IMPROVING MIGRANT CHILDREN'S SELF-ESTEEM THROUGH A

LANGUAGE ENHANCEMENT PROGRAMME

LAI MEI LEUNG

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Improving Migrant Children's Self-Esteem

through a Language Enhancement Programme

LAI MEI LEUNG

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CERTIFICATE OF ORIGINALITY

I hereby declare that this thesis is my own work and that, to the best of my knowledge and belief, it reproduces no material previously published or written nor material which has been accepted for the award of any other degree or diploma, except where due acknowledgement has been made in the text.

_____ (Signed)

Lai Mei LEUNG   (Name of student)

Abstract of thesis entitled: Improving Migrant Children's Self-Esteem through a Language Enhancement Programme

Submitted by Lai Mei LEUNG

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Abstract

A global concern about migrant children is that migration creates a certain kind of psychological distress which adversely affects these young people's self-esteem. In Hong Kong, the intake of new arrivals from Mainland China has increased to 150 per day (i.e. over 54,000 per year) since 1995. Local studies suggest that the major psychological problem encountered by these newly arrived children and adolescents is that they often possess low self-esteem. The researchers involved generally attribute the sense of inferiority of these young arrivals to poor socio-economic backgrounds, adverse living conditions, inadequate family and peer support, communication problems, being placed in a lower class at school, difficulties with English, lack of familiarity with social facilities, and discrimination or rejection by local people. Whilst they see an urgent need to address these children's self-esteem problems, few recommendations have been made on how to do so in the school context. Since a lack of English is a core problem for the Chinese young arrivals, the present research aimed to use an English Enhancement Programme (EEP) to help address the issue.

This study followed a qualitative and naturalistic case study design which enabled the researcher to explore whether a school EEP could have any positive impact on migrant students' self-esteem, and in particular, which elements in the programme could have a positive influence on it. Thirteen Secondary 1 migrant students in a Hong Kong secondary school and two tutors were interviewed regularly by the researcher. Also, both teacher and student informants were asked to record their progress and/or their feelings about the course in their diaries and teaching journals respectively after each lesson. The interview and diary data were then transcribed, coded and categorized. Additionally, three external examiners were asked to comment on students' performance in two street interviews held at the early stage and again at the final stage of the programme in order to find out whether in their view the student participants demonstrated any changes in their self-esteem during the intervention. Three cases were reported in detail to illustrate the impact of the EEP on the subjects' self-esteem and their confidence in using English at different stages of the course.

The findings are that the EEP implemented in the present study appears to have made a considerable impact on the participants under optimal circumstances. A majority of them showed a noticeable improvement in their self-esteem and confidence in speaking English. Also, the three case studies seem to indicate that although many of the participants had similar backgrounds (i.e. low socio-economic status, English learning problems and adjustment difficulties), the impact of the EEP on their self-esteem could vary quite considerably one from another. Two cases display an observable progress in the subjects' Global Self-Esteem, Specific

Self-Esteem and Task Self-Esteem after attending the EEP, whilst the subject in the third case does not show any noticeable change in his Global Self-Esteem apart from reporting a more positive perception of his English competence.

In spite of these individual differences, both the case studies and the general findings postulate that outings, encouragement from tutors, peer support and games in the EEP have a positive impact on migrant students' self-esteem.

The study extends the research on the self-esteem problems faced by the migrant children and adolescents in Hong Kong. It introduces possible ways to enhance migrant students' self-esteem through an English learning programme in the school context and makes recommendations to teachers and curriculum planners in designing language programmes for migrant students.

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Chapter 1

INTRODUCTION

1.1 Global concern about migration

The world's migrant population has been growing rapidly owing to the forces of economic integration and globalization, higher rates of urbanization, technological change, and drastic declines in fertility in some developed countries. It is estimated by the International Labour Organization (ILO) that there are about 100 million migrant workers, immigrants and members of their families all over the world (ILO, 2002).

International migration can be regarded as a double-edged sword. For the positive side, migrant workers have contributed to the growth and prosperity in many industrializing countries by providing a valuable source of semi-skilled and unskilled labour, thereby enabling them to accelerate their rates of economic development. Migrants also provide a source of highly skilled labour for advanced countries, which helps them to maintain economic competitiveness. However, migration can be a source of problems as well as challenges for both the migrants and their host societies if adjustment between the two parties cannot be ensured (Baubock, Heller, & Zolberg, 1996; ILO, 2002). Unfortunately, it is reported that many migrant workers and their dependents are regularly subject to abusive, exploitative and discriminatory treatment such as inequality in the job market, marginalization in education, racism and xenophobic crimes in their host countries, which not only

seriously aggravates their quality of life but also creates considerable stress, which adversely impacts on their self-esteem. Since healthy self-esteem is a sign of individuals' mental well-being, any change that hampers self-esteem may lead to violence, drug abuse, and suicidal thoughts, which may eventually violate the stability and security of the destination societies (Branden, 2006; Katz, 2006; Reasoner, 2006) (see also Section 2.7.4).

1.2 Historical background of Chinese migrants in Hong Kong

Immigration is also an issue in Hong Kong. With increasing integration between Hong Kong and China, it has been common for Hong Kong people to work in China since the 1980s. The frequent social encounters and communication have resulted in an increase in the number of marriages between Mainland Chinese and Hong Kong people (Chan and Chan, 2004; Chan et al., 2003a). In general, their dependents in China normally prefer to move to Hong Kong for family reunion. These Mainland Chinese perceive that there are more opportunities to climb up the social ladder in Hong Kong as compared to their places of origin in China. They believe that by studying or working hard and by making good use of opportunities, they (or their children) can achieve a better quality of life in Hong Kong (Hong Kong Federation of Youth Groups, 1995 and 1999).

According to Article 24 of the Basic Law (1990), persons of Chinese nationality born outside Hong Kong of Hong Kong residents will have the right of abode in the

Hong Kong Special Administrative Region (HKSAR). It was estimated that there were 320,000 such children who were still living on the Mainland in 1996 (Chan et al., 2003a:11). On the first working day after the 1997 handover, a large group of people went to the Immigration Department to claim their right of abode in Hong Kong in accordance with the Basic Law (1990). On 9 July 1997, the Provisional Legislative Council enacted Amendment No. 3 to the Immigration Ordinance, which states that only people who had obtained a Certificate of the Entitlement could reside in Hong Kong (Chan et al., 2003a; Government Information Centre, 1999a, HKU Faculty of Law, 2004).

On 29 January 1999, the judgment by the Court of Final Appeal (CFA) finally included two more categories of people to have the right of abode in Hong Kong:

- Persons whose parents did not have the right of abode at the time of their birth.
- Persons born out of wedlock whose father was a HKSAR permanent resident (Government Information Centre, 1999a: 1).

Immediately after the announcement of the CFA ruling, a government survey estimated that there might be up to 1,670,000 people who would be qualified to settle in Hong Kong according to the judgment of the CFA (HKU Faculty of Law, 2004:1). In May and June, 1999, the HKSAR government published a report which pointed out that it would be impossible for Hong Kong to withstand the repercussions because the HKSAR government would need to pay about HK$710 billion (US$91 billion) for the cost of providing the extra land, transport facilities, housing, hospitals and schools to cope with the influx of the additional persons eligible for ROA. Also, the rate of unemployment and the problem of

environmental pollution would be aggravated because of such a huge influx (Government Information Centre, 1999a and 1999b).

After the announcement, the public was shocked by the data and the right of abode became the focus of intense public debate and scrutiny. A number of people expressed the view that action had to be taken because the dramatic increase in the number of eligible persons would definitely pose an unbearable burden on the HKSAR, whereas others argued that the HKSAR government had exaggerated the situation so as to create social pressure to review the judgment of the CFA on the ROA issue (Chan et al., 2003a:14).

On 19 May 1999, a motion was passed by the Legislative Council supporting the Chief Executive, Tung Chee Wah's decision to seek an interpretation of the Basic Law Article 24 (1990) from the Standing Committee of the National People's Congress with respect to who was eligible to settle in Hong Kong by claiming the ROA, or permanent residency (Chan et al., 2003a; Government Information Centre, 1999a, HKU Faculty of Law, 2004). On 16 July 1999, the Legislative Council passed a resolution reinstating the time of birth limitation. As a result, the number of people entitled to have the ROA dropped to about 200,000 (Chan et al., 2003a; Government Information Centre, 1999b).

Despite the political issues, the controversy over the ROA issue greatly threatened the harmony and stability of Hong Kong society. There was increasing polarization between Hong Kong citizens and Chinese immigrants, which led to serious

misunderstanding and conflicts between the two parties and discrimination against the new arrivals (Concern Group on the Rights of New Immigrant Women, Hong Kong Human Rights Commission and Society for Community Organization, 2006; Hong Kong Council of Social Service, 2003; Hong Kong Human Rights Commission et al., 2005; Society for Community Organization, 2004a and 2004b) (see also Section 2.4.4 below).

1.3 Social concern for Chinese young migrants in Hong Kong

With regard to young arrivals from the Mainland, a sizable body of research shows that their major psychological problem is that they have a strong sense of inferiority which probably stems from factors such as adverse living conditions, poor socio-economic background, inadequate family and peer support, unfamiliarity of social facilities, discrimination or rejection from local people, communication difficulties, being downgraded in school and difficulties with English [Boys' and Girls' Clubs Association of Hong Kong (BGCAHK), 1996; Chan, 2001; Chan, 1998 and 1999; Chan et al., 2003a and 2003b; Choi, 2001; Hong Kong Federation of Youth Groups, 1995 and 1999]. With all the factors mentioned above, a lack of English seems to be a major cause which unfairly disadvantages the Mainland children in learning as well as climbing up the social ladder in Hong Kong society.

In December 1999, an 18-year-old Chinese migrant youth, Lam Chin, committed suicide. She was a Secondary 4 (i.e. Grade 10) student with excellent academic

performance. However, when she first arrived in Hong Kong in 1995, she had been downgraded by three years in a primary school. Before she committed suicide, she had written two essays about her experience of discrimination in Hong Kong. She felt sad because prestigious schools in Hong Kong refused to accept her even though she had been an outstanding student in a national school in China. Also, she was teased by her local classmates for being older than all of them in the class and was often insulted by being called "Mainland Girl". When Lam's tragedy was published in the newspapers, it raised concerns about the psychological pressure on migrant children and adolescents in Hong Kong. Responding to the incident, the Director of Education, Mrs. Fanny Law, emailed all teachers in Hong Kong and stated that it was unimaginable that Lam Chin's discriminatory experience could happen in the Hong Kong education system (Hong Kong Government, 2000a). As a result, Lam's death tended to make all educators and teachers be more concerned about the psychological pressure on Chinese migrant children in Hong Kong (Rao and Yuen, 2001).

1.4 The role and concern of the researcher

The problems encountered by Lam Chin were certainly not new to me as many Mainland students had complained about similar difficulties after their arrival in Hong Kong. However, it was totally out of my expectation that a tragedy should also happen in my school.

