis Master's Thesis	Year 2018	Number of pages 60 pages, 1 appendix
Abstract <p>Language and culture play an important role in shaping one's identity. How then do English language teachers in an education non-profit in Hong Kong realize their identities and perceptions of language in their teaching practice? Through this research, teacher perceptions of language were largely influenced by their own cultures and identities and can be shown in their teaching practice. By examining the teachers' self-reflections, lesson plans, and researcher's observations, the link between culture, identity, and practice are examined.</p> <p>The theoretical framework can be divided into two categories: language theories and language teaching theories. Language theories rely on a combination of a few theories, however the main theory used is the Context of Culture by Claire Kramsch. Other language theories used relate to identity, agency, and empowerment, and rely on the works by Cummins, Peirce, Norton, Morgan, and Duff and Uchida. The main language teaching theory is based on Content Language Integrated Learning (CLIL), namely the Coyle's Four C's Curriculum and Van Lier's Theory of Practice.</p> <p>This research has characteristics of a case study and there were eight participants. The teachers' reflections were divided into six themes: Language as Academic Subject; Understanding, Connections with People; Success or Opportunity; Teacher Professional Development; Self-reflexivity and Consciousness; and Change. Afterwards, the lesson plans were integrated into those six themes. Any gaps that the lesson plans could not fill, were supplemented with the researcher's own observations in the classroom and during check-in meetings with the teachers. Therefore, a triangulation of the data was used to support the research question.</p> <p>The data revealed that the teachers own life histories greatly shape their ideas about language. Culture and identity influence how their life histories took shape and therefore affected how they have come to see language in various dimensions. It is through their interactions with their students that the teachers demonstrate a complex exchange of cultures and which they use to help empower their students to do better than they were at the start of the program. This research explores more in depth the teachers' personal beliefs of language, how it is shared with their students, and what is actually taught in the classroom.</p>			
Keywords language, culture, identity, agency, teaching practice, context of culture, CLIL			

ACKNOWLEDGMENTS

For my mother, who always told me to pursue my dreams. Without her guidance and wisdom, I would not be where I am today. Special thanks to my supervisor, Magda Karjalainen, for her help and willingness to assist me on my research journey. Thanks for being patient with me and recommending useful suggestions along the way. Thank you to my participants and everyone at Summerbridge Hong Kong. You were all my inspiration. Finally, thank you to my peers and EdGlo family. For without their continued support and encouragement, I would not have made it this far. I am truly blessed to know such wonderful people.

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1. INTRODUCTION

Language is a part of our everyday lives. It shapes how we understand each other and how we transmit information. Our language is a part of who we are and where we are from. It shapes our identity and who we are as citizens of society. In that sense, language, identity, and culture are tightly interrelated.

Within Hong Kong society, there is an emphasis on learning languages (Qian, 2008). It influences much of the culture and identity of the Hong Kong people. In this thesis, I will be exploring the foreign and local teachers' relationship to language and how that impacts their teaching practice. The hope is to better understand how perceptions of language can affect the way foreign language teachers teach and share information to their students and whether there were any changes observed through their experience of teaching English.

Researcher Background and Position

Language has always played an important role in my life. My parents are immigrants from Taiwan, so I learned Mandarin Chinese and English in conjunction with each other. I was marked as an English Language Learner for years before the label, and with it the stigma, was removed during my teenage years. Throughout my life, I have experienced how much value is placed in knowing English, not only because it is the language that the majority of people speak in the United States, but also in other parts of the world where children learn English in school. My own relationship with the English language ultimately left a strong impression on me and influenced my decision to become an English teacher.

I first became interested in Hong Kong and the role English plays within its society when I was an intern teacher at Summerbridge Hong Kong (SBHK), a local nonprofit, in the summers of 2012 and 2013. It became apparent that the English language holds an elite status in Hong Kong, and student exposure to the language is not equal across all socioeconomic levels. SBHK tries to alleviate that gap and gives students from disadvantaged families a chance to engage and learn English in a non-competitive setting. Although I eventually became an English teacher in Taiwan for three years, Hong Kong continued to intrigue me as I watched media coverage on events such as the Umbrella Movement. At the time when this research was conducted in 2017, it marked the twentieth anniversary of the handover of Hong Kong to China, the end of British colonial rule. Thus, how language is valued in Hong Kong society needs to be further examined in order to determine what is the current state of language and language policy after colonial rule.

In 2017, I was the Dean of Faculty for Summerbridge Hong Kong, meaning that I was mainly focused on the teachers and teacher training in the program. As a researcher who was also involved in the work of the nonprofit, I became curious about how teachers perceived language and how that influenced their practice during my classroom observations and check-ins with them. Since I understand how my own relationship and perceptions of language is shaped largely by my experiences in both the Taiwanese and American culture, I wanted to see if other teachers' cultural backgrounds influenced their identity and teaching as well.

Purpose

The purpose of this research is to understand how teachers' perceptions of language shape teaching practice and pedagogy. The reason behind this kind of research project is that there have been many quantitative studies on English education in Hong Kong, based largely on surveys and test scores. There is limited qualitative data available about Hong Kong. One of the few is Angel Lin's study on postcolonialism in Hong Kong and how English is used to maintain old social inequalities within Hong Kong society. In addition, a large amount of studies has focused on students and not enough on teachers (Qian, 2008; Evans, 2008; Lin 1997; Xu, 2014; Lin & Morris, 2010).

Within the study of foreign language teaching and learning and second language acquisition, there is also little study on the cultural impacts on teaching even though the link between language and culture is nothing new. Mainly influenced by the works of Claire Kramsch (1993), this research hopes to explore the realms of culture, language, and identity and how they interplay with one another to influence teaching practice.

Research Question

The research question for this particular study is:

How do Summerbridge teachers' perceptions of language shape their teaching practice?

The question will be further broken down to:

- How do culture and identity shape those perceptions?
- What can be said about their teaching practice based on their culture and identity?

Essential to the formation of this research question is the belief that culture, identity, and language are all interrelated with one another. This conception can be represented in the following diagram:



Figure 1

In the diagram, the relationship between culture, identity, and practice can be seen as separate distinct parts. However, the aim of the research is to find where all three concepts meet, hence the target of the research located in the middle.

2. RESEARCH CONTEXT

2.1 Sociocultural and Historical Context

Although this paper does not focus on the theories of postcolonialism or the global spread of English, it is still an important aspect of Hong Kong history and legacy. The history of Hong Kong and postcolonialism will briefly be described in order to give some broader contextual background on the current education system in Hong Kong and to understand what role English plays in Hong Kong society.

Tsui and Tollefson (2017) note that the unprecedented spread of English around the world has caused much debate about the social, economic, cultural effects on the non-English speaking countries. This is especially true in Asia, where English is encouraged by the government and is an integral part of the school curriculum. Phillipson (1992) describes this phenomenon as linguistic imperialism. Linguistic imperialism is defined as the homogenization or destruction of other cultures and languages (Phillipson, 1992). Despite this linguistic imperialism and English becoming a “lingua franca” in a globalized world, McKay (2011) makes the distinction that it is “important to describe the local linguistic ecology of interactions, as well as the social dimensions of particular interactions” (p. 127).

Kachru (2011, p. 155) notes that the “global spread of English has affected all domains of human activity from language in education to international relations.” Therefore, it is important to look at the role of English, its status, and its purposes in different contexts. Kachru (2011) further explains that the English-using world can be further divided into different concentric circles. The innermost circle is the historical and traditional origins of English (England), which later spread to other circles which use English as a primary means of communication (Scotland, Wales, Ireland, USA, Canada, Australia, New Zealand). Hong Kong falls within the Outer Circle, the former colonies and/or spheres of influences of countries like the United Kingdom. This means that English is still used in various aspects of society, including education, administration, and the legal system (Kachru, 2011). However, as McKay (2011) notes, although Kachru’s (2011) model does recognize the different varieties of English, it does not capture the complexities of the spread of English. As Lowenberg (2002) further explains, there exists a variety of standardized English in many Expanding Circle nations. This is also true for people within the same country in which different standards of English and language proficiency may vary depending on specific social contexts (Lowenberg, 2002).

Hong Kong's history also plays an important role in understanding the context of this research. In the 1840s Hong Kong was ceded to Great Britain, introducing the English language in Hong Kong society (Qian, 2008). English became the official language of Hong Kong until the island was returned to China in 1997. As Qian (2008) states, during the period of colonial rule, English was regarded as the most important language among the colonial government, expatriates, and local elites. English, therefore, became a status symbol among Chinese professionals and came to represent elitism within Hong Kong society.

Despite the majority of the population speaking Cantonese, it was not until the Official Language Ordinance in 1974 when Chinese became another recognized official language (Qian, 2008). After the return of Hong Kong to China, the government of the Special Administrative Region required that all official documents be published in both English and Chinese (Qian, 2008). This transition in power marked the beginning of Hong Kong's Bilingual and Trilingual Policy (BTP), which dictates that the people of Hong Kong are expected to not only be able to read and write in English and Chinese, but also speak Cantonese, *Putonghua* (Mandarin), and English. As Lin (1997) notes however, "Cantonese is placed close to the bottom of such a hierarchy, even though in reality it is socially and culturally the most important language for the majority of people in Hong Kong" (p. 433). This creates an environment where students must strive to learn a language that is not necessarily a part of their everyday lives.

As a former British colony, the people of Hong Kong believe that they are expected to have high levels of English language skills (Lin, 1997). According to Lin (1997), two economic factors contribute to the reasons behind why the local Hong Kong people think that there is value in knowing English. The first is that the local people themselves are scared to lose their economic prosperity. The second being that China has emerged as a powerful industrialized economy, making Hong Kong an attractive place for business (Lin, 1997). This has direct influence on how the government sees language, especially English in its education.

One of the unique features of English in Hong Kong besides its status symbol is its particular connection with the job market. In the 1997 curriculum, it is stated that English is a skill to help students prepare themselves to work in large international companies. The Hong Kong Education Commission issued a report in which it stated that

A community-wide effort is needed to clarify what levels of language proficiency are expected by all the main public and private sector organizations of Hong Kong which employ those leaving the education system. This will provide a clearer picture of the language development goals which the education system should seek to achieve. These organizations should identify

the patterns of language use in their operations, and define the expected language achievement of their employees. (Hong Kong Commission, Report of the Working Group on Language Proficiency, 1994, as cited by Lin, 1997, p. 435).

The needs of the employers and businesses are at the forefront of education policy, making this one of the unique features in the context of Hong Kong. Language education is market driven and a response to the global reputation Hong Kong has as an international city of commerce and business.

In addition, schools in Hong Kong are divided by language. According to Evans (2008), Hong Kong, like many former English colonies, used English as a medium of instruction in schools. However, the colonial government began pushing for Chinese as the medium of instruction as early as the 1970s albeit with much resistance from parents and schools (Xu, 2014).

After the handover of Hong Kong, the new government announced a change at the secondary school level: about three-fourths of the English Medium Instruction Schools (EMI) would change to Chinese Medium Instruction Schools (CMI) (Evans, 2008). As Evans (2008) and Qian (2008) point out, despite major language alterations in secondary schooling, English was still regarded as an elite language especially between professional and business circles. In addition, the new language-in-education policy implemented in 2012 allowed for greater flexibility in EMI subjects, which further advances the use of English in the classroom by allowing schools to choose the medium of instruction pertaining to particular subjects (Xu, 2014). Thus, the English language remains an important aspect of Hong Kong society even if most schools teach in Cantonese.

Interestingly, despite the divide between EMI and CMI schools and subjects, many universities offer more courses taught in English (Xu, 2014). Since universities teach mainly in English, the majority of students enrolled in CMI schools are at a disadvantage compared to their EMI counterparts. Lin and Morris's (2010) study concludes that the switch from EMI to CMI schools in 1997 proved to have a negative effect on the majority of students (Lin & Morris, 2010).

2.3 Summerbridge Hong Kong

Since the ability to speak and understand English places the majority of students in CMI schools at a competitive disadvantage, Summerbridge Hong Kong tries to lessen that gap. Summerbridge Hong Kong is a nonprofit organization that was founded in 1992. Its aim is to provide an alternative all-English learning environment for underprivileged children in Hong Kong. It is a two-year program for the students, who range from ages 13 to 15, that attend local CMI schools.

The teachers are between the ages of 16 to 22 and are from predominantly English-speaking countries such as Canada, the United States, and the United Kingdom. Because of the closeness in age between the teachers and students, Summerbridge follows a “students teaching students” model. Therefore, it is important here to emphasize that Summerbridge teachers are not professionally trained. Some are in the process of teacher training at their university, but others are not. For convenience of this research, though, Summerbridge teachers will still be referred to as teachers since that is the title they are given during the program.

There are two main goals of Summerbridge. First, is to foster essential life skills that are often not taught in the Hong Kong classroom. These life skills, called “spirits” in Summerbridge, include teamwork, support, motivation, participation, bravery, respect, love of learning, and English all the time. The second is the academic portion of the program in which teachers think, plan, and create their own curriculum to teach over the course of six weeks. The life skills and the academic component of the program are often intertwined with one another as teachers are encouraged to try to incorporate as many life skills they can into their lessons. Figure 2 below shows the growth of Summerbridge students and their development of these life skills.