In September 2001, two weeks after the commencement of the new school year in my school, a 16-year-old Secondary 1 Mainland student stabbed a classmate with a fruit knife during a lesson.   His classmate was seriously injured and was sent to hospital.   It was reported that the suspect had arrived in Hong Kong only one month before.   He could not speak or comprehend Cantonese and was quiet and shy in class.   However, he had been often teased and called "校醜 School Shame" by his classmates.   It was believed that this boy may originally have had some adjustment problems after his arrival; however, the bullying from his classmates had aggravated his anger and stress, thus causing this tragic incident (see also Section 2.6).   Indeed, the incident further confirmed my desire to implement some sort of compensatory programmes in schools to enhance the self-esteem of the migrant youths from China. As Lawrence (2005:xiv) states:

> If we can help children to understand themselves better and to feel more confident about themselves then they are going to be in a stronger position to be able to cope with the inevitable stresses of life and to be better citizens.

The present research also grew out of a number of real and immediate concerns relating to my involvement in the English Enhancement Programme (EEP) in my secondary school.   The EEP had been funded by the Education Bureau (previously named Education Department, ED or Education and Manpower Bureau, EMB) since 1997, and provided school-based support services for new arrivals from the Mainland (EMB, 2005b:1).   My role in the EEP was as a coordinator and I had been involved in the programme since its establishment in 1997.   The primary role of the coordinator was to help the EEP teachers to design the curriculum and teaching materials, monitor the learning progress and evaluate the learning outcomes

of the course. During the implementation of the programme, I assisted the EEP tutors with their administrative work, invited feedback from students and teachers, and took the students on the outings.

As a coordinator, my major concern was whether the programme provided an effective and efficient means to improve these young arrivals' self-esteem in an English learning context. This concern originated from three sources. First, the Hong Kong Government announced in 2000 (Hong Kong Government, 2000a) that urgent assistance should be given to Mainland students regarding their learning and adjustment difficulties after a number of suicide cases had been reported by the local newspapers (Chan and Chan, 2004; Lee, 2001). Second, current research shows that it is crucial for educators to consider both the psychological and learning needs of young migrants from China when designing a supplementary curriculum for them (BGCAHK, 1996; Chan, 1998 and 1999; Chan et al., 2003b; Choi, 2001; Choi, Lee and Gan, 1999; Hong Kong Federation of Youth Groups, 1995 and 1999). Finally, I believe that it is important for us to offer assistance and support to these young arrivals in easing their psychological and educational problems so that they can adapt to and integrate into the Hong Kong community as well as contribute their talents to society in future (Ip, 2001a; Lee, 2001; Li, 2001).

This concern then led me towards an interest in revising the existing EEP (for local students of Band 3 schools) in order to meet both the psychological and learning needs of the Mainland students admitted to my school. As Lee (2006:4) states:

We all have to face the needs and difficulties initiated by the new arrivals in the 21st century. Whether they become a blessing or a problem to society will solely depend on the attitudes we hold towards them at the present moment.

Thus, in my study, an evaluation of an English Enhancement Programme for Secondary 1 migrant youths from China was conducted in order to investigate whether the programme had any positive impact on migrant students' self-esteem, and in particular which elements in the programme may have influenced it. It is assumed that if the elements found in the EEP prove to have an influence on self-esteem, it may also have similar impact on students of other minority groups suffering from similar problems.

Before I carried out this research, I approached the school principal in order to seek his approval in conducting the study in my school. He commented that the rationale for the study was pedagogically valuable and meaningful and thus he expected that what I found during the research process should not be kept solely for "academic analysis and study" but should be applied immediately to improve the on-going teaching-learning process of the EEP in my school. I completely agreed with him that we should not "research for the sake of research" but should apply what we have learnt in the research. Therefore, in this study, I did not purposefully detach myself solely as a researcher or a programme coordinator but rather considered myself as a coordinator-researcher as the two roles did not contradict each other.

1.5 Research rationale and research questions

As an English teacher and the coordinator of the EEP, I was interested in exploring some remedies to improve young migrants' self-esteem, particularly within an English learning context. Although this study provides research data about a small group of Chinese migrant students in one secondary school in Hong Kong, it should nevertheless contribute to the general understanding of whether a certain kind of language enhancement programme can improve migrant teenagers' self-esteem. More specifically, it should contribute to the understanding of how a language enhancement programme or what elements in the programme impact positively on young migrants' self-esteem. In line with this purpose, the following research questions were set accordingly:

1. Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?

2. If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?

1.6 Significance of the research

It is hoped that the present research would be significant in the following three aspects:

At the theoretical level, the self-esteem problems of migrant children and adolescents have yet to be fully explored. In particular, addressing migrant youths' self-esteem problems within a school context has seldom been the focus of empirical research. The present study should contribute to a better understanding of whether/how a particular language enhancement programme impacts on the self-esteem of migrant teenagers who have hitherto been under-studied.

At the pedagogical level, the study's findings on the elements which positively impact on migrant students' self-esteem should help to inform teachers and curriculum designers about what elements should be included in a language enhancement program for improving migrant teenagers' self-esteem and reveal to them what kind of support the migrant youths mostly desire in a school context.

At the policy-making level, the present study should yield research evidence of the extent to which an English Enhancement Programme is effective in bringing certain desirable outcomes in the migrant children from China. Such evidence should help to inform policy makers when they consider and formulate compensatory programmes for young migrant learners in future. As mentioned earlier in Section 1.1, migrant children often suffer from self-esteem problems caused by long-term poverty, racial discrimination, marginalization of education and language problems in their host societies which undermine their physical and mental well-being; therefore such language programme in restoring students' self-esteem will certainly be beneficial to other young arrivals in other countries.

Up to this section, I have discussed the background of the research, the rationale and significance of the study, and the research questions. In the following section, I will present the organization of the thesis in order to give the readers an overall mapping of this thesis.

1.7 Organization of the thesis

The chapters of the thesis are organized as follows:

Chapter 1 Introduction: the current chapter.

Chapter 2 Literature Review: this presents a global picture of migration issues by examining the problems faced by young Hispanic arrivals in the U.S., Turkish migrant youths in Germany as well as Chinese migrant children in Hong Kong; and then defines self-esteem, its importance to individuals' development and well-being, and factors affecting the construct. It also presents an overview of how adolescents' self-esteem can be improved in the classroom context, the English Enhancement Programme.

Chapter 3 The Theoretical Approach and the Research Process: this presents the rationale for adopting the Natural Approach as the curriculum design in the programme of the study, and then describes the rationale for the overall approach of the present research and outlines the methodology. This also introduces the

methods I have employed in my data analysis focusing on how the data were processed and coded.

Chapter 4 Discussions and Findings from Quantitative Data Sets and Qualitative Accounts of the Informants: this presents and discusses the general findings of the research relating to whether the English Enhancement Programme in the study has had any positive impact on the participants' self-esteem.

Chapter 5 Discussions and Findings from Three Case Studies: this presents and discusses whether the English Enhancement Programme has any positive influence on students' self-esteem by focusing on three case studies in the research.

Chapter 6 Discussion and Findings: Elements Affecting Self-Esteem: this presents and discusses what elements in the English Enhancement Programme appear to have had positive impact on migrant students' self-esteem in a Hong Kong secondary school context, based on the whole data set.

Chapter 7 Conclusion: this summarizes the answers to the two research questions posed in Chapter 1 and concludes with the elements which should be considered in designing an English Enhancement Programme for improving migrant students' self-esteem.   It also explains the significance and limitations of the study and makes recommendations for education policy of migrant children and future research directions.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The rate of growth of the world's migrant population more than doubled between the 1960s and the 1990s. It is believed that this trend will most likely accelerate in the 21st Century. According to the estimation of ILO (2002), there are roughly 100 million migrants all over the world. Among the migrant receiving countries in 2005, the U.S. and Germany alone harboured approximately 35.6 million (U.S. Census Bureau, 2005b) and 7.3 million (Federal Statistical Office Germany, 2006b) immigrants respectively and are considered to be two of the largest destination countries in the world.

From 1970 to 1990, the number of countries employing migrant labour increased from 42 to 90 (ILO, 2002). More and more governments of host countries are aware of the need to review their laws, policies and practices for ensuring mutual benefits between the immigrants and their host societies. Among the many pressing issues which have been emerging as a consequence of migration, chronic poverty, education problems, literacy difficulties, discrimination by the host community and psychological problems among the migrant population have been considered to be the priority concerns by policy makers, educators and researchers all over the world.

This chapter will begin with a review of literature on the challenges and difficulties

for the two largest minority groups, the Hispanic migrants in the U.S. and the Turkish minority in Germany, followed by a description of adjustment problems encountered by Chinese migrants in Hong Kong, and the relationship between migration and self-esteem problems, particularly the impact on newly arrived children and adolescents in Hong Kong. Through this review, it will become clear that the existing literature does not adequately address how to improve migrant children's self-esteem in a school context. The second part of this chapter therefore explores on the literature on the importance of self-esteem and factors affecting the construct. The chapter will then end by identifying aspects that have yet to be examined in research on improving migrant students' self-esteem, followed by a description of the rationale and design of the intervention in the present study.

2.2 Hispanic migrant children in the U.S.

According to the National Center for Education Statistics (NCES) (2003), the Hispanic population in the U.S. is growing rapidly and will become the largest minority group by 2005, representing 13% of the whole population. It has also been estimated by the U.S. Census Bureau (2006) that by the year 2050, 24% of the entire U.S. population will be Hispanics. In 2005, the 7.53 million Hispanic children were already the largest minority group among school-age children (i.e. 5 to 17 years old), representing 11.9% of the whole student population of 52.8 million. According to Williams (2001), Hispanic children are more likely than other children

to suffer from poverty, academic difficulties, language problems, health problems and delinquent behaviour.

2.2.1 Poverty

Hispanic children are more likely to live in poverty than their American counterparts. In 2005, 21.6% of them were below poverty level (U.S. Census Bureau, 2005a), compared to 12.7% of the whole student population. The average income of Hispanic migrants is about 60% of the white American income average (O'Connar and Willis, 2004). The reasons for the Hispanic working population's lower wages are possibly their lower average levels of education, job natures, a lack of English fluency that would allow them to get better paid jobs, as well as racial discrimination (Alfonso, 2001). Hispanic children are also more likely to live in very poor neighbourhoods than their American peers. Hispanics are concentrated in non-professional, service occupations, such as building, floor cleaning, maintenance, food preparation and servicing which are low in wages, educational requirements and socioeconomic status (Pew Hispanic Centre, 2005). The report also states that the changes in the structure of industries in the U.S, such as the rise of the technology sectors and the decline of manufacturing, diminish the prospects for upward occupational mobility for the Hispanic population.

One of the major concerns about Hispanic families is that their children may have academic and health problems resulting from poor economic status of their families (Brown, 2001; Williams, 2001). According to Evans's study (2004), children from

a lower economic background are exposed to more family turmoil, violence, separation instability, chaotic households and have less social support. These children are less likely to have access to books and computers at home. Their parents tend to be less responsive, more authoritarian and less involved in their children's school activities. Their homes are of lower quality (i.e. more crowded and noisier) and their neighborhoods are more dangerous and polluted, with poorer municipal services and greater physical deterioration. These children are also more likely to attend inferior schools and day care centres.

Gonzales (2003) and the U.S. Department of Health and Human Services, Office of the Surgeon General and Substance Abuse and Mental Health Service Administration (2007) point out that growing up in poverty has a significant effect on the well being of minority children and teenagers, particularly in terms of impairments in learning ability and academic achievement. These young people also suffer from more conduct and emotional disorders than their economically advantaged counterparts and face multiple disadvantages such as poverty and exclusion from society's benefits (i.e. marginalization). In general, marginalization causes a sense of alienation, loss of social cohesion and rejection of the norms of the larger society. According to Gonzales (2003:3), these children need unusual strength and substantial support from family or external sources in order to resist the combined negative effects of poverty and marginalization.

2.2.2 Academic difficulties

The NCES (2003) report also shows that Hispanic students have higher retention and suspension/expulsion rates than their white counterparts[1]. For example, 13% of Hispanic students in kindergarten through 12th grade had repeated a grade and 20% had been suspended or expelled respectively in 1999 (compared to 9% and 15% in Whites respectively).   Regarding the dropout rates, Hispanic children have had a higher high school dropout rates than white or black students since the mid-1970s (Williams, 2001).   In 2000, the dropout rates of Hispanic children were about 28% which was higher than their white (about 8%) and black (about 12%) peers (NCES, 2003).

In contrast, the educational attainment of Hispanic children lags behind that of white students.   In 2005, only 63% of Hispanic children completed high school whereas 89.2% of the whites were able to graduate.   Additionally, 15.4% of the Hispanic population who were 25 years or over and in the labour force had obtained a bachelor's or higher degree which was only half of that of their white peers (31.6%) (U.S. Census Bureau, 2005a).   The main reason why Hispanic children lag behind their white counterparts in academic achievement is their adverse socio-economic status (Trevino, 2004).   Evans's (2004) study revealed that since fewer Hispanic parents are likely to be involved in school activities or offer academic help to their children at home owing to their limited English proficiency, low educational

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[1] "Children are retained in grade if they are judged not to have the academic or social skills to advance to the next grade.   Children who are retained in grade may show lower academic achievement and motivation, and many may behave in ways that undermine their efforts in school and social well-being.   Students who are being disruptive enough to warrant a suspension or expulsion typically cannot be expected to be learning" (NCES, 2003).

attainment or long working hours, migrant children in school are less likely to succeed than their white peers.

Another factor which greatly impacts on Hispanic children's school achievement seems to be the relatively inferior education they receive in the U.S. The National Association of State Boards of Education (NASBE) (2002) states that many migrant children are further disadvantaged at school as they are disproportionally placed in special education and other lower-track programmes, less likely to be taught by fully-qualified teachers and more likely to attend schools with fewer support staff and below average resources. These students are more often taught using memorization and drills, which are not conducive to engagement or learning, and they also suffer from lower expectations for their academic success (Evans, 2004). In contrast, several studies carried out in the U. S. indicate that students of colour and students of poverty can achieve high standards in school if high-quality education is given to them (i.e. qualified teachers, adequate school resources, stimulating curriculum and instructional support, extended learning time) (NASBE, 2002).

2.2.3 Language difficulties

According to the findings of the U.S. Census Bureau (2005c), 47.8% of the Hispanic population perceived that they speak English less than "very well". In a study conducted by the Pew Hispanic Center in 2003 and 2004, 57% of Hispanics believed that immigrants have to speak English to be a part of American society regardless of

their income, level of English competence, education level or their length of residence in the U. S. Moreover, 92% of Hispanics held stronger views than non-Hispanic whites and blacks (87% and 83% respectively) that English should be taught to their children (Pew Hispanic Center, 2006). However, despite the importance of learning English in the Hispanic population, half of the Hispanic 8th graders read below basic level. As literacy problems are consistently related to higher dropout rates and the eventual entrance into crime and unemployment has rendered these Hispanic children falling into the at-risk students sector in the country (NASBE, 2005).

The literacy problem occurs because these young migrants must learn academic subjects simultaneously while learning to speak English. As mentioned above, since these migrant children are more likely to attend schools with limited school resources and less well qualified teachers (especially in schools where the majority of students are non-white), they are unlikely to make progress in their language development (Alanis, 2004; NASBE, 2002; and Scales, Roehlkepartain and Neal et al., 2006). Similarly, Tompkins (2000) notes that many Hispanic children are further disadvantaged in learning English as most of them are living in Spanish-speaking high poverty areas with little exposure to English. Owing to economic difficulties, they also have less access to English books at home.

2.2.4 Discrimination against Hispanic migrants in the U.S.

As noted in the above sections, Hispanic migrant children generally attend less well resourced schools (i.e. with insufficient funding, fewer resources, less qualified teachers, fewer counselors). Even though some Hispanic children are allocated to the mainstream schools, it is reported that they have been stigmatized as academically low achievers (O'Connar and Willis, 2004). Owing to the lack of learning and social support from schools, a majority of Hispanic students are underrepresented by their white peers in educational success.

With regard to the discrimination faced in the labour market, many Hispanics are hampered by inadequate English language skills and low educational attainment, which are important for competing with their white counterparts in the U.S. society. Discrimination and the lack of job related skills also contribute to a high rate of unemployment or poorly-paid jobs and as a result a high rate of poverty among Hispanics (Blumrosen and Blumrosen, 2002).

With regard to criminal justice discrimination, a serious lack of legal aid and defense is reported for Hispanic population in the U.S. For example, while 21% of Hispanic Americans cannot speak English, less than 5% of police, lawyers, judges, court and correctional personnel speak Spanish, and translation and court interpreter services are inadequate. Furthermore, excessive complaints about harassment and abuse by the police officers are frequently reported by the Hispanic minority in the country (O'Connar and Willis, 2004). In terms of social discrimination, Hispanic migrants are often portrayed as lazy, lawless, thieving, immoral or violent (O'Connar

and Willis, 2004; U.S. Department of Health and Human Services, Office of the Surgeon General and Substance Abuse, and Mental Health Services Administration, 2007).   There are also complaints that Hispanic actors are typically cast in crime shows which may unintentionally reinforce social stereotypes.

The Hispanic population has become the targets of xenophobic violence from hardcore white supremacists, with crimes ranging from vandalism to brutal assaults and murders regardless of their citizenship or immigration status in America.   They were targeted solely because of their appearance.   Since 2000, the FBI has reported over 2,500 xenophobic crimes directed at individuals on the basis of their Hispanic ethnicity. It is believed that the reluctance of many Hispanic victims to cooperate with law enforcement authorities compounds the safety risk (Anti-Defamation League, 2006).

In this section, we have explored the adaptation difficulties of Hispanic young migrants in the U.S., the largest migrant population in North America.   The core problems encountered by these young arrivals are chronic poverty, language difficulties, education problems and discriminatory treatment in society which negatively impact on these young arrivals' self-esteem.   In the next section, we will focus on another major minority group, Turkish migrants in Germany.   It is expected that the problems faced by the Turkish immigrants will be more challenging than those faced by the Hispanics in the U.S. because of the rigid education system and migrant policy in Germany as well as the great culture gap between the Turkish migrants and the native Germans.

2.3 Turkish migrant children in Germany

In 2005, approximately 8.9% (i.e. 7.3 million) of a total population of 82.4 million people in Germany were *Ausländer* (i.e. foreigners) (Federal Statistical Office Germany, 2006a). A majority of the *Ausländer* are the second and third generation of the Turkish *Gastarbeiter* (i.e. guestworkers) with low educational and vocational qualifications, who were actively recruited by the West German government during the 1960s and 1970s to meet the labour needs in dangerous and poorly paid work in mining, construction and factories (Pressing, Heimgaertner and Suzler, 2006). As these Turkish people were recruited mostly for shift work in the automobile, steel and mining industries, it was difficult for them to participate regularly in German language courses. Also, the German government did not provide adequate language courses and other integration measures for these Turkish guestworkers as it was generally assumed that they would only stay for a fixed time (i.e. limited to two years) and that real integration polices were not necessary (Zimmermann, 2001). Although the West German government halted the recruitment of guestworkers in 1973, a high level of immigration still exists owing to family reunification of the remaining guestworkers in the country (Auernheimer, 2006; Hochmuth, 2006; Oezcan, 2004). Most Turkish families face a number of challenges such as unemployment, language difficulties, education problems of their younger generation and discrimination by the native Germans which are very similar to that of the Hispanic migrants in the U.S. described above.

2.3.1 Financial difficulties of the Turkish families

There has been a high unemployment rate among the Turkish population since the 1980s owing to technological innovations in German industries which brought about a decline in the need for unskilled and semiskilled workers (Auernheimer, 2006; Söhn and Özcan, 2006). In 2005, the unemployment rate among Turkish migrants in Germany was 16.2%, which was almost double the unemployment rate (i.e. 9%) of their German counterparts (Dave, Ivanova and Sutton, 2006) since many of their unskilled or semiskilled jobs were largely replaced by skilled and professional jobs as a result of technological development and the shifting of labour-intensive jobs to low-wages countries (Auernheimer, 2006; Werner, 2001; Zimmermann, 2001). In addition, as most of the Turkish migrants cannot speak adequate German, their chance of obtaining jobs is limited (Söhn and Özcan, 2006; Zimmermann, 2001).

The poor financial situation of Turkish parents causes considerable difficulties in raising their younger generation. In general, there is a low participation rate among Turkish parents in the activities organized by their children's schools as many of them are taking night jobs. Furthermore, unemployment and the fear of losing jobs often lead to exclusion and isolation of some Turkish parents, and make them less willing to communicate with teachers and other German parents in their children's schools (Dave, Ivanova and Sutton, 2006).

2.3.2 Education problems

As Germany is a "certificate-driven" society (Weiner, 2001), people without adequate educational qualifications face the risk of being stuck at the lower end of the job scale. There are signs that young Turkish migrants are academically far behind their native German counterparts. For instance, Germany was one of the countries which were urged by the Organization for Economic Co-operation and Development's (OECD) to look for strategies in solving the learning difficulties of migrant students. In 2003, the OECD Programme for International Students Assessment (PISA) identified dramatic problems with regard to the academic achievement of migrant children in the German education system when compared to other OECD countries (OECD, 2004:117-118).

Furthermore, migrant children are often underrepresented in tertiary education and overrepresented in lower secondary and special schools (Forum Bildung Working Party, 2001). According to the 2005 *Microcensus of the Statistisches Bundesamt*, only 4% of the Turkish population obtained a university degree, compared to 17% of the native Germans. In addition, 20% of the Turkish migrants have never received any educational certificates (compared to 3% of the Germans in the country), which makes it more difficult to enter the job market (Dave, Ivanova and Sutton, 2006). Thus it is not surprising that there is a new discussion in society about the ways to improve the education situation of migrant children as the German education system fails to balance or reduce social handicaps and inequalities faced by these migrant youths (Elbaum, 2006; Forum Bidung Working Party, 2001; Islamic Republic News Agency, 2006; Laubeová, 2006).

Many people are convinced that the cultural beliefs about the unimportance of education, language difficulties and low socioeconomic status of Turkish families are the major reasons contributing to the large gap in academic achievement between Turks and native Germans, while others lay the blame on the three-tier education system in Germany (Auernheimer, 2006; Dave, Ivanova and Sutton, 2006; Pressing, Heimgaertner and Sulzer, 2006). Thus, in the following section, the German education system will be examined in further detail before we examine the school problems faced by the Turkish migrant youths in Germany.