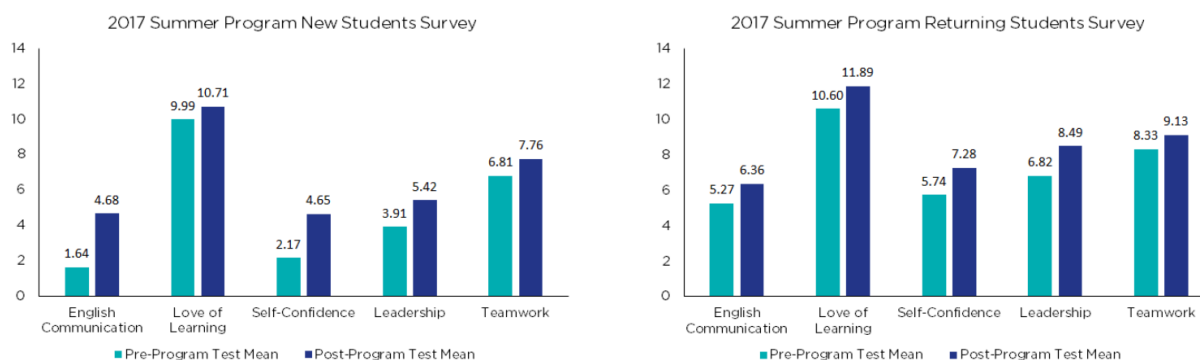


Figure 2 (Summerbridge, n.d., Why it matters)

Summerbridge provides an alternative to regular schooling in Hong Kong. It emphasizes a non-competitive environment and stresses students and teachers to work together in order to reach their goal. This is also emphasized in the classroom where teachers are instructed to not divide the classes into “team” activities where there is a clear winner and loser. Instead, the class can work in groups or as a whole to achieve the objective of the lesson.

Overall, Summerbridge has continued to have a large impact on the lives of Hong Kong students. Not only are the students performing better in exams, but they have developed essential skills that have improved their confidence and motivation to learn. The following

graph (Figure 3) shows how Hong Kong students perform on the Hong Kong Diploma of Secondary Education exams, which allows students to apply to local universities.

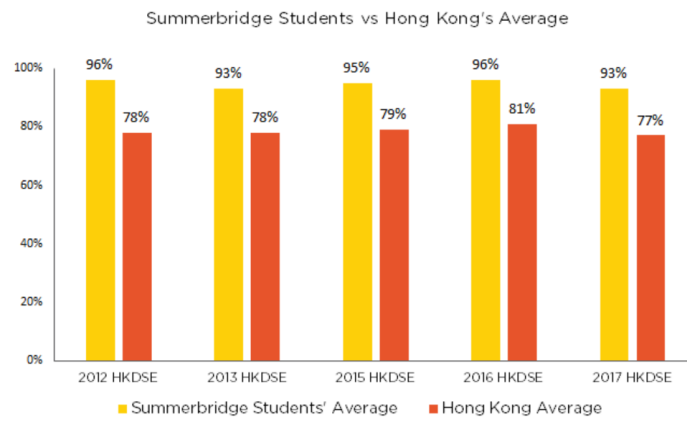


Figure 3 (Summerbridge, n.d., Why it matters)

3. THEORETICAL FRAMEWORK

The theoretical framework is divided into two parts. Language theories will cover the first part of the research question covering the perceptions and how that shapes the culture and identities of the teachers. These will include theories in applied linguistics, the context of culture, identity, and agency. For the second half, language teaching and learning theories will be covered with a focus on Content and Language Integrated Learning (CLIL). This will include CLIL theories that are used to best inform teaching practice.

3.1 Language Theories

Applied Linguistics

This research draws on applied linguistics, which, although difficult to define as a field (Pennycook, 2001), offers this study a relevant frame. It is important because of its interdisciplinarity and for its use of theory and practice. Applied linguistics can refer to the study of foreign languages and second language teaching and learning, or to the study of language and linguistics in relation to translation, lexicography, and speech pathology (Pennycook, 2001, p. 2). This research will use the first definition as it deals specifically with second or foreign language teaching and pedagogy. Applied linguistics is interdisciplinary and relies on a variety of areas such as sociology, anthropology, cultural studies, psychology, and education (Pennycook, 2001). What makes applied linguistics unique is that the different areas are not necessarily distinct and separate. Applied linguistics is also not codependent on these disciplines and therefore provides new insights to these respective studies.

Pennycook (2001) also notes that there has been debate about the distinction between the theory and practice of applied linguistics. Whereas some see the two as separate and argue that applied linguistics does not reflect reality, Pennycook (2001) makes the argument that the two are actually deeply interwoven. In addition, applied linguistics needs to be explored in all its different contexts including the reflexive nature of its theory and practice. Kramsch (2000) also states that applied linguistics is a unique field in that it brings together the theory and practice of language acquisition and use. This makes applied linguistics distinctive because it is not common for theory and practice to share the same discourses (Kramsch, 2000). Applied linguistics allows the study of language to be examined under a critical lens that might be overlooked. This includes looking at language as a sociocultural practice and as a historical practice. Language as a sociocultural practice looks at “how language expresses and embodies

cultural reality” (Kramersch, 2000, p. 322). Language as a historical practice, on the other hand, looks at the politics of foreign language teaching. The prestige and hierarchy of certain languages is the direct result of historical outcomes that have shaped the current contexts in which foreign language teaching exists. Applied linguistics is useful then because it examines the effects of identity, cultural understanding, and schooling in foreign language teaching and learning, all topics that will be covered in this thesis (Kramersch, 2000).

Sociocultural Theory

The context of culture relies on some basic understanding of the sociocultural theory. Therefore, it will be described briefly in order to help support the context of culture. The underlying basis of Vygotsky’s sociocultural theory is the idea that human mental activity is *mediated* by symbolic means (Lantolf, 2000). This indicates that human beings do not simply act directly with the physical world, but instead rely on tools and labor, both physical and symbolic (psychological), to help us change and make sense of the world. These tools are culturally constructed and left available for future generations to implement and understand the world. They include such symbolic tools and artifacts such as arithmetic, music, and language (Lantolf, 2000). People use these symbolic tools or artifacts to help humans form a *mediated* relationship with the world.

These tools and artifacts are altered as they are inherited from one generation to the next. Language is no exception and therefore is constantly remodeled by each new generation to suit the communicative and psychological needs of the time (Lantolf, 2000). This leads Vygotsky to explore the genetic domains of the higher functions of the mind. There are four domains that he explores. They are the phylogenetic domain, the sociocultural domain, the ontogenetic domain, and the microgenetic domain (Lantolf, 2000). For the purposes of this research, the sociocultural domain will be examined. Since foreign language studies includes problems such as legitimacy, social and national identity, and voice between nonnative and native speakers, it is deeply rooted in sociocultural theory (Kramersch, 2000). The sociocultural domain looks at the how the various kinds of tools in human cultures agree upon and what they value in their communities (Lantolf, 2000). According to Lantolf (2011), Vygotsky believed that “development is a socially regulated process in which social relationships are appropriated and internalized. This means that psychological processes are in their origin social” (p. 325). In the next section, the situational context will be examined in order to understand what is the “context” behind the context of culture.

Situational Context

The contexts, specifically the situational and culture context of language, need to be further examined in order to place the research in its respective framework. Halliday (1990, as cited by Kramersch, 1993) states that language is not only a part of reality, but it is also a shaper and metaphor of reality. In order to better comprehend the functions of language and identity, the context of said reality is important. According to Kramersch (1993), context in terms of foreign language education “is the intentions, assumptions, and presuppositions if the speakers and hearers, which ensure that their discourse if perceived as coherent and therefore makes sense for the participants” (p. 36). The intended meanings therefore depend on the situational context in which the speech is taking place (Kramersch, 1993, 36).

Factors that shaped the situational context include *setting*, *participants*, *ends*, *act sequence*, *key*, *instrumentalities*, *norms of interaction and interpretation*, and *genre* (Hymes, 1974, as cited by Kramersch, 1993). According to Hymes (1974, as cited by Kramersch, 1993), *setting* refers to the physical arrangement of the class. *Participants* include both speakers and learners regardless of their roles. *Ends* defines the goals and purposes of the activities, whereas *act sequence* refers to the form and content of utterances in what is said and what is meant. *Key* denotes the tone, manner, or essence of what is transmitted. *Instrumentalities* are the choice of code, the choice of using mother tongue, foreign language, or both; and means of communication such as oral or written. *Norms of interaction and interpretation* looks at how participants interact and interpret what is said and what is happening in the classroom. Finally, *genre* refers to the type of activity the student and teacher are engaged in (Kramersch, 1993).

The situational context of the classroom space is important in understanding how teachers’ perceptions of language are reflected in the classroom. Lesson plans and classroom observations will be used in order to evaluate the situational context of the teachers.

Context of Culture

The theory behind context of culture relies heavily on applied linguistics and is shaped by sociocultural theory and the situational context. Its aim is to take cultural knowledge beyond an aspect of communicative competence and to make it its own educational objective. Culture, in this particular instance, is defined as the shared memory, habits, beliefs, and institutions that have meaning (Kramersch, 2013). In order to have meaning, however, language is needed (Kramersch, 2013). Duff and Uchida (1997) further explain how language and culture are inseparable. Culture is not simply the content taught in the foreign language classroom but

include the nuanced practices in the language teachers' teaching. For instance, the way the classroom set up, the seating arrangement, the stories they tell, the activities and exercises they do, and the questions they ask.

Likewise, culture is an important part of a teacher's perception of language as they influence each other. Kramersch (1993) notes that culture is created in a foreign language classroom. Therefore, context of culture, becomes a highly relevant framework of this research. Especially in the case of this particular research, culture plays a pivotal role since not all teachers speak English as their first language (L1). Kramersch (1993) explains that native speakers do not simply represent the individual, but through them they also speak the conventional knowledge of their community and society. They share the community's memories and knowledge that are communicated by other native speakers, which makes it difficult for non-native speakers to understand. In addition, "beyond the structures of the language they use, teachers and learners are often not aware of the cultural nature of their discourse" (Kramersch, 1993, p.43). In regards to foreign language curriculum, these discourses can take place in either instructional, transactional, interactional, or a mix of the three.

The term English "native speaker" has been contested due to its connotation with postcolonialism and growing use in the international circle as a lingua franca (Davies, 2013). Additionally, the term "native speaker" poses a problem for "non-native speakers" who are instilled with an idealized standard of the language (Davies, 2013). It is important to note, however, that the participants refer to native speakers as someone who speaks English as his/her mother tongue. Since the teachers themselves use this word to describe themselves and others, native speakers will also be used to describe teachers who speak English as their first language. Although the terms "native speaker" and "mother tongue" are still criticized and debated (Davies, 2013; Leung, Harris, & Rampton, 1997), these terms will be used in this research because the teachers themselves refer to themselves and others as such in their reflections. In order to avoid confusion, alternative terms will not be provided albeit missing the complexity of the issue.

Most Summerbridge teachers come from English-speaking countries such as the United States, Canada, the UK, and Singapore. However, a good half of them are from other locales, including Hong Kong and Puerto Rico. This makes it an interesting case to study as each teacher will bring in a different culture into their classroom. As will be seen in the research data, teachers may or may not be aware of how their cultural nature or discourse is translated into the

classroom. For instance, they might use ideologically-laden words or concepts that are untranslatable to Cantonese.

Language and Identity

As Hansen and Liu (1997) point out, there is a lot of interest in language and identity especially in the field of language learning. Norton (1997) also notes that language and identity in second language education is important, especially since language is an important aspect of a person's identity. Norton (1997) defines identity as "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (p. 410). Tsui and Tollefson (2017) state that the current construction of national cultural identities as well as the relationship between culture, identity, and language are shaped by the forces of globalization. Identity and language are largely shaped by the language policies, which have historical significance in shaping the larger national identity and framework (Tsui & Tollefson, 2017).

There are abundant identity theories to choose from, but the two most relevant to the purposes of this research are the works of Cummins (1996, 2000a, 2000b) and Peirce (1995). Cummins (1996) states that although identity and power is prescribed by social relationships and have human agency, there can be both positive and negative effects of how power is wielded. Power, through language can be either coercive or collaborative. If teachers were to build upon a collaborative relationship of power with their students, then it is possible to empower them. *Empowerment*, according to Cummins (2000a), is "the collaborative creation of power" (p. 1). Cummins (1996) also notes that power is not fixed and is instead created with others in interpersonal and intergroup relations (Cummins, 1996, 2000b). Hence, "relations of power can serve to enable or constrain the range of identities that language learners can negotiate in their classrooms and communities" (Norton, 1997, p. 412). Peirce (1995) also emphasizes the importance of power relations between language learners and target language speakers. She notes that it is through language that learners are either granted or denied access to social networks and opportunities in which they shape and negotiate their identities. Therefore, social structures and contexts are important for enabling learners to use the language. Summerbridge teachers employ similar principles in their teaching practice and express how these changes have affected them.

Both Cummins (1996, 2000a, 2000b) and Peirce (1995) comment on the transformative nature of foreign language teaching. Cummins (2000a) coins the term "transformative pedagogy" as

the interactions between educators and students that foster a collaborative creation of power” (p.1). This sense of empowerment between teacher and student can be exhibited in Summerbridge throughout the summer as teachers comment on the changes in their students in their reflections and check-ins. Hansen and Liu (1997) also comment on how language teaching empowers teachers and students is a relatively unexplored area of research. This research will also try to help to fill this gap.

As noted by Morgan (1997), teachers also change through their interactions in the classroom and that identity work in an ESL classroom is fundamentally transformative: “Wherever and however meanings are expressed, shared, challenged, or distorted, language practices are always implicated in how people define who they are and how they subsequently act upon the possibilities such meanings convey” (p. 432). Duff and Uchida (1997) further explain how teachers sociocultural identities do not remain static, but in fact change and negotiate over time due to engaging in language with their students and other social aspects engaged in the classroom. Teachers and their identities are not simply predetermined by their social, cultural, or linguistic group, and are instead shaped by many other facets of life (Duff & Uchida, 1997). This idea is in contrast to the context of culture theory proposed by Kramsch (1993) in which teachers are products of their culture. However, both views are important theoretical lenses to look at when it comes to Summerbridge teachers and their experiences as they demonstrate both.