2.3.2.1 The education system in Germany

In Germany, responsibility for education lies primarily with the sixteen states while the federal government only plays a minor role. Optional kindergarten education is provided for children from three to six, after which a nine-year compulsory schooling is available for all children. At the age of ten, children are allocated to different types of secondary schools, namely, *Gymnasium*, *Realschule*, *Hauptschule and Gesamtschule* based on their individual academic ability as assessed by the teachers (Söhn and Özcan, 2006).

The *Gymnasium* course provides in-depth training and prepares gifted children for university studies. Students graduate from *Gymnasium* after the 12th or 13th grade with a High-School Certificate. *Realschule* is considered to be the normal path to skilled blue-collar and salaried white collar work in society. It covers grades 5 to

10 and has a broader range of curriculum for intermediary students. Children leave with a "*Mittlere Reife*" certificate. In *Hauptschule*, grades 5 to 9 are compulsory, and grade 10 is voluntary. The *Hauptschule* prepares low ability students for vocational education. *Hauptschule* is often called "a school for leftovers" or the "school for foreigners and migrants" which "gives access to occupations highly vulnerable to market trends and sometimes only to semiskilled jobs in which the risk of unemployment is above average" (Auernheimer, 2006:80). *Gesamtschulen* are found in most of the states which combine the *Gymnasium*, *Realschule* and *Hauptschule* in one educational unit. In 2006, only 9% of migrant children attended the *Gymnasium* compared to one-third of the general student population, whereas the portion of migrant children in different *Hauptschulen* ranged from 20% to 70% (Auernheimer, 2006).

2.3.2.2 Turkish students in Germany

Since elementary education in Germany is optional and many Turkish parents do not show much involvement in their children's education (Republic of Turkey Ministry of National Education, 2002) while some may not be able to afford to put their young children in the private nurseries, young Turkish children normally begin to mix with their native German peers in the first year of the formal primary education (i.e. 6 years old). However, migrant children with poor starting conditions (i.e. both in German and other academic subjects) are unlikely to catch up with their native German counterparts in the short 4-year primary education, which probably

accounts for the high percentage of Turkish children being allocated to the *Hauptschule* secondary education rather than to the elite education course, the *Gymnasium*, which is considered to be the sole avenue to tertiary education (Auernheimer, 2006; Söhn and Özcan, 2006).

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In 2006, about 67% of the Turkish migrant youths were in *Hauptschule* education (Islamic Republic News Agency, 2006).   It is generally believed that discrimination against Turkish students in the three-tier education system is a major cause as the allocation of students to the different types of secondary education is largely based on the recommendation of their teachers who are more inclined to place these children into a lower "tier of success" based on their migrant background (Auernheimer, 2006; Dave, Ivanova and Sutton; 2006; Islamic Republic News Agency, 2006).   Another reason for the inequality of educational opportunity for the Turkish migrants is the tracking of children to different types of secondary schooling at the early age of 10 (i.e. mainly based on the academic performance of 4th graders).   As most of the young Turkish migrant children have not mastered adequate German, which is the medium of instruction and the language of assessment in the primary education, they are continuously marginalized by this rigid secondary school selection system.   (Auernheimer, 2006; Dave, Ivanova and Sutton, 2006).

2.3.3 Language problems

According to OECD (2004), students from migrant families that speak a language at home which is different from the language of assessment may experience difficulties in education owing to the unfamiliar language of instruction. As noted earlier, the comparative study of the PISA scores across different countries highlights the deficiencies of the German education system as there is an unusual broad dispersion between the migrants and their German counterparts (OECD, 2004). As Islam and Son Lee (2002:68) state:

> Speaking the language enables people to engage with others. This means the integration of the people in a larger social environment than their own. Moreover, having a solid knowledge of the language is the major prerequisite for having a good educational and vocational training, which, naturally, leads to better salaries and a higher standard of living, and, therefore, better economic and professional integration of the people of foreign origin.

In the study conducted by Islam and Van Son Lee (2002), a majority of Turkish children do not have proper German language education either in their kindergartens or primary schools. Their findings indicate that family, social environment and the German education system are the three main sources of slow linguistic integration of Turkish migrant children. Firstly, as many Turkish parents in Germany generally have a poorer standard of living, lower socio-economic background, lower education attainment and most of them do not speak fluent German, they may not recognize the value of education or the importance of proper language skills in society. As a result, they do not often encourage their children to speak German. Even though some of these parents understand the importance of German, owing to their poor financial background and lack of proficiency in German, they cannot help to improve their children's German proficiency by self-tutoring or hiring private tutors

at home; alternatively, some Turkish parents may not put too much effort into encouraging their young children to speak German owing to their conservative and religious perceptions, and being afraid of losing their ethnic identity. All these factors contribute to the lack of parental involvement for the Turkish young children in learning German, which is considered to be a significant obstacle to their school success as well as integration in German society (Auernheimer, 2006; Elbaum, 2006; Islam and Son Lee, 2002; Republic of Turkey Ministry of National Education, 2002; Söhn and Özcan, 2006; Schüttler and Yan, 2004).

The language problem of Turkish children is further aggravated by the fact that most German schools operate on a half-day schedule, which means that the time and opportunities for the Turkish youths to interact with their native German classmates and teachers is limited, thus inhibiting the young migrants from acquiring German in the natural learning environment. Another problem is that as the majority of the Turkish parents are unskilled workers with long working hours, most of them may not afford the time of taking care their young children in the afternoon. In other words, half-day schooling in the German education system often leads to a neglect of children from Turkish migrant families having low socio-economic status. Young children after school usually watch Turkish Television, socialize with their Turkish playmates or wander on the streets in their neighbourhood, which accelerates their acquisition of Turkish instead of German (Auernheimer, 2006; Islam and Son Lee, 2002; Parndigamage and Schiermeyer, 2004).

Another deficiency in the German education system is that most of the teachers in public schools lack proper training in dealing with the linguistic problems of their Turkish students. Also, the large class size in primary schools (i.e. 30 pupils which is considered to be large in German primary schools) discourages teachers from providing special attention to the young migrants, or putting adequate outreach efforts to get in touch with Turkish parents for improving family-school co-operation in educating the Turkish youngsters, or providing extra assistance to these children inside or outside the classrooms (Forum Bildung Working Party, 2001; Islam and Son Lee, 2002; Republic of Turkey Ministry of National Education, 2002).

As noted in the above paragraphs, Turkish migrant children are considered to be one of the disadvantaged groups in gaining access to the elite secondary education mainly because of their poor German proficiency. Owing to the rigid three-tier education system, it is almost impossible for the younger generations of Turkish origin to enter universities and thus they are continuously marginalized and forced to take up unskilled occupations with low salaries. Furthermore, because of their poor academic attainment together with their lack of proficiency in German, the unemployment rate among the Turkish population is exceptionally high in the country.

2.3.4 Discrimination against Turkish migrants in Germany

Other than inequality in educational opportunities and the labour market, discriminatory policies and xenophobia are the main issues of concerns for the Turkish population in Germany (Erbatur, 2004). It has been reported that Turkish

migrants have been regularly confronted with xenophobia and racism (Manco, 2004, Minority At Risk, 2004).   According to the Office to Protect the Constitution, 1233 violent attacks motivated by xenophobia were reported to the German authorities in the first eleven months of 1994, although the actual figure was believed to be much higher as a large number of attacks also went unreported (Human Rights Watch, 1995).   It is believed that Turkish migrants have been targeted as the scapegoat for xenophobia particularly when there are economic problems, high inflation and high unemployment rate in Germany (Krautz, 1993; Minority At Risk, 2004). Although xenophobic violence against Turkish population has been reduced recently (only 3% was subject to violence, robbery, theft or serious crime), a noticeable ratio of the Turkish population have experienced situations where they could be subject to discrimination (Westenberg and Abell, 2004).

A study conducted by Westenberg and Abell (2004) on racism and xenophobia in Germany found that 23% of the Turkish group (N=209) had been subjected to threats, insults or other forms of harassment on the street, bad treatment or refusal of services. Only 5% of these instances of discrimination went to the police and 3% reported to other official bodies.

2.3.5 Common problems faced by migrants

Based on the above review of conditions in the U. S. and Germany, immigrants are likely to share common problems.   These can be summarized as:

- long-term poverty

- language difficulties

- education problems

- social marginalization and discrimination

However, differences of the adjustment problems are also found between these two groups. There is a general trend for Hispanic parents in the U.S. to encourage their children to learn English as a means of integration, whereas the same emphasis on language learning for integration is lacking amongst Turkish parents in Germany. Moreover, many Turkish parents are very much concerned about their ethnic identity. In order to preserve their mother tongue, they prefer that their children speak Turkish rather than German or English. Also, as the majority of the Turkish migrants are living closely together and interact frequently with each other, they do not feel the need to learn other languages other than their mother tongue.

After exploring the difficulties of the Hispanic and Turkish migrant children, we will examine the situation of the Mainland migrant children in Hong Kong in the following section. It is expected that the Chinese migrants may also face adaptation problems such as poverty, education difficulties, language problems, unfamiliarity of social resources but less serious ethnic discrimination problems since they share the same ethnic origin with native HongKongnese. However, difficulties with English will be a core problem faced by the Mainland children as English has its gate-keeping function in education and the workplace in Hong Kong (see Section 2.4.2.1 below).

2.4 Chinese migrant children in Hong Kong

According to the 2006 Population Census Thematic Household Survey Report, there were 241,000 persons from the Mainland who had resided in Hong Kong for less than 7 years and about 27.6% of them were children aged under 15. The report also shows that 43.3% of the PMRs (i.e. Persons from Mainland Resided in Hong Kong less than 7 years) had encountered difficulties after their arrival in Hong Kong. Among the PMRs, 30.2% of them have financial problems; 26.9% have employment difficulties, 17.2% have accommodation problems and 16.7% have study problems.

2.4.1 Financial problems

The Census and Statistics Department (2006 and 2007) data indicate that of those 174,000 PMRs aged 15 and over, more than half (i.e. 52.0%) are economically inactive[2] compared to 39.2% for the general population. Also, 35% of the PMRs aged 15 or over are home-makers and 12.6% are students (compared to 11.6% and 8.5% respectively in the entire population), which implies that many of them are economically dependent on other family members for their living. Moreover, 49.3% of the PMRs are from households with monthly incomes of less than HK$10,000; another 41.6% are from HK$10,000- HK$19,999 and only 9.0%, HK$20,000 and over (compared to 21.1%, 31.2% and 47.8% of the general population respectively); probably owing to a larger proportion of PMRs taking up

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[2] Persons who have not had a job and have not been at work during the seven days before the By-census excluding persons who have been on leave/ holiday during the seven-day period and persons who are unemployed. Persons such as home-makers, retired persons and all those aged below 15 are thus included (Census and Statistics Department, 2007).

less skilled jobs because of their low qualifications, lack of job-related skills[3] and lack of proficiency in English[4]. In 2006, 38.3% of the working PMRs were in elementary occupations, 42.0% were service workers and shop sales workers and only 3.2% were in professional and administrative sectors (compared to 19%, 16% and 17% of the entire population respectively).

A study conducted by the Hong Kong Family Welfare, Mongkok Kai Fong Association and Chinese University of Hong Kong (2003) held in-depth interviews with fourteen low-income new arrival families. Their family income ranged from a mere HK$705 "fruit grant" for a 71-year-old lady to an amount of HK$12,400 used to support its five family members. Although all the fourteen migrant families were eligible to apply for the Comprehensive Social Security Assistance (CSSA), only one six-member family sought social assistance. In general, the reasons for not claiming social assistance benefits were the lack of information, a concern of self-esteem and the perception of negative social stigmatization. In addition, the findings revealed that these migrant families had insecure low-paid jobs with long working hours, lived in poor and crowded conditions, encountered material hardship and were deprived in terms of social participation. Some of the families had to depend on their savings or accept material contributions from friends and relatives as their monthly income fell short of their expenses.

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[3] 73.4% of PMRs aged 15 and over do not posses English typing skills; 67.4%, Chinese typing skills; 73.2%, knowledge of general computer software application and 89.7% knowledge of accounting (Census and Statistics Department, 2006).
[4] 70.2% of PMRs aged 15 and over reported that they do not know English. 92.9% of the PMRs aged 45 and over do not know English (Census and Statistics Department, 2006).

In terms of living standard and quality, many new arrival families are materially deficient as rental charges often take up most of their total family income.   Their furniture and belongings often come from donations from their friends, charity agencies or scavenging from the streets.   Some migrant parents even find it difficult to bear their children's basic needs for subsistence as well as their educational expenses.   It has been reported on local TV that some children or adolescents work as totters to make extra income for their families, thus inhibiting them from taking part in learning and social activities after school.   In general, Chinese migrant children often find that life is difficult and harsh in Hong Kong, which makes them feel unhappy and cry frequently (Ip, 2001a and Ng, 2004).

Problems of poverty also have a negative impact on the social life of these low-income new arrival families.   Many children have had difficulties in taking part in outdoor socializing or learning activities since their families cannot afford the travelling expenses.   Similarly, they seldom invite their peers to visit them owing to their confined living space (Hong Kong Family Welfare, Mongkok Kai Fong Association and Chinese University of Hong Kong, 2003; Legislative Council Secretariat, 2005).

As with the Hispanic and Turkish migrants, since most Chinese migrant parents are struggling hard to earn a living, it is extremely difficult for them to take care of their children.   Also, these parents' low educational attainment inhibits them from giving any assistance or advice for their children's homework (Census and Statistics Department, 2002; Chan and Chan, 2004; Choi, Lee and Gan, 1999; Hong Kong

Council of Social Service, 2002).   According to Bolger (1995) and Watkins (1995), adolescents who experience persistent family economic hardship demonstrate problems in peer relationships, showed conduct problems at school and also reported low self-esteem.   A number of studies have also indicated that social economic status may significantly affect the acculturation of new arrivals.   The lower the social economic status of the newly arrivals, the more difficult it becomes to integrate into the host society (Chan et al., 2003a:43).

2.4.1.1 Inadequate family support

The Chinese University of Hong Kong (2003) reported that parental involvement was important to students' academic performance.   It was found that students whose parents frequently discussed with them about schoolwork, books, films, television programmes and political or social issues, and accompanied them to museums, concerts and live theatre tended to perform better in reading, mathematics and science.   As most migrant parents have not gained high educational qualifications and they need to work for long hours to earn a living, they are unable to provide adequate academic or emotional support for their children.   The situation is even worse for some of them who have only their father in Hong Kong (i.e. their mother is still in the Mainland waiting for the visa) which means that it is difficult for them to obtain adequate care from their parents.   Since most of these adolescents left their friends and relatives when they come to Hong Kong, it is difficult for them to find someone to share their problems and worries (Chan and

Chan, 2004; Hong Kong Council of Social Service, 2002; Hong Kong Family

Welfare, Mongkok Kai Fong Association and Chinese University of Hong Kong,

2003).

Research conducted in the past decade indicates that the majority of the newly

arrived children have lost the support of their peers, relatives and even their parents

on moving to Hong Kong, and thus they normally feel that they are ignored, isolated

or unvalued (Chan, 2001; Hong Kong Federation of the Youth Groups, 1995 and

Wong, 2001a).   Most importantly, all these negative feelings may undermine their

self-esteem drastically.   As Caissy (1994:214) states:

> Early adolescents who have the best chance of developing positive
> self-esteem are those who have the love and support of their parents, peers,
> teachers and any other significant people in their lives.   A child who lacks
> support in one of these areas is at some risk.   Those with no support from
> any of these areas are at the greatest risk.

The situation is worsened since the children are used to living with their mother in

the Mainland, and thus it will be rather difficult for them to adjust to living with their

father in Hong Kong (Ng, 2004:107).   Chan and Chan (2004) and the Hong Kong

Christian Service (2007) reported that even when both parents are present, family

conflicts and violence are common in many cases owing to the great age difference[5]

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[5]In 2001, among the 92,983 married female PMRs living with spouse, 86.2% (i.e. 80,112) of them were younger than their husbands.   The median age difference between these females and their husbands was 6 years (i.e.wives younger than husbands by 6 years), much higher than the 3 years' difference for the general population in Hong Kong (Census and Statistics Department, 2001). Owing to age difference, many husbands have a sense of inferiority regarding their appearance. Together with their poor economic situations, most of them feel insecure about their marital relationship and doubt about the fidelity of their wives.   These worries are mainly due to their assumptions that their marriage is simply based on money rather than love and mutual trust. Such kind of distrust may create suspicion and fears which may gradually destroy the family harmony (Oxfam, 2006).   Great difference in age also creates communication gaps between husbands and wives, which may also lead to misunderstanding and conflicts at home.

between parents (Census and Statistics Department, 2002; Chan et al., 2003a; Chan and Chan, 2004; Sing Pao, 2005) (see Section 2.6) and a large discrepancy in expectations about living standard between husbands and wives.   This unharmonious family relation may create tremendous pressure and stress for the children thus hindering their adjustment to the new environment (Chan et al., 2003a: 44)

2.4.1.2 Poor living conditions

Since the Chinese migrants generally belong to low income or working class, their living conditions are often unsatisfactory (BGCAHK, 1996; Census and Statistics Department, 2006; Hong Kong Federation of the Youth Groups, 1995 and 1999; Hong Kong Council of Social Service, 2002 and 2006).   According to the Census and Statistics Department (1997) and the Hong Kong Council of Social Service (2006), the major difficulty most commonly cited by PMRs aged 15 and over was 'living place crowded or in poor condition' (Census and Statistics Department, 1997; Hong Kong Council of Social Service, 2006).

Studies by Chan and Chan (2004) and the Education and Manpower Bureau (2004a, 2004b and 2005b) indicate that the most popular residential districts of migrant families are Kwun Tong, Shamshuipo, Yau Tsim Mong (i.e. Yau Ma Tei, Tsim Sha Tsui and Mongkok) and Yuen Long because the rents are cheaper in these old residential areas (Ip, 2001a).   In terms of their living conditions, many studies

reveal that most of these families are living in extremely poor conditions: some of them share a tiny room with their family members in old buildings; some live in squatter villages; some live in temporary housing or simple stone structures and some even reside in cubicles (Chan et al., 2003a; Home Affairs Department, 2004; Hong Kong Family Welfare, Mongkok Kai Fong Association and Chinese University of Hong Kong, 2003).

According to BGCAHK (1996:34), 23.4% (N=229) of the migrant children and adolescents were not satisfied with their living conditions. They complained that since their living environment was crowded and noisy, they could not concentrate on their studies. Crowded living situations also created numerous conflicts with neighbors, especially those who were sharing a flat with other families. Lee (2001:40) pointed out that most of Chinese migrant children and adolescents had not adapted to the crowded environment and living conditions in Hong Kong, and this probably led to a tendency to withdrawal from society. Furthermore, in the study of the Hong Kong Council of Social Service (2006:7), 52.8% of PMRs claim that their poor living condition is the greatest source of pressure for them.

Similarly, Chan et al. (2003a), Ng (2004) and Wong (2001a) point out that poor living conditions are one of the major adjustment problems faced by the migrant teenagers. Before their arrival, they probably expected that Hong Kong would be a clean, exciting and energetic city with a high living standard. However, when they arrive and realize that their living conditions are not as they have imagined, finding it dirty, crowded, tiny and lack of privacy instead, they may become disappointed and

frustrated (Choi, Lee and Gan, 1999:5). As Wong (2001a) explains, expectation and attitudes towards the new environment seem to have a vital bearing on the learning and adjustment of these youngsters in Hong Kong (Wong, 2001a:19).

According to a Legislative Council Secretariat (2005) report, there were around 5,000 migrant children who did not fulfill the seven-year residence requirement and in consequence, their families' application for public rental housing had been frozen. It is found that these migrant children are restricted to confined spaces with an average living space of 22 square feet per person (compared to Housing Department's allocation standard of 70 square feet per person) where they have to study, take meals and play on their bed daily. The report also points out that the physical and skeletal development of these children and adolescents may be adversely affected owing to a lack of space to stretch out. Moreover, they may possess a low self-esteem and suffer from mental disturbances as they are consistently confined in a small space, living in distressed circumstances, lacking a sense of security and are deprived of a normal childhood life.

2.4.2 Learning problems

Just like most parents in Hong Kong (see Section 2.4.2.1 below), the majority of the Chinese migrant parents "believe widely that their children's education is the sole means of improving the family's economic condition in future and of climbing up the social ladder" (Hong Kong Federation of Youth Groups, 1995:112). They also understand that their children need to strive to enter university in order to have more

favorable career prospects and better socio-economic status in Hong Kong society. However, both the local education system and the dominant role of English in Hong Kong are the two major obstacles for their children. For migrant children in the U.S. and Germany, it is sufficient for them to just learn the vernacular language of their host society for integration, however, in Hong Kong, the important status of English creates an extra language burden for the Mainland children to overcome. Thus, in the next two sections, I will describe briefly the role of English and the education system in Hong Kong to give readers a better understanding of the learning problems encountered by the Mainland migrant students in Hong Kong.

2.4.2.1 Importance of English in Hong Kong

Although English is not the most widely spoken language in Hong Kong in terms of the number of its native speakers[6], it is recognized by the Government as "the key to maintaining Hong Kong's competitive edge as an international centre for business, finance and tourism" (Hong Kong Government, 2000b). The importance of English in Hong Kong lies in its major role as an international language in telecommunication, finance, business and tourism as well as its gate-keeping function in both tertiary education and the workplace (Hong Kong Government, 1999 and 2000b). Thus, in order to enter tertiary education or have a more promising career prospect, people need to have a high competence in English.

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[6] There is only 2.8% of Hong Kong population speaking English as their usual language compared to 90.8% of Cantonese speakers (Census and Statistics Department, 2007)

However, Mainland migrant children may not be fully aware of the important roles of English mentioned above.   In general, they acknowledge that they have to obtain a "pass" in English because it is a compulsory subject in school.   They may also hear from their parents, relatives, friends or mass media that competence in English is an advantage in securing a place in tertiary education and finding a better job in Hong Kong.   Thus, the reason why the young arrivals' self-esteem is likely to be threatened by a lack of proficiency in English is that if they are unable to obtain satisfactory results in English, not only will they make their parents disappointed but also make themselves become an academic failure in society.   The guilt and shame of not being able to cope academically will then severely impact their self-esteem. Also, their inadequacy in English may create a sense of inferiority when they make comparisons with their local peers in schools (BGCAHK, 1996; Chan et al., 2003a and 2003b; Chan and Chan, 2004; Choi, Lee and Gan, 1999; Hong Kong Council of Social Service, 2002).   Thus, it is understandable why the majority of the migrant students think that difficulties in learning English will be the prior problem for them to deal with.