Agency

Within discussions about identity, there has been also been debates about agency. How much control do we have over our own lives and identities if we are shaped by the society and people we interact with? In the theory of subjectivity, human agency plays greater prominence than previous theories regarding language and identity (Weedon, 1987, as cited by Norton, 1997). There are three main characteristics of this theory. They are: “(a) the multiple, nonunitary nature of the subject; (b) subjectivity as a site of struggle; and (c) subjectivity as changing over time” (Norton, 1997, p. 411). According to this theory, subjectivity is produced in the different social positions that an individual takes on, whether that be teacher, student, a feminist, a parent, a critic. The subject is not passive and instead is subjective to as well as an instigator of power (Norton, 1997). Thesen (as cited by Norton, 1997) further theorizes that the life histories of individuals have great influence on how one defines their own identity. The subject has agency in his or her decisions and is not simply a puppet that is weak in the face of power (Morgan &

Clarke, 2011). Therefore, subjectivity and language are both respectively essential (Norton, 1997).

3.2 Content and Language Integrated Learning (CLIL)

When it comes to more specific language teaching and learning frameworks, Summerbridge teachers implement Content and Language Integrated Learning (CLIL) in the classroom. CLIL uses subject content in order to teach foreign languages. CLIL has risen in popularity within the past several decades due to its successes in Europe (de Zarobe & Catalan, 2009). The main objectives of CLIL are “(i) the promotion of linguistic diversity; (ii) promoting language learning; (iii) increasing the learner’s proficiency; and (iv) internationalization” (Van de Craen et al., 2007, p. 70).

Crucial to the understanding of CLIL are three interrelated concepts: language *of* learning, language *for* learning, and language *through* learning (Coyle, Hood, & Marsh, 2010). The three concepts form the CLIL linguistic progression and are called the Language Triptych. Language *of* learning emphasizes the need for the teacher to realize the language needs of the students in order for them to comprehend the concepts or skills needed in the subject or topic. This means that instead of teaching grammar as a subject itself, the teacher would implement, for instance the past tense, into the subject content (Coyle, Hood, & Marsh, 2010). Language *for* learning concentrates on the language needed to function in a foreign language environment (Coyle, Hood, & Marsh, 2010). This can be difficult because it requires the students to have proper scaffolding in order for quality use and understanding of the language to take place. It requires strategies that will allow learners to debate and discuss in a foreign language setting. Language *through* learning, on the other hand, states that “effective learning cannot take place without active involvement of language and thinking” (Coyle, Hood, & Marsh, 2010, p. 37). This means encouraging students to express their understanding in order for them to develop a deeper level of learning. The figure below demonstrates these concepts:

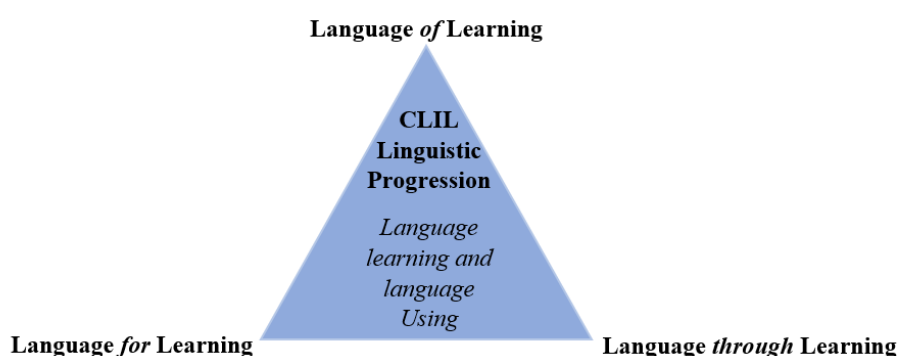


Figure 4: Language Triptych (Coyle, Hood, & Marsh, 2010)

Another important component of CLIL is deep learning, which is also relevant for our understanding of culture and language interplay. According to Coyle, Hood, and Marsh (2010), the meanings and values are learned in conjunction with language development, meaning that social interaction is crucial for deep learning. Therefore, “language is not only part of how we define culture, it also reflects culture” (Coyle, Hood, Marsh, 2010, p. 39).

CLIL is relevant to Summerbridge because teachers are free to choose what subject they want to teach as long as the lesson is taught in English. Some of the subjects that were taught in 2017 include poetry, gastronomy, musical theater, poetry, statistics, empowerment, creativity, and earth science. Since the data collected includes the teachers’ lesson plans, it is important to look at how CLIL works and how that has shaped their practice. It is important to note, however, that even though the term “CLIL” was not specifically stated in the training of teachers of the Summerbridge program, the many lessons are still considered CLIL because of the various subjects and new content taught in a foreign language used in the classroom. The next section highlights important concepts behind CLIL such as BICS, CALP, and task-based learning before going into two important theories behind CLIL: the four Cs curriculum and theory of practice.

Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Two important concepts that are often used in conjunction with one another in language teaching is the basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP). A distinction is made between the two in order to bring attention to the different phases in which immigrant children acquire fluency in their second language (Cummins, 2008). According to Cummins (2008), BICS refers to the conversational skills of a student and CALP indicates the use of the language in an academic setting.

BICS and CALP happen at two different phases of a language learner’s development. BICS takes place in face-to-face conversations where the language learner can guess the meaning of the words spoken through the context with enough support: gestures, eye-contact, feedback, non-verbal and verbal cues and clues (Baker, 2011). BICS allows the learner to cognitively undemanding in comparison to CALP and takes a learner about two years to develop conversational fluency (Cummins, 2008). CALP describes the “context reduced” academic environment such as the classroom (Baker, 2011). It is cognitively demanding because all the support given in BICS is absent in CALP. Therefore, it would take five to seven years for a

language learner to reach the same level of academic proficiency as their native speaking peers (Cummins, 2008).

Task-Based Learning (TBL)

On a separate note, certain terms must also be defined in order to fully grasp the teaching practices in this research and CLIL. One of the key strategies used in foreign language teaching is task-based learning (TBL). The important word to focus on in TBL is the word “task.” Task within language learning is defined by Willis (1996) as “a goal-oriented activity in which learners use language to achieve a real outcome.” In language learning, TBL is used so that students are able to immerse themselves in an activity using the target foreign language. This includes tasks such as solving a puzzle, doing a play, sharing experiences, or even playing a game (Willis, 1996). The aim of TBL is that there is a desired outcome that is identifiable and a goal that can be shared among students.

However, TBL is a pedagogical principle that should not be confused with CLIL. Whereas it can share features of CLIL, it is not synonymous with it as task-based learning does not necessarily deal with new content (Coyle, Hood, & Marsh, 2010). In Summerbridge, the teachers used TBL in their CLIL classrooms in order to achieve their learning objectives. It is a combination of these two strategies that the teachers use in their lessons in order for students to engage with the English language in ways that is considered new and innovative in Hong Kong (Carless, 2002).

Four Cs Curriculum

One of the main models of CLIL is the Four C’s Curriculum. Coyle (2006, as cited by Wiesemes, 2009), believes that the four C’s curriculum can be used as practical theory in CLIL if it is applied as a planning and conceptualizing tool. She describes the four C’s curriculum as a method to bring together the symbiotic relationship between language and subject understanding. Coyle (2006, as cited by Wiesemes, 2009) also notes that the four Cs allow teachers to reflect on the process of learning and how best to teach. The four C’s stand for *content, communication, cognition, and culture*.

Content relates to the subject matter that is taught and seeks to develop student’s knowledge and skills to understand the content (Coyle, Hood, & Marsh, 2010). Most importantly, the learner must create their own personalized learning. *Communication* calls for an authentic use of language that is unrehearsed and scaffolded in language teaching (Coyle, 2006, as cited by Wiesemes, 2009). *Cognition*, on the other hand, aims at giving students tasks that will

cognitively challenge them in order to develop rich thinking skills alongside basic interpersonal communication skills. Lastly, *culture* refers to embracing the pluriculturality of CLIL. Since CLIL provides opportunities to students to work in different culture in an alternate language, CLIL allows students to grow tolerance (Coyle, 2006, as cited by Wiesemes, 2009). These four contextualized building blocks can be represented in the following figure:

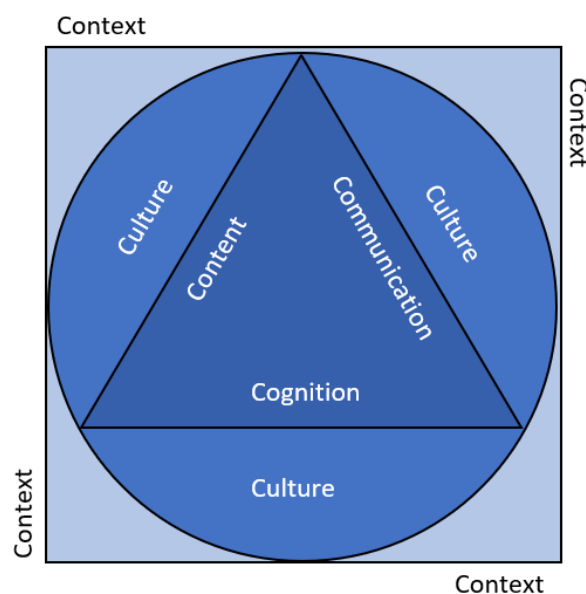


Figure 5 Four C's Framework (Coyle, Hood, & Marsh, 2010)

Wiesemes (2009) summarizes the four Cs curriculum as having the following features:

“The four Cs curriculum as a framework for conceptualizing CLIL is both highly theoretical and highly practical as an organizing and planning tool. Once appropriated, this dual application of Coyle’s framework allows CLIL teachers (and other teachers) to focus, examine, and evaluate their planning and lesson delivery. The four Cs curriculum can be applied both on a macro- (whole school) and a micro-level (classroom)” (p. 53).

At its essence, the four C's framework sees language as equivalent to and not as means of communication (Coyle, Hood, & Marsh, 2010). For effective CLIL to take place, a symbiotic relationship is established through: a development of skills, knowledge, and understand of content; involvement in cognitive processing; communicative interaction; progression of suitable language knowledge and skills; and attainment of intercultural competences and awareness.

Theory of Practice

A second theory is Van Lier's theory of practice. It is helpful in analyzing CLIL and is used to better evaluate teachers using CLIL. It builds upon Bourdieu's theory of practice model; however, the difference is that Van Lier removes a sense of activism that is present in

Bourdieu's theory. Instead, Van Lier's created a theory of practice that enables teachers to develop their practice through a triple A-framework (Wiesemes, 2009). Van Lier (1994, 1996, as cited by Wiesemes, 2009) states that by adopting his framework would allow teachers to become "*aware* professionals who are *autonomous* in their classrooms and are able to provide *authentic* learning experiences" (p. 55). Coyle, Hood, and Marsh (2010) claim that "a theory of practice emerges when the teacher begins to articulate his or her implicit knowledge and understanding about teaching and learning" (p. 45). This means that when a teacher is aware of his or her knowledge (theory of practice), he or she can actively begin to develop their own professional beliefs (Coyle, Hood, & Marsh, 2010).

According to Wiesemes (2009), applying van Lier's theory of practice into CLIL need to be pragmatic, meaningful, and focused. This means that a pragmatic theory of practice needs to be achievable by the teacher conducting the classroom practice. A meaningful theory aims to develop teacher's classroom practice through reevaluating their own personal theories. The instruments in the classroom should allow the teacher to examine, describe, criticize, and improve a teacher's practice. A focused theory means that it is specific to the classroom practice, especially in relation to development or research (Wiesemes, 2009). By adapting van Lier's triple A-framework into Coyle's four C's curriculum, Wiesemes (2009) claims, do we get a more holistic lens as to how teachers and researcher can evaluate CLIL.

4. METHODS AND DATA

4.1 Epistemology and Ontology

The paradigm for this research is social constructivist and interpretive. Schwandt (1994) describes one of the main component of interpretivism as “particular actors, in particular places, at particular times, fashion meaning out of events and phenomena through prolonged, complex processes of social interaction involving, history, language, and action” (p. 224). **Ontologically**, it follows the belief that there is no single reality or truth. Rather, reality is shaped by the individuals in groups (Crotty, 1998). **Epistemologically**, therefore, in order to truly understand the underlying meanings of events or phenomena, reality needs to be interpreted based on the construction of reality of individuals (Crotty, 1998). In terms of this research, the realities of the teachers and their experiences will be investigated in order to better understand how their respective realities shapes their understanding of language in the classroom.

4.2 Research Methods

This research contains elements of a qualitative case study. However, since this research only focuses on the teachers’ perspectives rather than all the actors involved in the phenomenon, it is not a full case study. According to Yin (2003), a case study is used to examine contemporary events where the behaviors of the participants cannot be directly manipulated (p. 7). It is unique because it can deal with a variety of different evidence and data, including observations, artifacts, interviews, etc. Schramm (1971, as cited by Yin, 2003), states that “The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions” (p. 12). This includes why the actors involved make those decisions, how they are implemented, and what results they produce. Yin (2003), further claims that all case studies share these characteristics: it is “an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p. 13).

This research is like a case study in the sense that it is looking at a contemporary phenomenon. It also combines different elements of various types of evidence, including narratives, lesson plans, and observations. In addition, multiple different kinds of research methods will be used to analyze the various kinds of data. This is to ensure that the data is properly looked into. A thematic approach and analysis will be used to examine the narrative texts that the teachers

have provided, while content analysis will be used to examine each teacher's lesson plans. According to Aronson (1994), a thematic analysis is focused on "identifiable themes and patterns of living or behavior" (p. 1). Therefore, through these reflections, emergent themes were identified and created. Each teacher was assigned a random number to ensure their anonymity and will be referred to as Participants with their respective number. The words of the teachers were then sorted into these themes. There were six common themes amongst the narratives: language as an academic subject, teacher professional development, connections and understanding people, self-reflexivity and consciousness, success or opportunity, and change (see Appendix 1 for a complete table). These were the six themes that were the most commonly seen in the data; however, someone else could have completely different themes with the same data depending on how he/she chooses to interpret the teachers' words.

According to Schreier (2013), qualitative content analysis is a method to describe the meaning of the data by assigning the data to a coding frame. Content analysis was used in the research to examine the teaching practice of the teachers through their lesson plans. Each lesson plan was also thoroughly scrutinized and then sorted into the six themes identified in the teachers' narratives. The study also makes use of some of the ethnographic tools, as the researcher's own observations and notes will be used to help to fill in any gaps the lesson plans could not provide.

4.3 Ethics, Trustworthiness, and Credibility

There are a few **ethical considerations** that need to be addressed. It is important to note that I as a researcher held some power as an administrator during the time the research was taking place. As one of the two Dean of Faculty, it meant that I had to provide the teachers training, give feedback on their lesson plans, observe their classes, make check-ins, and help teachers with student issues that may have arisen. This means that I have some influence over some of the data, especially in the lesson plan component. However, this mainly affects the two teachers under my jurisdiction in Site Orange. The others, however, may have been influenced by me during the workshops and training sessions. Also, since the teachers knew me personally by the end of the summer, it may have affected their answers.

First though, I received permission from the director of the Summerbridge in order to conduct research on the teachers. I made sure to be clear that it would not interfere in any of the events or teaching that occurred during the program. During the training week, I was granted permission to inform the teachers of my research project and what they could do to help me.

Every teacher received a consent form that was signed and returned before the start of the research project, including those signed by parents of teachers who are under the age of 18. 43 out of 44 consent forms were returned, thus only one teacher was not included to participate in the study. The consent form promised for their names to be anonymous and to inform the teachers that they had the right to withdraw from the study at any point during the research process.

For the eight teachers who submitted their reflections to me, it was also made clear to them that they could withdraw at any moment. Afterwards, I requested to see their lesson plans in which case I also informed them of the reasons behind my decision and how they were not obligated to submit their lesson plans if they did not want to.

To maintain the **trustworthiness** of this research project, the process of the data collection and analysis have been detailed. By doing so, the credibility, transferability, dependability, and confirmability of the research are covered (Shenton, 2004).

Shenton (2004) states that **credibility** is linked to how similar the findings are with reality. (p. 64). There are a few conditions that reinforce the credibility of this research. Prior to the start of the researcher's involvement in Summerbridge, the researcher studied the education system and history of Hong Kong in depth. The researcher also spent the entire summer on the site collecting data during and after the program. It is also important to pinpoint that since this is a qualitative research project, it follows a naturalistic inquiry, meaning that there will never be a perfect explanation for the entire phenomenon (Creswell, 2009).

In addition, a triangulation of methods has been used in order to get a comprehensive picture of the how teachers perceptions of language influence their teaching practices (see Figure 6 below). Hence the reason behind the choice to use narratives, lesson plans, and observations to serve as the data sets.

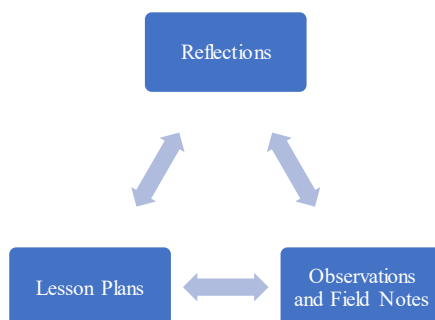


Figure 6 Triangulation of Data

Confirmability is concerned with how objective the researcher is in the investigation (Shenton, 2004). This triangulation of data also helps ensure the confirmability of the research as it helps to reduce investigator bias (Shenton, 2004). As Shenton (2004) also notes, one of the key criteria for confirmability is the acknowledgement of the researcher's own predispositions. Since I as the researcher have my own perceptions of language based on my own life experiences, the findings could have different interpretations by other people. In the past, I worked as a Summerbridge teacher in the summers of 2012 and 2013, so my own personal background as a former Summerbridge teacher could also influence the results.

Although it can be argued that the **transferability** “conventional generalisability is never possible as all observations are defined by the specific contexts in which they occur,” it can also be said that “the accumulation of findings from studies staged in different settings might enable a more inclusive overall picture to be gained” (Shenton, 2004, pp. 69, 70-71). To ensure the transferability of this study, the research process has been detailed thoroughly. This also ensures the **dependability** of the research, since it would enable other researchers to repeat the study (Shenton, 2004). The narrative responses from the teachers was sent in late August, about one to two weeks after the end of the program. Teachers were given three weeks to reply to the prompt and reminder emails were sent. The narrative prompt was sent in late August to ensure that the teachers experiences in SBHK were still fresh, but it also gave the teachers some time to think and reflect on the summer. The lesson plans depicted in the study cover the entire time span of the program, so it is an appropriate piece of data to evaluate the teachers and their practices. If someone were to conduct a similar study, they would also have the same time duration in which to observe the teachers and collect lesson plans.

4.4 Research Process

The research took place between the months of June 2017 and August 2017. There are three sites at Summerbridge, two of which share the same facilities and school. The two sites that share the same campus, dubbed Site Green and Site Orange, is where the data collection took place. There was a total of 44 teachers, 24 in Site Green and 20 in Site Orange. Site Green and Orange share the school but follow slight variations in the schedule in order to help properly ensure the safety of all 200 students in the program.

The program takes place in Hong Kong, but the teachers are from many different parts of the world. There are some local Hong Kong teachers as well as foreign teachers from the United States, Canada, the United Kingdom, Singapore, and Puerto Rico.

Although not necessarily professionally trained prior to the program, Summerbridge teachers receive training a few weeks before the start of the summer. During the training they learn how to teach in an English as a Foreign Language (EFL) context, classroom management, teaching strategies, responsibilities, and how to make creative lessons. Additionally, teachers become acquainted with the Hong Kong education system and are given time to understand where their students are coming from. Some students could have high levels of English ability, while others may not respond to a teacher throughout the whole summer. The teachers learn to consider the student's perspective and to find other means to connect with students and how to build rapport during the training program.

Teachers may teach whatever subject they like during the summer. This ensures that the teacher is teaching something that they are passionate about. Teachers are also sorted into four different departments (social science, math and science, English, and art) who will work together during event planning and provide ideas for lessons. In addition, each class will have one teacher from each department to form a team of four teachers that will teach the same group of students.

4.5 Data Collection Process

There are two main data sets to this study: reflective narratives and lesson plans. The reflections written by the eight participants are the main focus of this thesis, as the themes and categories are derived from the responses that the teachers have provided. The themes will then be supported by what the teachers have written in their lesson plans in order to showcase how they implement their own perception in their teaching practice. In some instances, the use of field notes, in the form of classroom observations and check-in notes, taken during the program will also be used where the lesson plans fail to provide sufficient evidence.

After the program, an email was sent to all 43 teachers who signed the consent form asking them to reflect on their experience in Summerbridge and to write a brief narrative about their relationship with language. A prompt was sent with some guidelines to ensure that teachers would be able to freely express themselves without having to worry about trying to please the researcher. The question remained in line with the research question without divulging too many details about what the researcher was looking for in order to avoid leading questions and researcher bias. Eight teachers responded, six from Site Green and two from Site Orange. The two from Site Orange and one from Site Green are returning teachers, meaning that this is their second summer as teachers in the program.

In addition, the participating eight teachers also sent in their lesson plans from the whole summer. Three lesson plans from each teacher were chosen, except for one teacher who only submitted his/her first ten lesson plans. This brings a total of 23 lesson plans to be closely examined. Lesson Plans 3 and 9 were chosen because they reflect the beginning and middle of the program. Since the last two weeks were weekly lesson plans, most of the remaining third lesson plans from each teacher was a weekly lesson plan. However, one chose to continue writing daily lesson plans. In which case, lesson plan 14 was chosen as the third lesson plan to analyze.

The remaining lesson plans were briefly investigated in order to get a larger scope and picture as to how the teachers planned out their courses throughout the summer. The holistic observation of the lesson plans as a whole allowed for a better view of what intentions the teachers had and what they deemed to be the most important topics to be taught during the two months of their internship in Hong Kong. The reason why not all the lesson plans were examined as thoroughly as the others is because of the sheer amount of time it would take to analyze each one. Each teacher has more than 10 lesson plans. The collective amount of lesson plans would be about 100 lesson plans, which is beyond the scope and scale of this research.

The lesson plans can also be further divided into two types of lesson plans based on the personality and style of the teacher. There was a distinct difference among returning and new teachers. Some gave brief and succinct explanations in their lesson plans, whereas others were more intricately detailed.

Lastly, the researcher's own observation notes will also be used in certain instances where the lesson plans do not supply enough detail into the teachers' practices. Classroom observations and check-ins with individual teachers that were taken during the summer will be used as field notes to supplement any gaps in the lesson plans.

4.6 Responses

In this section, a sample reflection and lesson plan will be provided. This is to help provide a clearer understanding of the data analysis and discussion. The names of the participants have been removed in order to remain anonymous.

Sample Reflection from Participant 1

Participant Name: 1	Date: September 30, 2017
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Prompt:

Reflect on your experience at Summerbridge Hong Kong and think about your relationship with language before, during, and after the program. You are free to talk about anything that you think is related to this topic, including your identity and attitude towards language. Please write at least one page in the space below using standard paper guidelines: 12-point font, Times New Roman, double-spaced, and one-inch margins.

My relationship with language can be segmented based on waves of exposure that have shifted my perspective on (1) what language is, (2) why and how we learn it, and (3) the ways in which language is integral to relationships.

Before Summerbridge, my first encounter with languages was learning French for four years and Chinese for one year in a public middle / high school in Maryland, USA. As I grew up in a monolingual family and was distant from the language that my grandparents spoke (Mandarin), language was a strictly academic subject. It was learnt on the principle that expose to more culture and knowledge and training your mind to think in a different way made students “smart,” so they should learn a language; however, it was learnt in a classroom. The destination in the pursuit of language was a 100% on a test and had no touch with the act of communicating.

This changed drastically when I started school in Abu Dhabi. Being monolingual makes one part of the minority (approx. 12% of the student body is monolingual) and usually means you are American, Canadian, British or Australian. I had to sit out on classroom activities that involved translating phrases into one’s own language and re-evaluating the meaning of the text. I was surrounded by ethnic groups that would speak their native tongues in the presence of one another. Language came to life for me. I started learning Arabic – not for the pursuit of a grade, but to have a greater level of connection with the locals in a place that I now call home. I learned that the best homework I could complete was sitting down with an Emirati and practicing. And, I learned that language can be a wonderful tool and also a great hinderance to deep, meaningful connections with people.

Summerbridge gave me further insight into language from a teaching perspective. It was frustrating and beautiful to be forced to connect with my students, even at points where the language barrier seemed impossible to overcome. Yet, I saw the many utilitarian reasons to learn language, as to some extent, language is a means for success. Though

<p>5) Introduce the concept of rhythm: long and short patterns created by stressed and unstressed syllables.</p> <p>6) Ask students why we have rhythms in poems and cheers (to create beat and make it easier to remember the words).</p> <p>7) Read the banana cheer with no rhythm. Ask the students if they like the cheer without the rhythm.</p> <p>8) Introduce the humpty dumpty cheer to the students. Do the cheer once with the students.</p> <p>9) Ask the students to identify the rhythm in the humpty dumpty cheer (e.g. humpty dumpty sat on a wall)</p> <p>10) Check students' understanding of "rhythm" again before moving on to "rhyme".</p> <p>11) Using the poem "Roses are red" again, ask students what the rhyme in the poem is ("blue" and "you").</p> <p>12) Ask students who know the rhyme pattern why they rhyme and introduce the concept of rhyme: a repetition of similar sounding words occurring at the end of lines in poems or songs</p> <p>13) Ask students why we have rhymes in poems and songs (to make it easier to remember the words).</p> <p>14) Divide students into three groups. Assign a poem or a song to each group and ask the students to identify the rhyme pattern ("Sonnet 18", "This is just to say", chorus of "Aqua – Barbie Girl"). Rotate the poem or song after a group has finished identifying the rhyme pattern.</p> <p>15) Check the answers with the students. Tell the students that rhyming can occur in every line ("Sonnet 18"), there can be no rhyming ("This is just to say"), or there can be rhyming within a line (chorus of "Aqua – Barbie Girl").</p> <p>Wrap up/Closure:</p> <p>16) Play the song "Barbie Girl" to further consolidate the concept of rhyme.</p> <p>17) Prime students for the next lesson by asking them what feelings are evoked by "Sonnet 18". Direct them to find out the use of different senses in the poem.</p> <p>18) Tell students the discussion will be continued the next day.</p>	10 min
Homework/Assessment: N/A	
<p>Relevance to SB Goals:</p> <p><input checked="" type="checkbox"/> English Language Development:</p> <p>___ Love of Learning:</p> <p>___ Building Confidence:</p>	
<p>Plan for Upcoming Days:</p> <p>On Day 4, students will learn about images and senses in poetry.</p>	

5. RESULTS

5.1 Participant Backgrounds

To further comprehend the data used in this research, the background of each participant will be briefly described here. Their backgrounds help explain some of their narratives as well as how to interpret what was said and what was done in practice.