2.4.2.2 Education system in Hong Kong

Similar to Germany, Hong Kong is also a "certificate-driven" society (Weiner, 2001). Thus, in order to raise their socio-economic status in society, people need to strive for better education opportunities (i.e. entering universities) in order to have more favorable career prospects in future (see Section 2.7.5.4).

In Hong Kong, there is a non-compulsory three-year kindergarten education followed by a legal requirement of a six-year primary education and a three-year junior secondary education. Then a non-compulsory two-year senior secondary education (i.e. Form 4 and 5) leads to the Hong Kong Certificate of Education Examination (HKCEE) in Form 5 (equivalent to the UK's O-levels) while a further two-year matriculation course leads to the Hong Kong Advanced Level Examination (equivalent to the GCE A-levels) in Form 7. With the adequacy of the government subsidies, almost every student studies for at least five years in secondary education nowadays.

English is taught from kindergarten in Hong Kong. In some kindergartens, native English speakers are also hired for teaching children English. In general, Chinese, English, and Mathematics are the core subjects in both primary and secondary education. Primary schools with a reputation of having many graduates entering elite secondary schools teach an accelerated curriculum in all subjects particularly English. In contrast, the teaching medium in most of the local primary schools is Chinese with English as a second language.

As EMI (English as Medium of Instruction) teaching is widely practised in tertiary education, most parents consider that switching to EMI teaching as early as at the secondary education stage will give their children an advantage in seeking admission to universities and in adapting to university education (Education Commission, 2005). Parents commonly believe that placing their children in EMI schools can guarantee better opportunities for them to become proficient in English, which will be beneficial for their children's career prospect since English language competency

is the basic requirement for recruitment, promotion and training (Hong Kong Policy Research Institute, 2005) not only in government administration but also in the workplace in Hong Kong (see Section 2.4.2.1 also). To Mainland migrants, CMI (Chinese as Medium of Instruction) schools are their only options. However, even in these schools, they need to achieve a certain level of English proficiency. The significance of English in schools can be well illustrated by the downgrading problems encountered by the Mainland children whose English standard fails to meet the school requirements as many of them have not learnt English until they enter secondary school in China.

In this section, I have presented a brief overview of the education system in Hong Kong. In the next section, I will discuss in more detail the predominant schooling problems of Chinese migrant students such as placement difficulties, repetition/downgrading, age problems, and difficulties with English.

2.4.2.3 Placement problems of young arrivals from China

As with Hispanic and Turkish migrant children, Chinese migrant children also face difficulties in seeking schools. In general, the responsibility for seeking a school place for the young arrivals rests mainly with their parents. Normally, parents of these children approach the schools directly, but since decisions on admissions are in the hands of the principals of individual schools, many of these children and teenagers are rejected (Lee, 2001:41) even though the Education Director had

announced that every subsidized school had an obligation to accept Chinese migrant children upon their referrals according to the Code of Aid in 1995 (Ming Pao, 1995). Interestingly, once their parents sought assistance from the staff of the Education Bureau, their problems in finding a school place would often be solved almost immediately (EMB, 2004b; Home Affairs Bureau, 1999; Hong Kong Council of Social Service, 2006; Hong Kong Federation of the Youth Groups, 1995). However, owing to the ever-increasing number of migrant children from China, the support from the Education Bureau is far from sufficient and satisfactory (Choi, Lee and Gan, 1999; Hong Kong Federation of the Youth Groups, 1995; Lee, 2001).

A study conducted in 1996 with 1,000 young arrivals from China showed that 17% of these children remained at home for more than six months and 6% of them had to wait over 12 months for a school placement (Rao and Yuen, 2001). In 2004, there were 295 newly arrived children with a time lag between the date of arrival and date of first admission to secondary schools of over six months owing to various reasons (i.e. these young arrivals did not go to school immediately after their arrival). Some of them claimed that they needed time to settle down and adapt to the new environment in Hong Kong while a number of them explained that they did not know that assistance could be sought from the Education Bureau. Others said that their arrival time did not match with the school year or that they were refused by schools (EMB, 2004b:57).

2.4.2.4 Downgrading

In order to secure a school place, many young arrivals are frequently obliged to agree to repeat a year of their studies. According to EMB (2004a), the repetition rates of these Mainland children remained at a rather high level of around 60% to 70% between 1998 and 2000. In general, these children had to repeat the same grade or even a lower grade when admitted to primary schools in Hong Kong. In some cases, many of them who were admitted into Primary 4, 5 and 6 had attended secondary schools in China before coming to Hong Kong. For those entering secondary schools, it was reported that about 75%-80% of them had to repeat the same grade or even a lower grade for most of the time between 1994 and 1997 and the figure fluctuated between 70%-75% during the period 1998 to 2004. Nevertheless, the repetition rates of these newly arrived children were at a considerably high level, both in primary and secondary education (EMB, 2004a:6).

In Choi, Lee and Gan's study (1999:26), about 13% (where N=1,279) of the migrant students were downgraded by 2 years or more. Moreover, the inflexibility of the current placement mechanisms puts these migrant youths in a disadvantageous situation with regard to enrollment. For example, in order to match the entry points for student placement, some children are requested to downgrade to Primary 5 or 6 so that they can fit in the SSPA scheme (see Section 2.4.2.1 above). In addition, as some migrant parents may wish their children to attend "prestigious" secondary schools, they deliberately request their children to be downgraded to Primary 5 or 6 in order to fit in the system. Furthermore, as there may not be sufficient places in some schools to be allocated to these children or these young arrivals fail to present

official or updated academic reports/documents from their previous schools in China, they may be downgraded by one or more academic years at the discretion of the school administrators (Lee, 2001; Rao and Yuen, 2001).

Interestingly, a study conducted by BGCAHK (1996:12) showed that although 70.5% of the young arrivals from China (N=229) believed that downgrading could help them to develop a better foundation in English, 9.8% of them were psychologically ashamed of being downgraded; 9.3% considered that it is a waste of time; and 14.3% thought that it is embarrassing to study with local students who are much younger than they are.

2.4.2.5 Being older in class

Downgrading automatically creates the age difference problems faced in class by the Chinese young arrivals (Chan and Chan, 2004; Hong Kong Council of Social Service, 2002). According to EMB (2004a), the proportion of over-aged students from China studying in primary and secondary schools has remained at a high level. In 2004, 47% and 88% of migrant students at the primary level and the secondary level were over-aged respectively, whereas there were only 10% and 26% of over-aged pupils in the whole primary and secondary student populations respectively (EMB, 2004a:4). The difference in age generally prevents these migrant youths from making friends with their classmates. Coupled with their inability or reluctance to communicate in Cantonese, it becomes even more difficult

to develop friendships with their local peers. As these new arrivals are usually older, they may have a strong sense of inferiority and incompetence when compared with their younger counterparts (Chan et al., 2003a and 2003b; Choi, 2001; Hong Kong Council of Social Service, 2002) since "perceiving oneself as unintelligent is another common reason for feeling inferior" (Caissy, 1994:41).

2.4.2.6. Difficulties with English

In general, the English standard of migrant children from China is much lower than that of their Hong Kong peers. In China, students in the cities begin to learn English only in upper primary or above years while students in the villages have never learnt English before they come to Hong Kong (Chan and Chan, 2004; Hong Kong Council of Social Service, 2002; Rao and Yuen 2001). According to an EMB (2004a:8) survey, the percentages of young arrivals from China being weak in English at both primary and secondary levels ranged from around 50% to 60% from 1994 to 2004. In contrast, the percentages of these children being weak in Chinese and Mathematics were much lower than the corresponding percentages in English.

Research in Hong Kong also indicates that most of the young arrivals have difficulties with English (Chan and Chan, 2004; Hong Kong Council of Social Service, 2002). According to the study by BGCAHK (1996); a significant proportion of the Mainland students (70.6%, N=229) think that learning English is

"difficult" or "very difficult" for them. The result is understandable because 75.7% of respondents report that they learnt English only after Primary 4; 31.4% began to learn English at Secondary 1 and 22.1% had never learnt English at all before they came to Hong Kong.

As mentioned earlier, the strong emphasis on English in the Hong Kong education system and the high expectations from their parents make these young arrivals concerned about their academic performance. Since these teenagers notice that good academic results will be of tremendous importance for a successful future, the feeling about their inadequate standard of English may further undermine their self-esteem, leaving with them a sense of inferiority especially when they are comparing themselves with their younger local classmates (Hong Kong Federation of the Youth Groups, 1995 and Wong, 2001b).

Although the Hong Kong government has sponsored schools and community organizations to organize adjustment/support programmes such as Induction Programmes, English Extension Programmes, Resources Classes and Resource Teaching Centres, which mainly provide English remedial support and adjustment assistance for the Mainland students, only 44.9% of the respondents (N=229) participated in these programmes (BGCAHK, 1996:30). The main reason for the low participation rate was that most of them (44.8%) did not know about the programmes; 28.0% did not have enough time to participate in the programmes and 12.0% stated that the programmes clashed with their school hours.

2.4.3 Mother tongue communication difficulties

Like the Hispanic migrants in the U.S. learning English and Turkish migrants in Germany learning German, some Chinese migrant children also face certain communication difficulties as not all of them speak Cantonese at home (i.e. some of them speak other Chinese dialects). Even though some of them speak Cantonese, a strong Mainland accent can be easily identified in their speech. Another difficulty encountered by the new arrivals is the need to learn the complex Chinese characters because all of them have used the simplified version in China (Ip, 2001a; Ng, 2004).

2.4.3.1 Cantonese

According to the Hong Kong Council of Social Service (2006), about 82.7% and 83.2% of newly arrivals came from areas in Guangdong (i.e. Guangzhou, Shenzhen, Foshan, Zhongshan, Huizhou, Dongguan, Shanwei, Xinhui, Kaiping, Huiyang) in 2000 and 2001 respectively. Although the majority of these teenagers come from Guangdong, their mother tongue may not be Cantonese, but rather a dialect of their own town or village. Thus, particularly for children from the northern part or rural areas of Guangdong, the need to speak Cantonese in Hong Kong inevitably creates some communication problems. As a result, most of them are reluctant to speak Cantonese in front of their local counterparts. In general, the greater their difficulties with Cantonese, the harder these young migrants find it to adjust to the new environment (Chan and Chan, 2004; Choi, 2001).

2.4.3.2 Complex Chinese characters

Regarding written Chinese, studies have indicated that many migrant children from China have problems in writing and comprehending complex Chinese characters because in China only simplified Chinese characters are officially used (Ip, 2001a and Lee, 2001).   Since most teachers in Hong Kong are not familiar with simplified Chinese characters, these students are required or forced to switch to the complex version even during the first few weeks after their arrival.   The need to learn complex Chinese characters often creates extra pressure on the newcomers as well as a negative impact on their adjustment to their school life.