Participant 1 is from the United States. She is of mixed descent; her mom is Caucasian and her father is Asian. She mentions her Chinese grandparents in her narrative and explains that she does not know how to speak to them in their native tongue. In addition, she goes to university in Abu Dhabi. Her experiences in Abu Dhabi greatly influences her perceptions of languages and culture. She taught World Cultures at Summerbridge and in Site Green.

Participant 2 is also from the United States. In her narratives, she explains how teaching greatly changed the way she spoke: she used more gestures and gave visuals of each new concept she taught. She dubs her teacher talk as a “teacher voice” and explains how she is able to transition between her normal speech and her “teacher voice.” She taught Global Climates during the summer and was in Site Green.

Participant 3 is an American who studied Mandarin, Chinese at a young age. He became interested in Summerbridge because of his studies in East Asian culture. His perceptions of language are largely influenced by his own experience as a foreign language student. During the summer, he taught soccer/football. He was also from Site Green.

Participant 4 is from Singapore but attends university in the United States. Prior to Summerbridge, she worked as a teacher for Breakthrough Collaborative, a college preparation program for middle school students and the parent organization of Summerbridge Hong Kong. She taught Public Speaking and was in Site Green.

Participant 5 is a Hong Kong local university student studying English education. He has great interest in English-speaking cultures and has done Summerbridge before in 2014. He assesses his own English abilities in his narrative as well as his future plans as an English teacher. This summer, he decided to teach Poetry and was again in Site Green.

Participant 6 was born in Vietnam and moved to Canada when she was six years old. She is also a returning teacher and taught the same subject she taught last year (2016) Human Physiology. Her experiences as an EFL learner in Canada helped shape her as a teacher at Summerbridge. She was in Site Orange.

Participant 7 is also from Canada. She is the daughter of immigrants, though she was born in Canada herself. She talks a lot about her relationship with Cantonese and her desire to know more about the language that her parents and many others in her family speak fluently. She taught Creative Writing and was in Site Green.

Participant 8 is a university student from America. He is a returning teacher from the previous year (2016). He became greatly interested in the local culture and the language from his past experience and shares in his narrative about what words he has picked up from the local Hong Kong teachers. He taught Creativity and was in the same site as last year, Orange.

5.2 Thematic Analysis

The data will be analyzed based on the themes from the teachers' narratives mentioned earlier. These themes show how they understand language and their perceptions of it. They are: language as an academic subject, understanding and connections with other people, teacher professional development, success or opportunity, self-reflexivity and consciousness, and change.

Language as an Academic Subject

Most of the participants thought of language in terms of academic performance. Their reflections almost always started with an explanation of the academic courses they have taken or their experience with foreign language in the classroom. Therefore, they view language as something to be learned and taught.

Participant 1, who is of mixed descent, notes that growing up monolingual isolated her from other languages:

As I grew up in a monolingual family and was distant from the language that my grandparents spoke (Mandarin), language was a strictly academic subject.

In addition, the participant also mentions that in the beginning:

The destination in the pursuit of language was a 100% on a test and had no touch with the act of communicating.

Participant 3 also highlights the fact that most of his language experience prior to doing Summerbridge was mainly in school. He learned Chinese as a child and reflects back on how his experience with the language influenced his decision to apply to SBHK.

On the other hand, Participant 5 explains extensively about his schooling, especially with the English language. Participant 5 is the only local Hong Kong teacher in this study and presents some interesting insight as to how he views his own learning experience. He is an English Education university student and is very conscious of his abilities and discusses them within a set framework that evaluates his skills:

Even though my English proficiency is quite advanced (around level C1 of the Common Framework of Reference for Languages), my weakest skills in English are writing and listening to native speakers in social settings.

Throughout the reflection, Participant 5 is constantly comparing his language ability with native speakers, which is depicted in other themes in this research.

Participant 7 also compares her language skills, but in Cantonese. Participant 7 was born in Canada, but her parents emigrated from Hong Kong. She talks a lot about her relationship with her parents' mother tongue and how she regrets not taking the initiative to take her language abilities further:

...the issue was that I had never taken the initiative to practice Cantonese outside of the classroom. So even with the routine class attendance and average test scores, the language was never integrated in my personal life on a practical level.

She describes the fact that she viewed language as something restricted to the classroom as problematic and now realizes that language goes beyond something that is learned and memorized. Her own experiences in the Summerbridge program helped her realize the potential of language and how she can expand her Cantonese ability to everyday aspects of her life.

Participant 6 on the other hand, explores her early encounters of language in the classroom as English as a Second Language (ESL) learner. Her family moved to Canada when she was six years old and she recalls her experiences as a shy student who hesitated to speak because she did not know what words to use.

The only participant to mention language as an academic subject specifically from the point of view as a teacher is Participant 4. She states:

The semantics to words in the English language is sometimes so complex that defining a term or vocabulary in class, meant giving students an almost solid view point of what this particular word meant.

Her observation of the complexity of language gives to her own teacher professional development, a theme that will be further discussed in a later section.

Although each one of participants experienced language differently, it is interesting to see how they almost all talk about the role of language in the classroom. This is also reflected in the lesson plans. The lesson plans themselves are academic in content, which also reveals a lot of how the participants themselves integrated their understanding of language as an academic subject into their own classrooms. Generally speaking, the activities and instruction that the teachers provided helps the students to reinforce and enhance their English ability through CLIL.

Understanding, Connections with People

Another dominant theme throughout the reflections and can be seen in the lesson plans is the idea that language helps promote understanding as well as give connections among people. Many of them talk about immersing themselves through different cultures through language, which also increased their self-awareness and their relationships with other people.

Participant 1 in particular had a lot to say about this topic. As a university student in Abu Dhabi, she talks about how being monolingual is part of a minority in her new community. She explains how living in a new environment forced her to realize the importance of language and how it is something that is not confined to a classroom space.

I was surrounded by ethnic groups that would speak their native tongues in the presence of one another. Language came to life for me. I started learning Arabic – not for the pursuit of a grade, but to have a greater level of connection with the locals in a place that I now call home.

Her experience at Summerbridge further her understanding of how language can connect people. She also notes that although language is not the only way to connect with others, but is an essential part of it.

Though Summerbridge has made me sure that language is not the sole cornerstone of relationships, I understand the great capacity that language allows for interpersonal connection.

Participant 1's deep understanding of how language can help connect people is reflected in her lesson plans. In Lesson Plan 3, she has her students learn about Latin American culture by having them interview a friend of hers (name has been changed to protect the person's identity) from Brazil and Argentina through Skype:

Ask Francisco questions about his home and values. Also, get him to show students what his home looks like to see a little piece of Argentina. And, get Francisco to speak to them in Spanish for a few seconds

Participant 1 taught world cultures during the summer and her own thoughts about creating bonds with people is depicted throughout. She attempts to have her students connect with other people by introducing them to people from various cultures that she has experienced herself. Additionally, she also has her students see the similarities between Hong Kong culture and Latin American culture, demonstrating that she is also trying to build connections across cultures as well.

Others see their connections with others from their own personal experiences as a student. Participant 3 and Participant 6 both express how they understood how their students felt in the classroom:

Participant 3:

I feel, due to my experience as a young language learner (I started learning roughly two years before most kids) I was able to sympathize with the kids I was working with and their struggles with articulating certain words or phrases and that helped me connect with them.

Participant 6:

I understand how challenging it can be to the Summerbridge students, because I have often chosen to not speak out in class because I did not know a word, or to draw a blank mid sentence and become hesitant to continue.

Interestingly, the two participants who expressed their empathy for their own students also provided very succinct lesson plans. Perhaps due to their topics (football/soccer, physiology),

their lesson plans were very concise and to the point. Overall, their lesson plans contained less details about how the lesson would be conducted and used straight-forward terminology and concepts.

Participant 5 once again brings in his experiences as a local Hong Kong teacher. He talks about his own motivations of learning the language—he is interested in the cultures of English-speaking countries.

As an English-as-a-second-language learner, I possess both intrinsic and extrinsic motivation in learning English: I am deeply interested in cultures of the English-speaking world

His interest in these cultures is shown throughout his lesson plans as he consistently refers to literature and pop culture from the United Kingdom and the United States. In Lesson Plan 3, he provides his students with a sonnet and song to teach his students about rhythm and rhyme.

Divide students into three groups. Assign a poem or a song to each group and ask the students to identify the rhyme pattern (“Sonnet 18”, “This is just to say”, chorus of “Aqua – Barbie Girl”). Rotate the poem or song after a group has finished identifying the rhyme pattern.

Check the answers with the students. Tell the students that rhyming can occur in every line (“Sonnet 18”), there can be no rhyming (“This is just to say”), or there can be rhyming within a line (chorus of “Aqua – Barbie Girl”).

Participant 5 taught poetry during the summer. Most of the poems he selected to use in his classes were from English-speaking countries even though he was free to choose poems from other cultures as long as they had been translated into English. His choice in his poems reflects his own interest in English-speaking cultures and his own background as an English Education teacher in Hong Kong.

Both Participant 7 and Participant 8 talk about their connections with their students and the local culture. However, Participant 7 can speak Cantonese and Participant 8 cannot. They were both interested in developing a connection despite their language ability.

Participant 7:

it was through the daily lessons with this group that I became quickly acquainted with local, Cantonese expressions.

Participant 8:

Although my relationships with my students were strong, I wanted more. I wanted to be able to interact with my students on their own terms, where they were free and comfortable to express themselves fully.

At the same time, I believe my lack of understanding also contributed to my experience in many ways. It allowed me to build relationships with a diverse group of people, and it greatly improved my nonverbal communication skills

I strongly believe that our eye contact communicated more than what any verbal language could.

Participant 7 previously mentioned how she wanted to develop her own language skills in Cantonese and was able to achieve that through her interactions with her students. She is also building on her connections with her students and tries to have her students understand this through her lessons as well. In her Weekly Lesson Plan, Participant 7 has her students work on memoirs of their own life. Through this project, she hopes that her students use English to grasp that everyone goes through different life experiences, but can learn important lessons from them.

**Relationship: Explaining the relationship between yourself and the theme of your memoir*

**Purpose statements: Otherwise known as morals, but memoir edition. We've practiced identifying the "lessons" in different short stories. Now it's time to create our own for our memoirs. Think about it like this: What do you want your readers to learn after having read your story?*

In a later lesson, she makes the connection clear about human beings are able to share, learn, and connect through their experiences. In her lesson plan it reads:

I will prepare an example of how the different memories from different individuals can demonstrate common themes and morals, and how we can use the theme and moral as the connecting thread between all our memories.

Participant 8 is a returning teacher and notes that although he had strong rapport with his students, he wanted to do more. His desire to “to be able to interact with my students on their own terms, where they were free and comfortable to express themselves fully” is also evident in his lesson plans. In multiple lesson plans, he starts his classes with a fun activity that gets his students to move around or express themselves in different ways. Here are a few examples:

Everyone gets in a circle. One person starts by saying, "Did you hear that..." and points to someone. Everyone gasps, and the person who was pointed at affirms that rumor and heightens it. Everyone gasps, and the person points at someone else.

SLIDE 1: Flexibility/Paper Clips: How many things can you make out of a paper clip

SLIDE 2: Flexibility/Continuing Emotions: A neutral scene is started, people yell freeze and a different emotion provided by the audience. Have to change the scenes.

He has a lot of interactive activities, some that require more physical activity and others that require more speaking. Throughout his lessons, he attempts to communicate and connect with his students through ways that go beyond speaking a language.

Participant 4, on the other hand, provides some interesting insight into the power dynamics of language at play. She notes that:

I came to realize how the English language is not only the universal language to bring people together, it is also a language that can intrigue others to learn.

It is interesting that Participant 4 refers to English as a universal language. Participant 4 is from Singapore and taught public speaking. Singapore was also a former British colony but is also a diverse nation. Perhaps her experience of English in Singapore, which allows her to speak to everyone in her country, contributes to her belief of English as a universal language. Her lesson plans are very thorough and explain details clearly. She taught her students to analyze facts in order to better prepare themselves for their speeches at the end of the summer.

Success or Opportunity

Based on the reflections, success or opportunity can be expressed in two different ways. Either the success or opportunity could be expressed for the teacher themselves or for others.

Participant 3 and Participant 5 both expressed how language opened opportunities for them. Participant 3 talks about how learning Chinese changed him as person and how he would not have applied to Summerbridge if he had not taken Chinese classes. On the contrary, Participant 5 notes that having a “native” accent would better help his job prospects in the future, implying about the power structures in play in Hong Kong society.

Participant 3:

Learning Mandarin opened up so many windows of opportunity and gave me a lot of confidence in terms of what I felt I was able to do and the places I believed I could go.

Participant 5:

It could be said that I place superiority on English accents from L1-speaking countries, even though I personally agree that having a “native” accent would benefit me in terms of my career prospect and help me gain respect from others in my immediate circle.

Participant 7 shows how reconnecting with her heritage provided her with an opportunity to explore another place. Summerbridge provided her an opportunity in which she could further explore her roots and where her family came from. It raises the question as to whether she would have joined the program if it had not been in a Cantonese-speaking environment.

As a Chinese-Canadian born and raised in the same country for the past two decades, I virtually had no contact with my ancestral homeland. So naturally, I was ecstatic for the opportunity to fill in the gaps of my Chinese heritage. The redemptive sentiment was most palpable through learning— or rather, relearning, the Cantonese language.

Alternatively, other participants viewed success and opportunity from the point of view of others. Participant 1 demonstrates her understanding of how language or languages are oftentimes a means of success. In her reflection, she states:

Yet, I saw the many utilitarian reasons to learn language, as to some extent, language is a means for success.

Others, such as Participant 4 and 8 reveal a bit about the power dynamics in play with language.

Participant 4

The power of language certainly clicked inside me coming into Summerbridge Hong Kong, mostly because students were still in the process of learning the English language. I became a lot more aware of how words within the English language bore a variety of meaning to students

Here, the participant notes that she became aware of her own power over her students simply because she could speak English. In addition, she further evaluates that English also provides her students with opportunities that will help them in their future careers.

In comparison, Participant 8 who comes from the United States, is in the system of power dynamics, but does not necessarily recognize it as so. He notes that

A great deal of people in Hong Kong spoke English, and when they did not, I was almost always surrounded by a co-worker who did.

This reveals that English is not an impediment for him, but instead an advantage because he was always with someone who could translate for him. English is the only language that he speaks, but others must be able to accommodate to his language rather than the other way around.

Although the success and opportunity of language cannot be directly seen in the lesson plans or classroom observations themselves, if taken from a more broader scope of the internship itself, it shows that Summerbridge provides an opportunity for both teachers and students alike. Teachers apply to the internship in hopes of gaining experience in the teaching field, work abroad, find a meaningful summer activity, which will ultimately help them build their human capital. Students also gain from the experience and have shown to succeed even after the program is over because of what they have learned in the program.

Teacher Professional Development

Since the participants were asked to reflect on their experiences at Summerbridge, many of them detail their teacher professional development. Their growth as teachers include their ability to adapt to the classroom environment, their students' needs, and how to overcome obstacles they faced in the classroom.

Participant 2 described her own professional development in the most detail. She explains how she had to assume a "teacher voice" when she spoke with her students. Participant 5 also mentions implementing a similar tactic, dubbing it "teacher talk."

Participant 2

With my students, I found that I adopted a sort of “teacher voice.”

My “teacher voice” become something that I reflexively slipped into when I was with Summerbridge students. It started during my first week teaching, when I became familiar with the speed and level of vocabulary that I could use to be easily understood. I could gauge by the look on students’ faces if I was speaking too quickly, or if I was losing their attention with complex words. I began speaking slower and with shorter sentences. Communicating also became a full body experience. I used many more gestures, especially with beginner level students.

Participant 5

Another benefit from participating in Summerbridge Hong Kong is my English for specific purposes, in this case, teacher-talk. My classroom instructional language improved a lot because I had a class of students to teach for a month, and I learned to use suitable language that suit students’ English proficiency when conducting my lessons.

Their “teacher voice/talk” is evident in both their lesson plans. The way that the lessons are written are almost script-like that it is easy to envision what this “teacher voice” sounds like. For instance, Participant 2 describes what she would say to her students in her lesson about tectonic plates:

There are 3 types of continental plate boundaries. The first is a divergent boundary (spread hands apart as you say divergent boundary). Can you guys move your graham crackers, meaning your tectonic plates, and show me a divergent boundary? What do you see when you move your plates apart? You see more peanut butter, meaning more of the Earth’s mantle of hot, almost liquid rock. At divergent boundaries on the ocean floor, the mantle comes up and spreads out to make more ocean floor. Can everyone put more peanut butter in their divergent boundary, between the two plates? Now spread it out a little onto the plates, to show new ocean floor!

Her teacher voice is clearly shown in the way that she asks them questions while giving directions to the activity that she is conducting.

Others, such as Participant 7 observed how her own teaching development informed her own language improvement. She explains how knowing Cantonese expressions helped her own teaching. In addition, she illustrates how a non-competitive environment that engages in student-centered learning helped her realize a new alternative in how to learn language.

Gradually, I became familiar with local Cantonese expressions, and since it was my responsibility to catch and cease any instances of Cantonese usage, the usage ironically aided in carrying out my responsibilities.

Because I was committed to fostering a non-punitive setting for my students to proactively engage in English, I had to evaluate as many barriers to their learning as possible. The earlier observation was informative in my design for the setting. There was a certain anxiety about openly using broken English amid social reprimand. We needed to shortchange this social custom and rewire a habit that demonstrated positive reinforcement in the face of mistakes.

Her past experiences with language as well as her involvement with Summerbridge impacted the way that she viewed teaching and learning. She has assumed a new identity and point of view of how she herself would like language in the classroom should be.

Some teachers, like Participant 6, make more detailed observations in her students. She noticed the differences in language use and how the students were adapting the language as their own.

A fascinating thing that I noticed was that many of the students used many words that I do not hear often in native English speakers, because they had to basically choose words that they wanted to use and learn.

She then gives an example of how a student used the word “cadence” to describe a teacher’s voice and how another student called a racoon “trash panda.” Participant 6 observation about her students’ use of language is something that is thoroughly researched in how students acquire second languages. This was apparent during the classroom observations as the teacher tried to figure out what some of these words meant. Words like “trash panda” could be considered “Chinglish,” but it is the teacher’s responsibility to find a way to come to an understanding. This back-and-forth exchange of language was a common practice among all the teachers in the Summerbridge program.

Finally, Participant 8 learned a valuable skill in building rapport and learning to express ideas without the use of words. He explains how overcoming the language barrier was not necessarily difficult because he believed in their capabilities and was able to establish trust with them.

In the classroom, language was certainly an obstacle at times, but it was one that was never insurmountable. The students are exceptionally smart and...became more comfortable with English at an impressive rate.

I learned how to explain one concept multiple different ways, and I learned how to connect with an individual without words.

The idea of expressing things without words is especially true for Participant 8. When I entered the classroom for an observation, he was found sprawled on the floor in order to teach his students an important concept in mechanics. He used his whole body to demonstrate each of the concepts and gave positive encouragement to any student that answered his questions.

Self-Reflexivity and Consciousness

Since the prompt the teachers responded to required them to think about their own experiences, many of them reflect on themselves and express a consciousness of how their relationship and perceptions of language changed during their lives. Some become more self-aware of their own incompetence or achievements, their speech, and even the complexity of language. Their self-awareness of their own language and that of others is often expressed in the reflections.

Many of the participants began to reflect on language and how it is used once they have left and lived in another country for an extended period of time. For some of them, Hong Kong was their first experience living abroad for more than a month. Participant 8 shows this as he first explains his hesitation of coming to Hong Kong and later contemplates about how different his experience in Summerbridge would have been different if he had understood the local language.

When I initially applied to Summerbridge Hong Kong, I was concerned at how my inexperience with Cantonese would impact my experience. Living my whole life in an English-speaking country, I arrived in Hong Kong with great anxiety about my inability to speak the language. However, that fear slowly changed into craving to understand the language.

...there are times when I wonder how different my experience would have been had I known Cantonese

His fears gradually changed to a desire to know about the language, its people and culture. Throughout the summer he can be seen asking local Hong Kong teachers to teach him how to say certain words or expressions in Cantonese during the off hours of teaching. He would also attempt to speak to taxi drivers in Cantonese and gain their respect for attempting to speak their language.

Likewise, Participant 5 also expressed his own language abilities. He notes that being in an English-only environment vastly improved his English-speaking skills and pronunciation of English. At the same time though, he also became more aware of his mistakes and accent.

During the program, I had to speak in English all the time with the students and the staff, which made me appreciate my ability to use English to communicate with native speakers of English for authentic purposes and to teach English to English-as-a-second-language learners. That being said, because I had to use English all the time for almost two months, I was also more aware of the mistakes I made in language production.

Since I was raised speaking Cantonese by my parents, there are traces of my first language in my accent, and even though I would try to imitate the accent of other co-workers, who are native speakers of English, sometimes I would be very conscious of this and think of myself as a less capable language user.

His self-consciousness of his own language ability is also reflected in Participant 6 who as a young immigrant felt: “Learning English was challenging and I felt like an outsider because I would be pulled out of my class several times a week, and I was very hesitant to speak English.” Overcoming their language shortcomings as people whose first language is not English ultimately helped them as teachers who could relate to their students struggles. Oftentimes, teachers would share stories about their own lives with students, ensuring them that it is possible to improve their language abilities if they tried. Participant 7 also felt similarly as she expressed that “*Building confidence was the biggest struggle that I faced while learning a new language.*”

Others, like Participant 1, describe how moving to a new country for school made her realize how diverse languages are and how many people around the world are plural-lingual. She explains how only knowing one language in Abu Dhabi is uncommon and how that stemmed her desire to learn Arabic.

Being monolingual makes one part of the minority (approx. 12% of the student body is monolingual) and usually means you are American, Canadian, British or Australian. I had to sit out on classroom activities that involved translating phrases into one's own language and re-evaluating the meaning of the text. I was surrounded by ethnic groups that would speak their native tongues in the presence of one another.

The diversity of the people and languages that she experienced as a university student is reflected in many of her lesson plans. In fact, her subject, World Cultures, takes her students around the globe. For instance, she has her students design a culture web to help the students review what they have learned as well as supporting them to see the similarities and differences among the different cultures.

Some teachers became more aware of their use of language during their time at SBHK. Participant 4 notes that she experienced a “heightened awareness of the different layers in the English language.” Participant 2 also noticed a change within herself: that she began to take note of her pronunciation of words.

The differences in the way that they spoke made me pay more attention to my own speech. Hearing them say words differently, even commonplace words such as “student”, made me wonder how I myself pronounced them.

Participant 2's self-awareness of her own spoken language extends to vocabulary as she began to also adapt more commonly used English words like “university” instead of “college” in her everyday speech.

All in all, the teachers have become more self-aware and reflexive about their use of language and how that translates into the classroom in how they speak and interact with their students and each other. In fact, all of them expressed that they have changed through their experiences with language, which is the next theme to be discussed.

Change

All the participants expressed that they have changed through their experiences of language and now perceive things differently because of it. As Participant 8 explains, “*My relationship and perspective on language has changed significantly over my past two summers in Hong Kong.*”

Participant 1 from the beginning expressed how language changed for her the moment she was exposed to a new culture in Abu Dhabi, stating that “*Language came to life for me.*” She no longer viewed language as something static and to be learned in the classroom.

For others, learning a new language provided them with new perspectives and ideas. Participant 3 states, “*If it weren’t for language I wouldn’t have had the life-changing experience that I had, which is a small, but very important part of why I love language.*” His experiences have shaped an integral part of who he is and his relationships with others.

Participant 4 also noticed a transformation within herself, explaining “*I personally have an appreciation for languages because every language you adopt, shifts a certain perspective and world view around me. Sometimes, even culturally.*” Others, like Participant 2 note the transformation process as a foreigner in a new surrounding: “*Because I was the traveler in the new place, I was trying to shift my speech instead of asking others to understand my own.*”

Some describe a change in their language abilities and teaching practice. Participant 6 states that understanding her students has “*made me more creative in the way that I use the language.*” Whereas Participant 5 and 7 underwent a greater self-transformation about their own relationship with language.

Participant 5

There are positive impacts on my English from my Summerbridge Hong Kong experience too. For example, interacting with native speakers for an extended period of time (around two months) undeniably improved my English accent, as evidenced by feedback from my friends, who remarked on some of my American-accent-influenced pronunciation.

Overall speaking, I would say that working at Summerbridge Hong Kong has been a great experience for my language development, and it solidifies my role as both an English-as-a-second-language learner and an English-as-a-second-language teacher.

Participant 7

This observation became a crucial turning point in my understanding of my relationship with the language. In terms of my personal goal to relearn the Cantonese language, I was able to accomplish improvements through the

unintended reciprocal language exchange in each instance of a student's frustration.

My spoken Cantonese still has a long way to go before I can consider myself fluent, but now that I'm equipped with this experience that Summerbridge has given me, I am ready to embark on finding better ways to relearn the language properly.

Both had a clear goal when starting the program, that although they were excited to teach to local Hong Kong students, their main objective was to have their own self-improvement. By improving themselves, they also changed their teaching practice for the better as they were able to make connections with other teachers and students through the use of language.

Change could not be directly observed in the lesson plans. It could, however, be observed during the check-ins with individual teachers. Teachers, in general, consistently talked about how much their experience at Summerbridge had changed them. For instance, one teacher explained how Summerbridge changed her perceptions of what teacher and student relationships could be: one built on trust rather than one having direct authority over another. Another teacher talked about how she initially did not like doing cheers and dances in front of the students, but now sees them in new ways. She saw how doing those activities benefitted her students and made her realize that doing things that she normally would not do on her own can be a new learning experience. She expressed that this change in her as a positive one and is thankful for it. Others with some previous teaching experience noted that the summer presented them with new challenges, but also gave them a new perspective on teaching.

6. DISCUSSION

This section will now explain how the data analysis fits into existing theories about language and language learning and teaching. Aspects of the participants culture, identity, and agency will be examined and related to the different theories stated in the theoretical framework. Afterwards, their teaching practices will be analyzed within the context of CLIL theories. Finally, the results of the research will be opened to a larger discussion as to how these findings fit into the larger context of Summerbridge and Hong Kong society.

6.1 A Product of Culture

Within the theory behind context of culture, the teachers displayed various aspects in which they bring in their own culture into the classroom. For instance, Participant 2 uses the music from the movie *Pirates of the Caribbean* in one of her lessons. Whereas Participant 5 sometimes brings in translated poems from Chinese into his classes. The two teachers come from different cultural backgrounds: the United States and Hong Kong respectively. The teachers often integrate resources that they are most familiar with, which represents a huge part of one's culture. Teachers can unknowingly bring in their own dominant culture as English language speakers.