In sum, the communication problems discussed above discourage these teenagers from seeking assistance from their teachers, affect their understanding of the school curriculum, and prevent them from making new friends and creating a social circle with the local teenagers.   These problems also undermine these young migrants' self-esteem (Chan, 2001; Ng, 2004).

2.4.4 Discrimination against Chinese migrants in Hong Kong

In a study conducted by the Society for Community Organization (2001), 83% (N=100) of the Chinese immigrant families indicated that they had encountered discrimination by the local people owing to their immigrant identity, accents and appearance.   Regarding workplace discrimination, 29.7% of them were refused employment when employers found out that their identity cards did not show permanent residence status or because of their accents.   Among the Chinese

migrants, 23.6% of them received lower salaries and 40% had longer working hours than that of the local people. In terms of housing discrimination, 35.4% of the respondents experienced rejection as housing tenants because of their new immigrant identity. In addition, 33.8% had been racially vilified in public areas as "parasites" or "burdens" on society when applying for social security allowance. With regard to service discrimination, 60% of them had received inferior service or treatment than that of the local people when the service provider recognized them as new immigrants. Regarding education discrimination, 37% of their children were downgraded or made to repeat in school and 19% of them had experienced rejections when seeking schools (see also Section 2.4.2.3 to 2.4.2.4 above). As a result, most of the PMRs did not dare to reveal their new immigrant identity in public and 78.4% of the respondents claimed that they would make friends only with immigrants from China. Also, 67.6% reported that it was difficult for them to adjust to Hong Kong society. With regard to the cause of discrimination, 93% of the informants believed that the causes of discrimination were mainly connected with misunderstanding and selfishness of the local people. Furthermore, 86% of them believed that the government had attracted a great deal of adverse publicity with its speech about immigrants from the Mainland, which probably accelerated the discrimination problem in society (Society for Community Organization, 2001).

According to the Hong Kong Human Rights Commission et al. (2005), there were 380,000 new immigrants from China during the period of 1998 to 2005. Surveys and reports from Non-Government Offices (NGOs) and mass media showed that these new immigrants had been suffering from serious discrimination and some even committed suicide because of this extra psychological pressure (see also Section 2.6).

They are frequently characterized as poor (窮困), uneducated (無學識), uncivilized (無文化), rude (無禮貌), dirty (污糟), greedy (貪心), and old fashioned (老土). They are also stereotyped as people who "take away local people's rice bowls" (搶飯碗), cheat the social welfare service (呃福利、呃綜援) as well as being creators of housing and social security problems. Some of the Chinese migrants are publicly insulted as "Mainland beggars" (大陸厘), "pigs" (豬) or "animals" (畜生). According to Oxfam Hong Kong (2006), the stigmatization of new immigrants not only accelerates the rejection of them by the local people, but also has a great negative impact on their self-esteem. Owing to their sense of inferiority, new immigrants tend to isolate themselves from local people. This places an obstacle in the way of their acculturation in Hong Kong society (Amnesty International Hong Kong, 2005; Concern Group on the Rights of New Immigrant Women, Hong Kong Human Rights Commission and Society for Community Organization, 2006; Hong Kong Council of Social Service, 2002, 2003 and 2005; Ming Pao, 2003a and 2003b; Sing Pao, 2005).

Surprisingly, although the Hong Kong government recognizes the discriminatory treatment experienced by new immigrants from the Mainland, it only considers it as social discrimination rather than racial discrimination. It has also decided not to consider new immigrants from China as a protected group under the future racial discrimination ordinance (RDO) as it thinks that the definition of racial discrimination does not fit to the situation of the Chinese immigrants as both the ethnic origins of the local Hong Kong people and the new immigrants from the

Mainland are identical.   As a result, the Equal Opportunities Commission is unable to take further legal action with regard to the complaints made by the Chinese immigrants as there is no legal mechanism to provide effective protection for them at present and also in the near future (Society for Community Organization, 2004b).

The Hong Kong Human Rights Commission et al. (2005), the Concern Group on the Rights of New Immigrant Women, the Hong Kong Human Rights Commission and the Society for Community Organization (2006) point out that the government further distinguishes Chinese immigrants from the local Hong Kong people through different discriminatory policies.   For example, new immigrants are required to fulfill the seven years' residence requirement in order to be eligible for allocation of public housing, applying for social security allowance or having the right to vote in political elections.   All these policies are considered to have "the effect of impairing the enjoyment of equal footing, human rights and fundamental freedoms in the political, economic and social fields of public life" and hamper the survival and development of the new immigrants (Society for Community Organization, 2004b:17).

As noted in Section 2.4, Chinese migrants in Hong Kong are also suffering from discriminatory treatment which is similar to that of the Hispanic Americans and Turkish Germans.   However, xenophobic violence and vandalism are rarely reported in Hong Kong when compared to the U.S. and Germany.   But unlike the Hispanic and Turkish migrants in their host countries, Mainland migrants do not

possess any right to be protected by the legal mechanism against discrimination by the local people owing to their immigrant identity in Hong Kong.

2.4.5 Unfamiliarity with the social services and community resources

Many Chinese migrants are rather reluctant to use existing social services owing to their passive culture or because the social service/facilities are far from where they live. Recently, a study conducted by Tsun and Hong Kong Family Welfare Society (2005) shows that many migrant women feel alienated from the Hong Kong environment as they are reluctant to make contacts with the outside world due to language barriers, a sense of aloneness and discouragement from their spouse (as many husbands are worried that their wives will have an affair after they make contact with the outside world, see also footnote 6).

Many Chinese migrant parents are also rather hesitant about allowing their children to join programmes and activities organized by social welfare organizations. Other than their inability to afford the extra travelling fees, this may be due to their unfamiliarity with the Hong Kong public transport system or fear of their children's getting involved with the triad society[7]. In general, their parents only trust government offices and schools and therefore it is very difficult for community organizations and social service agencies to make their services accessible to these

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[7]Members of triad societies wander around and approach youngsters at football fields, parks, shopping malls and convenience shops to persuade them to join the gangs (Hong Kong Breakthrough, 2006; Hong Kong Police, 2002 and 2006; Ming Pao, 2001).

children (Choi, Lee and Gan, 1999; Hong Kong Council of Social Service, 2002; University of Hong Kong and Hong Kong Family Welfare Society, 2000).

A study conducted by the University of Hong Kong and the Hong Kong Family Welfare Society (2000) found that the majority of the newly arrived children had difficulties in understanding the physical environment and culture of Hong Kong. The unfamiliarity of the environment and social resources may prevent these adolescents from integrating with their peers and improving their perception of the local community, thus further hindering their socio-cultural adjustment in Hong Kong (Chan, 1999).

2.4.6 Inadequate peer support

Although most of these adolescents want to make friends with local people and create a new social circle in Hong Kong, they are reluctant to approach local people. This 'Approach-Avoidance' mechanism can well be explained by a feeling of inferiority, a fear of being rejected as well as concern about mixing with gangsters on the streets (Ip, 2001a; Ng, 2004). Furthermore, the differences between these teenagers and their local counterparts in thinking, goals for schooling and concepts about their families, society and own country may be some of the obstacles which discourage the former from communicating with their local peers (Lee, 2001:40).

As mentioned earlier, these young arrivals are often older than their classmates as most of them are downgraded by one year or more because of their English standard.

Owing to the age difference and language barriers, it is not easy for them to develop interpersonal relationships with the local students (Hong Kong Council of Social Service, 2002 and Ng, 2004).   The Hong Kong Federation of the Youth Groups' (1995:75-76) study reported that many migrant children thought that good academic performance, good communicative skills and having friends who were familiar with the local people would be their assets of interpersonal relationship skills.   On the other hand, they perceived that poor academic performance, language difficulties, having been born in China, inability to enter the school system and not being allowed to go out by their parents had prevented them from making friends with their local counterparts.   Some respondents also claimed that they had no social circle outside school.   Particularly for those who could not enter the school system, it was therefore extremely difficult for them to create any social contacts because they lacked common topics and their time schedules were totally different from the local teenagers' (since adolescents of the same age are already studying in schools).

According to BGCAHK (1996), 52.3% (N=229) of these Chinese migrant youths had peers mainly from China, 33.5% had friends both from China and Hong Kong and only 14.3% had friends mainly from Hong Kong.   The study also indicated that the arrival time of these adolescents did not have significant effects on their choice of peers.   When asked about the difficulties of making friends with local children, 18.5% of the respondents thought that their inability to speak Cantonese was the major obstacle.

Another study conducted by the University of Hong Kong and the Hong Kong Family Welfare Society (2000) also revealed that many young migrants from Mainland had insufficient peer support as they had difficulties in building up relationship with their local peers or getting along with them owing to their age difference, inability to speak fluent Cantonese, and misunderstanding, prejudice or even discrimination by their local counterparts.   Since peers play a crucial role in the psychological development of adolescents, particularly for new immigrants who have already left their friends and lived in an environment which is completely strange to them, their problematic peer relationships with their local peers will accelerate their psychological and behavioral problems after their arrival (Chan et al., 2003a; Ng, 2004; Wong, 2001a).   As Steinberg (1999:180) states:

> Individuals who are unpopular or who have poor peer relationships during adolescence are more likely than their socially accepted peers to be low achievers in school, to drop out of high school, to have a range of learning disabilities, to show higher rates of delinquent behaviour, and to suffer from an array of emotional and mental health problems.

Unlike Hispanic and Turkish migrant youths, Chinese young arrivals do not have a strong peer relationship among each other.   Firstly, Chinese people seldom disclose their difficulties and problems to their friends and relatives because they do not want to lose face in front of other people[8].   Secondly, the traditional Chinese belief that people should go about their own business and should not intrude upon other people's privacy[9] also leads to a lack of social support within their peer group (Hong Kong Family Welfare Society and University of Hong Kong, 2001). Thus, it

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[8] Chinese idiom: "Family shames should not be disclosed to the outsiders".
[9] Chinese idiom: "Every family should only clear up the snow in front of its own door and should not bother about the snow on its neighbour's roof".

is understandable why cohesiveness between Chinese people is comparatively weaker than other ethnic groups.

In the above sections, the problems faced by Chinese young arrivals in Hong Kong have been reviewed. A number of differences of the adjustment problems can be identified between the Chinese migrants, and the Hispanic and Turkish migrants. For instance, the living conditions of the Chinese migrants are likely to be the worst among the three minority groups because the rent in Hong Kong is the most expensive so the living environment of the Chinese migrants is probably the most crowded when compared to those of their Hispanic and Turkish counterparts. However, the language problems faced by the Chinese new arrivals are likely to be less challenging than those of their Hispanic and Turkish counterparts as the majority of the Chinese migrants can speak Cantonese (albeit with a Mainland accent); and the written form of Chinese used in the Mainland is slightly different from that used in Hong Kong whereas the first language of the two other migrant groups is largely different from the native language used in their host countries. In terms of discrimination against the Chinese arrivals, xenophobic violence and crimes are reported relatively rarely in Hong Kong when compared to the U.S. and Germany, although verbal abuse clearly happens.