As Kramsch (1997) stated previously, the individual represents the knowledge of his or her community or society. The teachers are therefore bringing in aspects of their cultures into the classroom space and thereby influencing the students' perceptions of those cultures. Generally speaking, the lesson plans reveal that it took teachers who had no previous experience with the Hong Kong culture longer to incorporate those elements into the lessons. For instance, Participant 2 could have listed the names of faults in Asia rather than the ones in America in her lesson about plate tectonics.

It is important to note that Summerbridge does emphasize that teachers make the material relevant to the students. The lesson plans, therefore, reflect this as teachers try to make their content somehow relatable to the students' everyday lives. Participant 1, for example, attempted to compare and contrast Hong Kong culture and Latin American culture. The students were told to note the similarities between their own culture with other cultures.

For some teachers, this process of integrating elements that their own students would be familiar with took a bit of time. Whereas others had no problem integrating aspects of Hong Kong culture early on in the lesson. Their life experiences as well as the subject they taught greatly

shaped how they were able to adapt the local culture into a foreign language classroom space. If, for example, Participant 1 had not been born to a biracial family or had gone to university in Abu Dhabi, she perhaps would not have tried as hard to get her students to connect with others around the globe.

Similarly, Participant 5 brings in his own Hong Kong culture in the classroom as local teacher. He reflects his own context as a Hong Kong university student into the classroom. His lessons incorporate elements of Chinese culture as well as the Western culture as he teaches students how to write poems. In his reflections, however, there he gives a feeling of inferiority because of his accent or lack of understanding when talking with native English speakers.

Interestingly, the teachers whose backgrounds are either of mixed heritage, immigrant families, or from non-English speaking countries demonstrated a sensitivity to multiple cultures and relations. Participant 1, 5, 6, and 7 all express in their reflections a keen understanding of the role of English in the world around them. Participant 6 has the experience of being and immigrant whereas Participant 7 desires to understand the culture of her immigrant parents. These teachers, although bringing in the culture of the English-speaking world into the classroom, also bring in elements of their own personal experiences. For instance, Participant 7 has her students write memoirs, asking her students to highlight life lessons in their stories so that they can connect themselves with others.

The teacher with the most cultural sensitivity was Participant 1, which is in a large part due to her mixed heritage and exposure to multi-cultural environment and languages. Her identity as a teacher and as someone to bridge cultures is apparent in the course she has chosen to teach: World Cultures. Her interest in understanding other people's cultures as well as her belief that there are as many similarities as there are differences among people around the world is evident in her reflections and lesson plans: *I'm motivated by my belief that language is a powerful tool for understanding people*. Her emphasis on interpersonal connection through language is a key element in her experience as a teacher of world cultures. Throughout her lessons, she tries to have her students see the similarities as much as the differences between the cultures she has introduced in her classes. She sees herself more explicitly transferring her culture and those of others to her students.

As Byram and Grundy (2003) note, the language learner and the native speaker initiate in a process of cultural understanding through their interactions. All teachers exhibit this interaction with their students as they are constantly adapting their lessons to the needs of their students.

Their lesson plans show that they have tried to incorporate ways to make the content easier to understand, whether that included more physical demonstrations to supporting their students with greater visualizations.

However, Participant 4, takes it one step further by stating how much English is linked with power. Participant 4 more critical stance of language and its implications of power is noteworthy given her background as a Singaporean. She does not specifically talk about her life in Singapore in her reflection, so it is impossible to make a direct connection between her statement and how her personal experiences have made her come to this particular conclusion. Despite that, given the general knowledge that Singapore was a former colony of the United Kingdom and consists of a diverse population of people, it can be implied that these cultural elements have impacted her understanding of language and power.

6.2 Identity and Agency: Transformation, Empowerment, and Choice

As the previous section indicated, the teachers' identities can be said are influenced by their respective cultures and that those cultures can influence their students. However, as Duff and Uchida (1997) have pointed out, because the teachers' sociocultural identities are also capable of transforming due to their relationships with their students, their own individual experiences at Summerbridge need to be closely examined. Since one's identity is not static and is shaped by their experiences, the teachers' experiences at Summerbridge have in turn changed them. The most consistent theme across all eight teachers is "Change," thereby demonstrating that the transformational process of the teachers needs to be acknowledged and studied.

Many of the teachers note how language allowed them to interact with other cultures, and this experience has drastically changed how they have come to understand the world. For instance, Participant 2 realized her need to adapt to another culture rather than having others adjust to her: "*Because I was the traveler in the new place, I was trying to shift my speech instead of asking others to understand my own.*" Likewise, Participant 4 expresses similar acknowledgement, stating that "*I personally have an appreciation for languages because every language you adopt, shifts a certain perspective and world view around me. Sometimes, even culturally.*" Both participants realize the cultural significance of language and demonstrate how the two are connected. In addition, they further prove that a person's identity is largely influence by their experiences and that they are constantly changing through their social interactions in the classroom (Duff & Uchida, 1997).

Besides seeing the transformations within themselves, the teachers also comment in the changes within their students. The teachers created a collaborative environment in their classrooms, spurred on by the program's emphasis to provide an alternative form of schooling that students would not normally have received in a Hong Kong classroom. The strategies and principles of Summerbridge, largely stem from Western teaching pedagogies as it was originally an international branch of an American nonprofit organization. Although the cultural influence of an alternate educational style, the teachers are also proponents of these beliefs of forming a collaborative and inclusive environment for all students. These beliefs are foundational in Cummin's (2000a) transformative pedagogy.

This collaborative and supportive system that is integral to transformative pedagogy is evident in the teachers' lesson plans. For instance, Participant 4 writes:

*Say: wonderful job everyone! *still in circle* We are going to dive into Part 2 of non-verbals. Who can still remember what was Part 1 we learnt on Thursday? Raise your speech bubble when you want to speak!*

Say: Well done! Today we will learn MORE non-verbal elements that can help you become the successful speaker you see yourself become, especially through practice.

Other teachers demonstrate similar encouragement in their lessons. For instance, Participant 1 writes in her lesson plan: *Very good job everybody! You will see that there are many different topics that are important to us. The things that are important to us change the way we behave.* Participant 2 also includes positive statements and says: *You all did a great job with our tectonic plates activity! Now, I think it is time for us to eat them.* Although some teachers chose not to write out such statements in their lesson plans, they show it in their actions in classroom during the observations. Participant 6 and Participant 8 both exhibited such behavior and actively gave positive encouragement to each of their students. This collaborative process not only affected the students' performance and their increase in confidence as language learners, but also affected the teachers in ways that they themselves did not expect.

Throughout the lesson plans, it becomes clear that the teachers have adapted their lessons according to the needs of their students. Through this process, the teachers' identities are once again transformed. These shifts and alterations in identities occur as the teachers were subject to negotiations between cultures, teaching material, and reactions from students and fellow teachers (Duff & Uchida 1997).

As Morgan and Clarke (2011) have previously stated, the individual is not merely a puppet in the face of power. Each individual is also vastly shaped by their own life histories despite being from the same culture. Summerbridge teachers have agency in their choice what they choose to represent and have their own unique life experiences that they bring into the classroom. Their decisions to implement relatable material for their students and to create interesting lessons that would engage the topic during the class are examples of such agency.

Duff and Uchida (1997) have also pointed out in their own study “The teachers’ perceptions of their sociocultural identities were found to be deeply rooted in their personal histories, based on past educational, professional, and (cross-)cultural experiences” (p. 460). Summerbridge teachers also exhibited these perceptions through their narratives. Since language and culture are interrelated to one another, the Summerbridge teachers’ perceptions of language can also be said to have roots in their own life histories. Many of them comment on their previous experiences with language prior to Summerbridge, which means that their past has a direct influence on their present perceptions of language and is therefore expressed in their teaching practice via their lessons.

6.3 CLIL and Culture

In the following, the lessons and classroom observations will be explored in further detail according to CLIL theories which will then be linked back to the context of culture.

First off, the teachers actively engaged in CLIL in their lessons because they are teaching new content in a foreign language. The teachers are able to implement all aspects of the four C’s curriculum and the theory of practice into their teaching. In terms of the four C’s, *content*, *communication*, *cognition*, and *culture*, the lesson plans proved that they were able to provide effective CLIL strategies into the classroom. The teachers gave students positive encouragement as seen in their lesson plans and classroom observations: *Very good job everybody! You will see that there are many different topics that are important to us. The things that are important to us change the way we behave.* This fulfills the *content* component of the four C’s curriculum.

Next, *communication* and *cognition* were developed during the classroom as the teachers engaged in conversations with their students and provided them with tasks and activities to do. The teachers were able to develop their basic interpersonal communication skills (BICS) by scaffolding their activities whether through group work, whole classroom support, or providing individualized attention to the students in need. For instance, Participant 8 would sometimes

give exaggerated responses of approval to his students as they built cars out of the random materials he provided them. The lesson on axels and wheels was heightened by the students engaging in an activity in which they could work in pairs and converse with each other and the teacher in English.

Finally, *culture* another important component of the four C's and CLIL overall occurs because of the language exchange between teachers and students. It is through culture that deep learning in CLIL can take place. As described in the previous section about teachers their culture and their identity, the exchange between the teachers and the students promotes a pluricultural setting in which transformation takes place.

The teachers also engage in a theory of practice throughout the summer. Debriefs with each of the teachers after the classroom observations reveal that they would build on their prior knowledge and change things accordingly. For example, when teachers discovered that a student loathed dancing and felt ashamed to dance in front of others, they made the collective agreement not to have dancing in their lessons if he did not feel comfortable doing so.

Since CLIL allows for an intercultural environment for teachers and students, how teachers perceive culture impacts the way they transmit it to their students. However, as Cummins (1996) and Peirce (1995) suggest, the exchange of cultures can be one of collaboration rather than coercion. Because the teachers were able to appropriately apply CLIL in their lessons, the relationships built was one of empowerment rather than one culture dominating another.

6.4 Contextual Influences

In addition to the teachers own life histories and biographical backgrounds, the context also plays an important role in shaping their teaching practices. According to Duff and Uchida (1997), “the contextual basis of teaching includes the local classroom culture” and the institutional culture (p. 469). Both the lesson plans and classroom observations revealed that the teachers were negotiating between their own (cross-)cultural and the expectations of Summerbridge Hong Kong. The resources they used, the presentations they created, how they organized their lessons and the classroom, and how they presented certain viewpoints and issues had to be carefully thought-out and negotiated. For example, Participant 2 mentions using graham crackers and peanut butter in her lesson plans; however, graham crackers are not a common ingredient found in Hong Kong grocery stores. She would have to adapt and negotiate with the local culture and either look for graham crackers or find some other substitute. The Summerbridge teachers also have a greater degree of freedom in how they chose to represent

themselves since there is no set curriculum or textbook they have to follow. Teachers were also told to make their lessons creative and fun, incorporating many interactive tasks for the students who would normally not have access to these activities in a normal Hong Kong classroom.

The reflections and the lesson plans also revealed how the participants saw themselves as teachers, as foreigners, or as a Hong Kong local. As teachers, the participants talked about having a “teacher” voice or talk, thinking about language in new ways, and using body language as a means to communicate with their students. Although it can be said that the teachers are developing their own professional skills, their behavior is also influenced by the training they received and the expectations Summerbridge has for its teachers. As foreigners, many expressed concerns of not understanding the language or culture and how they would be able to adapt to a culture different from their own. In addition, they brought their own culture into the classroom space through their use of resources, activities, and through the way they interacted and communicated with their students. However, even as foreigners their interactions with students also shaped how they themselves experienced the culture. Others such as Participant 7, was renegotiating between herself as a Canadian and as a Hong Kong local because of her own family background. As a Hong Kong local, Participant 5 was able to highlight the contrast between his own language abilities and the teachers around him. He never saw himself as someone belonging to a “native speaker” level but always continued to believe that he is a Hong Kong local who happens to have strong English abilities. How they choose to present themselves are still aligned with Summerbridge principles.

All in all, teachers are still subjugated to the expectations of the Summerbridge program. Despite having agency to choose what aspects of their cultures they would like to bring and empower their students; their decisions and their lessons still have to meet the standards of Summerbridge. How they see themselves is also greatly influenced by their experiences in the context of Summerbridge Hong Kong. From the eight participants in the study, none of them deviated from Summerbridge expectations. They were given lesson plan templates, which gave them a set structure to follow. In addition, none of them demonstrated the use of competitions or rewards as a means to motivate their students. Although that is not to say that it has not happened before in the past. From my own past experience, there were teachers who did break Summerbridge protocols from time to time. These teachers would have talks with an administrative staff member and eventually find ways to compromise and create activities that suite the program. These instances show that despite having agency, most teachers chose to

comply with Summerbridge. This is not necessarily a negative point as Summerbridge has consistently proven to have a positive impact on its teachers and students.

Although the teachers and their identities are also shaped by the expectations of Summerbridge, there is larger social implications about Hong Kong society as a whole. Summerbridge strives to provide opportunities for disadvantaged youth in a system that is not only competitive, but also filled with inequality. English still plays an important role in Hong Kong society, influencing the language policies, education, and work prospects of many. Most students attend a CMI school, making them at a social, economic, and even political handicap for those that do not have the economic means to compete with students that do.

English and its importance in Hong Kong could be said is a legacy of its colonial past. Is English's elite status in Hong Kong a product of linguistic imperialism or are people adopting the language as part of their own culture? Given Hong Kong's recent political activity against China's intervention in its politics, English can be said to serve as a means to promote Hong Kong's difference from China. English can be adopted into the local Hong Kong culture as it has been ingrained in its society for many centuries. Summerbridge Hong Kong, then, can be seen as a of preserving the Hong Kong identity as a society that sees itself having its own unique history and people. The teachers in Summerbridge Hong Kong are shaped by the program's policies, which are in turn shaped by the current economic, social, and political situation of Hong Kong.

7. CONCLUSION

7.1 Revisiting the Research Question

Throughout this research, answers to the following questions:

- How do Summerbridge teachers' perceptions of language shape their teaching practice?
- How do culture and identity shape those perceptions?
- What can be said about their teaching practice based on their culture and identity?

The initial question addresses the general perceptions of the teachers and their views on language. It was then further broken down to focus on how culture and identity shape those perceptions based on previous research by Kramsch, Norton, Peirce, Duff and Uchida, and Morgan and Clarke. The third research question seeks to bridge the culture and identity with the teachers' teaching practices in order to fully develop the entirety of the research question.

Through this study, the relationship between language, culture, and identity cannot be denied. Since teachers live through different life histories, their approaches to teaching, including the subject they taught, all have their own distinct personality. Although the teacher for the most part do bring in their own dominant culture into the classroom, they were able to empower their students through collaborative teaching practices. The next section delves into some of the deeper implications of the findings.

7.2 Challenges

As noted in the previous two sections, language and identities can be linked to much broader social contexts. This brings about several challenges within the research process, which will be discussed in more detail.

One of the main challenges at the beginning of this study was seeing the connections between the themes and the lessons in their practice. However, after closely looking at the lessons, the terms and expressions that were used, the findings became more apparent. The teachers' diverse backgrounds also posed a challenge in which it was sometimes difficult to find similarities among the different narratives. However, as Marginson and Mollis (2001) point out, "Difference and sameness are philosophical opposites, but they are not necessarily antagonistic or mutually exclusive, either in logic or in the real world" (p. 585). Meaning that although similarities were searched for in this study, the act of comparing itself assumes that there are differences.

There were also things that were said but not seen in the lessons or in the classroom observations. For instance, Participant 5 talks about how he felt when he compared his English abilities with native speaking teachers. His insecurities are not reflected in his lesson plans but does provide an interesting clue into the role of first and second language users as teachers of a foreign language.

There was also an **unexpected outcome** through this research process. The sharp distinction among the different backgrounds of the teachers was an outcome that was not expected. It was interesting to see how teachers who were immigrants, children of immigrants, or children of mixed heritage talked a lot about family and their early experiences of language. Language was more inclusive as being a part of who they are as a person. On the other hand, those who were from monolingual families, expressed language in terms of teaching or as a foreigner experiencing something new for the first time.

7.3 Limitations and Further Research

The main limitation in this research project is that the teachers themselves are not yet professional teachers, which poses a problem if this research were to be applied to the larger context of Hong Kong society. Although they do provide some interesting insight as potential future teachers, using local Hong Kong teachers in a similar study will help enlighten and better understand how actual teachers in Hong Kong perceive language and how those perceptions shape their teaching practices. Summerbridge teachers are not in the school system of Hong Kong and therefore do not provide a holistic picture of how Hong Kong teachers perceive language. They do, however, give a valuable account of foreign language teachers teaching in a context that is not predominately English speaking. Summerbridge teachers also did not have to follow a set curriculum or textbooks and are not confined to the teaching standards of Hong Kong. Therefore, it would also be beneficial to look at the perspectives of teachers in Hong Kong.

In addition, teachers were instructed to write their reflections in English and the reflections therefore could have different interpretations and connotations if they were told that they could have been written in a language they felt most comfortable writing in. For teachers like Participant 5, this could have changed the way he chose to answer or present himself when talking about his own relationship with language. The reflections were written in English because of two reasons: 1. consistency and 2. the researcher's own comprehension in English is much stronger than Chinese.

Likewise, it would also be interesting to see the difference between teachers like Participant 5 who wishes to become an English teacher but feels inferior to what he calls “native” speakers. A comparison between local Hong Kong English teachers whose first language is Cantonese and teachers from English speaking countries living in Hong Kong would also present another insightful study on perceptions of language.

Furthermore, this research is not a complete case study. It would be interesting if other points of views were added in order to get a wide spectrum of ideas and perceptions. For instance, students and parents could be interviewed to get their perspective on the subject and status of languages in Hong Kong. Principals and teachers from the participating schools could also have been included in the study to see if they also noticed any transformation within their students.

Thus, more research on the topic should be considered. In future studies, teachers who teach in the Hong Kong school system could be examined and interviewed. A comparative analysis between local Hong Kong teachers and foreign teachers could also be conducted in order to see if there are any differences between the two. In addition, students and teachers could also be included in a similar study that would most likely produce different discourses and themes.

7.4 Concluding Remarks

Throughout this research process, it was interesting to see the clear distinction among all the teachers. The teachers who were of immigrant families, mixed heritage, or from Hong Kong experienced language and culture much more differently than the teachers from monolingual families. Their narratives provided a rich collection of details and show that there are many facets than make up one’s identity. Most importantly, those identities are pivotal in how the teachers perceive themselves in the classroom and how they implement what they know about their subject and their students through a theory of practice in order to help empower their students to achieve their own goals in life.

This research provided a fascinating insight into a relatively unexplored topic about foreign language teachers. Culture, language, and identity are deeply tied and have an effect on the teaching practices of teachers. The larger social implications of their practices to Hong Kong as a whole also presents an important insight into the historical legacy of Hong Kong.

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Appendix 1

<p>Language as an Academic Subject</p>	<p>1</p> <p>As I grew up in a monolingual family and was distant from the language that my grandparents spoke (Mandarin), language was a strictly academic subject.</p> <p>The destination in the pursuit of language was a 100% on a test and had no touch with the act of communicating.</p>	<p>2</p>	<p>3</p> <p>My experience with language before this summer was mainly in school.</p>	<p>4</p> <p>In the semantics to words in the English language is sometimes so complex that defining a term or vocabulary in class, meant giving students an almost solid view point of what this particular word meant.</p>	<p>5</p> <p>I am a final year student studying English Education at the Chinese University of Hong Kong.</p> <p>Even though my English proficiency is quite advanced (around level C1 of the Common Framework of Reference for Languages), my weakest skills in English are writing and listening to native speakers in social settings.</p>	<p>6</p> <p>I was put into the English as a Second Language program at my elementary school.</p>	<p>7</p> <p>the issue was that I had never taken the initiative to practice Cantonese outside of the classroom. So even with the routine class attendance and average test scores, the language was never integrated in my personal life on a practical level.</p>	<p>8</p> <p>Although my relationships with my students were strong, I wanted more. I wanted to be able to interact with my students on their own terms, where they were free and comfortable to express themselves fully.</p> <p>At the same time, I believe my lack of understanding also contributed to my experience in many ways. It allowed me to build relationships with a diverse group of people, and it greatly improved my nonverbal communication skills</p> <p>I strongly believe that our eye contact communicated more than what any verbal language could</p>
<p>Understanding & Connection with People</p>	<p>I was surrounded by ethnic groups that would speak their native tongues in the presence of one another. Language came to life for me. I started learning Arabic – not for the pursuit of a grade, but to have a greater level of connection with the locals in a place that I now call home.</p> <p>And, I learned that language can be a wonderful tool and also a great hindrance to deep, meaningful connections with people.</p> <p>Though Summerbridge has made me sure that language is not the sole cornerstone of relationships, I understand the great capacity that language allows for interpersonal connection.</p> <p>However, I'm motivated by my belief that language is a powerful tool for understanding people.</p>	<p>I feel, due to my experience as a young language learner (I started learning roughly two years before most kids) I was able to sympathize with the kids I was working with and their struggles with articulating certain words or phrases and that helped me connect with them.</p> <p>those connections I made were what made this past summer the best one of my life. The people I met were all amazing in their own unique ways and I can say for sure that I would not have had this experience if it weren't for language</p>	<p>I came to realize how the English language is not only the universal language to bring people together, it is also a language that can intrigue others to learn.</p>	<p>I understand how challenging it can be to the Summerbridge students, because I have often chosen to not speak out in class because I did not know a word, or to draw a blank mid sentence and become hesitant to continue.</p>	<p>It was through the daily lessons with this group that I became quickly acquainted with local, Cantonese expressions.</p>	<p>Although my relationships with my students were strong, I wanted more. I wanted to be able to interact with my students on their own terms, where they were free and comfortable to express themselves fully.</p> <p>At the same time, I believe my lack of understanding also contributed to my experience in many ways. It allowed me to build relationships with a diverse group of people, and it greatly improved my nonverbal communication skills</p> <p>I strongly believe that our eye contact communicated more than what any verbal language could</p>	<p>I strongly believe that our eye contact communicated more than what any verbal language could</p>	

<p>Success or Opportunity</p>	<p>Yet, I saw the many utilitarian reasons to learn language, as to some extent, language is a means for success.</p>	<p>With my students, I found that I adopted a sort of "teacher voice."</p> <p>My "teacher voice" become something that I reflexively slipped into when I was with Summerbridge students. It started during my first week teaching, when I became familiar with the speed and level of vocabulary that I could use to be easily understood. I could gauge by the look on students' faces if I was speaking too quickly, or if I was losing their attention with complex words. I began speaking slower and with shorter sentences. Communicating also became a full body experience. I used many more gestures,</p>	<p>Learning Mandarin opened up so many windows of opportunity and gave me a lot of confidence in terms of what I felt I was able to do and the places I believed I could go.</p>	<p>The power of language certainly clicked inside me coming into Summerbridge Hong Kong, mostly because students were still in the process of learning the English language. I became a lot more aware of how words within the English language bore a variety of meaning to students</p>	<p>As an English-as-a-second-language learner, I possess both intrinsic and extrinsic motivation in learning English: I am deeply interested in cultures of the English-speaking world, and I am also required to use English for my work after graduation</p> <p>It could be said that I place superiority on English accents from LL-speaking countries, even though I personally agree that having a "native" accent would benefit me in terms of my career prospect and help me gain respect from others in my immediate circle.</p>	<p>Another benefit from participating in Summerbridge Hong Kong is my English for specific purposes. In this case, teacher-talk. My classroom instructional language improved a lot because I had a class of students to teach for a month, and I learned to use suitable language that suit students' English proficiency when conducting my lessons.</p>	<p>As a Chinese-Canadian born and raised in the same country for the past two decades, I virtually had no contact with my ancestral homeland. So naturally, I was ecstatic for the opportunity to fill in the gaps of my Chinese heritage. The redemptive sentiment was most palpable through learning—or rather, relearning, the Cantonese language.</p>	<p>A great deal of people in Hong Kong spoke English, and when they did not, I was almost always surrounded by a co-worker who did. (power dynamics)</p> <p>In the classroom, language was certainly an obstacle at times, but it was one that was never insurmountable. The students are exceptionally smart and absorbed and became more comfortable with English at an impressive rate.</p> <p>Because I was committed to fostering a non-punitive setting for my students to proactively engage in English, I had to evaluate as many barriers to their learning as possible. The earlier observation was informative in my design for the setting. There was a certain anxiety about openly using broken English amid social reprisal. We needed to shortchange this social custom and</p> <p>I learned how to explain one concept multiple different ways, and I learned how to connect with an individual without words.</p>
<p>Teaching Professional Development</p>	<p>Yet, I saw the many utilitarian reasons to learn language, as to some extent, language is a means for success.</p>	<p>With my students, I found that I adopted a sort of "teacher voice."</p> <p>My "teacher voice" become something that I reflexively slipped into when I was with Summerbridge students. It started during my first week teaching, when I became familiar with the speed and level of vocabulary that I could use to be easily understood. I could gauge by the look on students' faces if I was speaking too quickly, or if I was losing their attention with complex words. I began speaking slower and with shorter sentences. Communicating also became a full body experience. I used many more gestures,</p>	<p>Learning Mandarin opened up so many windows of opportunity and gave me a lot of confidence in terms of what I felt I was able to do and the places I believed I could go.</p>	<p>The power of language certainly clicked inside me coming into Summerbridge Hong Kong, mostly because students were still in the process of learning the English language. I became a lot more aware of how words within the English language bore a variety of meaning to students</p>	<p>As an English-as-a-second-language learner, I possess both intrinsic and extrinsic motivation in learning English: I am deeply interested in cultures of the English-speaking world, and I am also required to use English for my work after graduation</p> <p>It could be said that I place superiority on English accents from LL-speaking countries, even though I personally agree that having a "native" accent would benefit me in terms of my career prospect and help me gain respect from others in my immediate circle.</p>	<p>Another benefit from participating in Summerbridge Hong Kong is my English for specific purposes. In this case, teacher-talk. My classroom instructional language improved a lot because I had a class of students to teach for a month, and I learned to use suitable language that suit students' English proficiency when conducting my lessons.</p>	<p>As a Chinese-Canadian born and raised in the same country for the past two decades, I virtually had no contact with my ancestral homeland. So naturally, I was ecstatic for the opportunity to fill in the gaps of my Chinese heritage. The redemptive sentiment was most palpable through learning—or rather, relearning, the Cantonese language.</p>	<p>A great deal of people in Hong Kong spoke English, and when they did not, I was almost always surrounded by a co-worker who did. (power dynamics)</p> <p>In the classroom, language was certainly an obstacle at times, but it was one that was never insurmountable. The students are exceptionally smart and absorbed and became more comfortable with English at an impressive rate.</p> <p>Because I was committed to fostering a non-punitive setting for my students to proactively engage in English, I had to evaluate as many barriers to their learning as possible. The earlier observation was informative in my design for the setting. There was a certain anxiety about openly using broken English amid social reprisal. We needed to shortchange this social custom and</p> <p>I learned how to explain one concept multiple different ways, and I learned how to connect with an individual without words.</p>