Regardless of the differences stated above, the Chinese migrant children also experience tremendous pressure and hardship similar to the other two major migrant groups across the world owing to:

- chronic poverty

- language problems

- educational difficulties and

- social inequalities and discrimination

which are believed to have certain linkage to poor mental health (U.S. Department of Health and Human Services, office of the Surgeon General and Substance Abuse and Mental Health Services Administration, 2007).   Thus, in the following section, a brief overview of the impact of migration on the minority groups' mental well-being will be presented.

2.5 Impact of migration on mental health

Several studies show that migration creates a certain kind of mental stress to minority groups.   Ren et al. (1999) found that perceived discrimination by African Americans in the U.S. was associated with psychological distress, lower well-being, self-reported ill health, and number of days confined to bed.   Also, Williams' (2000) study indicated that African and Hispanic Americans experienced higher overall levels of global stress than their native counterparts owing to financial stress and stress from racial discrimination.   Similarly, both studies of Noh et al. (1999) and Finch et al. (2000) reported that perceived discrimination[10] was linked to symptoms of depression among Asian and Hispanic Americans respectively.   Recently, a

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[10] Perceived discrimination is the term used by researchers for "self-reports of individuals about being target of discrimination or racism.   The term is not meant to imply that racism did not take place" (U.S. Department of Health and Human Services, office of the Surgeon General and Substance Abuse and Mental Health Services Administration, 2007:6).

study conducted by Moradi and Risco (2006) with a sample of 128 Hispanic Americans shows that perceived discrimination is related to greater psychological distress. Another large scale study by Floor Van Oort et al. (2007) with 217 Turkish migrant adolescents and 723 Dutch natives reported that more mental problems such as anxiety, depression, withdrawal, somatic complaints, aggressive behaviour and delinquent behaviour are more often found in the Turkish migrant youths than in their native counterparts.

Currently, the Surgeon General's Report from the U.S. Department of Health and Human Services, Office of the Surgeon General and Substance Abuse and Mental Health Services Administration (2007:6) points out that racism and discrimination "adversely affect health and mental health, and they place migrants at risk for mental disorders such as depression and anxiety" for three proposed reasons. First, racial stereotypes and negative images can be internalized and denigrate individuals' self-esteem and thus adversely affect migrants' social and psychological functioning. Second, discrimination by societal institutions leads to lower socio-economic status and poorer living conditions which are considered to be persistent stressors that can affect the minority groups' mental health. Third, racism and discrimination are stressful events which can directly lead to psychological distress and physiological changes affecting mental well-being of the minority groups.

Regarding the situation of the Chinese migrants, a study conducted by the University of Hong Kong and the Hong Kong Family Welfare Society (2000) interviewed 40 Chinese migrant parents (16 fathers and 24 mothers) and found that 67.5% of the

respondents had shown high scores in the stress index owing to family economic difficulties which were related to inequality and discrimination in Hong Kong society and that professional intervention was highly recommended. Similarly, the Tsun and Hong Kong Family Welfare Society (2005) study also showed that discrimination by the local people adversely impacted Chinese migrants' self-esteem, thus making them feel "inferior", "shy and timid" and "useless".

A current study conducted by Mo, Mak and Kwan (2007) on 121 female migrants from Mainland China revealed that a majority of them are at risk for psychological distress, and both general stressors (i.e. stress incurred from interpersonal conflicts, social constraints, unpleasant environment disturbances and financial strain) and acculturation-related stressors (i.e. stress caused by speech accents, physical appearance, and perceived discrimination) are the major reasons in their proneness to mental illness

According to the University of Hong Kong and the Hong Kong Family Welfare Society (2000) and Yau (2007), the stress owing to uprooting from a familiar home surrounding, separating of family ties, long working hours, unpleasant and crowded living environment, high population density, keen competition and fast pace of life in Hong Kong, and the discrepancies of reality and expectation about the living quality often affects the mental health of the new arrivals. As a result, they are more likely to suffer from mental health problems such as sleeping problems, headaches, mental stress and loss of self-confidence than their local counterparts.

2.6 Major psychological problems of the migrant children from China

According to recent research findings, the major psychological problem experienced by the Chinese migrant children in Hong Kong is that they have a strong sense of inferiority. This is due to communication difficulties with local adolescents, discrimination and rejection by local people, different life styles, age problems in class, difficulties in learning English, poor family support and poor socio-economic backgrounds (Chan and Chan 2004; Hong Kong Council of Social Service, 2002, 2003 and 2006; Lui, 2000).

Studies conducted by BGCAHK (1996) showed that a considerable number of these young migrants had a negative attitude towards themselves: about 35.4% (N=229) thought that they had nothing to be proud of; 33.2% thought that they were useless and 24.7% thought that they had no assets at all. Concerning the factors that affected their self-esteem, the most important ones were their relationship with their local classmates, their academic performance and their social identity. In other words, those respondents who reported having a poor relationship with their local counterparts, performed unsatisfactorily in school or did not perceive themselves as Hong Kong people usually had a lower self-esteem. Regarding adjustment problems, most of these adolescents thought that their adjustment pressure mainly came from their schools, then their family financial problems, their poor living conditions and the busy living style of Hong Kong.

Similarly, Lui (2000:i) conducted a quantitative study with 92 migrant students in five secondary schools and concluded that their self-esteem was related to positive peer relationships and adaptation to learning in school. The findings also suggested that low self-esteem positively correlated to lower position in class, more difficulty in subject content and less eagerness to ask questions in class. A study by Sun and Fung (2000) showed that 10% of the newly arrived youths (N=266) experienced a high level of stress and 26% described their life as "unhappy". The findings also indicated that the main sources of stress as perceived by the respondents were an insufficient social support network (i.e. lack of friends or being teased by friends/classmates), learning problems (i.e. difficulties in doing homework and learning English or stress from examinations), over-crowded living conditions and unfamiliarity with the Hong Kong environment. The results also revealed that perceived academic performance was found to be one of the most influential predictors of these young migrants' mental health condition.

Chan and Chan (2004) found that the majority of young arrivals have a rather low Global Self-Esteem (N=387). These teenagers perceive themselves as failures and frequently feel miserable about their life. They have a rather negative attitude towards themselves and have low expectations of themselves. Since these young migrants may face many challenges and difficulties during their adjustment, they may feel defeated, disappointed and misunderstood by people. Most importantly, these problems may lead to a sense of inferiority, depression, and in some serious cases, suicide. The study also revealed that many Chinese migrant youths have a relatively low family self-esteem compared to their local counterparts owing to

family problems such as difficulties in life and conflicts between parents in some cases (because of great age difference or discrepancies in expectations about life quality).

Chan's (2004) study of 387 Primary 4 to 6 migrant children shows that Mainland children have lower general self-esteem and home self-esteem than their Hong Kong peers, which indicates that they have a less harmonious family relationship particularly with their parents and a lack of personal confidence. He accounts for the findings by pointing out that the uprooted social environment may affect the social life and confidence of these migrant children. In a new environment, these youngsters may experience uncertainty and loss of cultural identity. Feelings of unhappiness and alienation may build up as they may have lost their friends and relatives who are significant to them. In terms of family relationship, their fathers used to travel long distances to China and stay with their families for a shorter period of time during which every member tried to be nice and friendly to each other. It is understandable why conflicts and quarrels are unavoidable as every family member is learning how to care for and support each other in the permanent family settings after their arrival in Hong Kong. Some children even find that their parents adopt a more traditional authoritarian style of parenting which is very different from the kind of unconditional love they experienced in China. Furthermore, many of these young arrivals have a feeling of being neglected when they find that their parents only spend very little time with them because of the pressure of their work in the high competitive Hong Kong society. In general, research recommends that social skills

training, family therapy programmes and life education curricula should be organized to assist these youngsters who have been suffering from low self-esteem.

According to the Legislative Council Secretariat Report (2005), self-esteem of children will be dragged down if they are living in poverty where they lack resources for their physical and psychological development. Eventually, their desire for improvement will be impaired and the opportunities for them to develop their potentials will also be reduced. Since the majority of the Chinese migrant children are living in poverty, their low living quality not only stigmatizes them with a sense of inferiority but also strips them of healthy spiritual lives.

As self-esteem is a crucial factor which affects children and adolescents' personal, social, and academic development as well as their adjustment, independent, social acceptance and effectiveness, it is important to address the self-esteem problems of the young arrivals as they are experiencing struggles after uprooting or suffering from severe depression, self-harm behaviour and suicidal thoughts. It is therefore particularly important that special programmes should be provided to reduce their stresses, unhappy and failure experiences (Chan, 2004) as these Mainland students are a new supply of human resources for sustaining development in Hong Kong and will become the pillars of our society in future.

Choi, Lee and Gan (1999) were invited by the Education Bureau to conduct a study to review the effectiveness of the existing support service (i.e. induction programmes, school-based support schemes, remedial teaching programmes and the preparatory courses) provided for the migrant children and adolescents. In the study, 1,500 migrant students from the Mainland were asked to complete a questionnaire about

the effectiveness of these programmes. Unlike the Boys' and Girls' Clubs Association of Hong Kong study (1996), the result showed that these programmes were generally useful in helping these young arrivals to adjust to life in Hong Kong as well as learning English. However, in the in-depth interviews of twelve migrant children, five respondents showed that the English programmes could not meet their English standard (i.e. either too easy or difficult for them). In terms of teacher assistance of these programmes, five students showed that their tutors were kind and friendly to them. Whenever they had difficulties in English, their tutors would explain to them patiently. Furthermore, four students mentioned that they enjoyed participating in the outings of the courses. One respondent explained that visits and outings provided opportunities for them to become familiar with the places and facilities in Hong Kong, while another student said that he appreciated the exposure to authentic English during outings. With respect to classroom activities, two respondents reflected that games could make the English lessons more interesting and thus aroused their motivation in learning the language. Also, one student pointed out that she was impressed by her tutor's sharing of experience in learning English.

2.7 Self-Esteem

In the above paragraphs, the self-esteem problems of the young arrivals from China have been presented. In the following section, the definition and importance of

self-esteem will be explored before we look into the possible avenues to improve the situation of the Chinese migrant children in Hong Kong.

2.7.1 Definition: self-esteem as self-concept

In the literature, several authors distinguish self-concept from self-esteem. According to Pope, McHale and Craighead (1988:2), self-concept can be defined as "the constellation of things a person uses to describe himself or herself", whereas self-esteem is "an evaluation of the information contained in the self-concept", and is derived from a person's feelings about all the things he or she is. However, Huitt (2004) not only views self-concept as descriptions about oneself but also the cognitive or thinking aspect of self which coheres with Purkey's (1988:1) definition of self-concept as "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence".

Strictly speaking, the term 'self-concept' (self-perception) practically is not identical to 'self-esteem' (the evaluation of those contents) as a hypothetical construct. Many researchers have deliberately tried to distinguish them but it is rather difficult to maintain the distinction between the two constructs practically in human psyche. Thus, there is a common agreement in the literature that the two terms can be seen as identical, especially when self-concept pertains to its evaluative aspect (Lawrence, 2005; Williams and Burden, 2002). In general, many authors propose that the term 'self-concept' and 'self-esteem' can be used interchangeably and many others indeed

use these two terms indiscriminately in their work (Cheng, 2005; Huitt, 2004; Lawrence, 2005; Shavelson, Hubner and Stanton, 1976).   As Huitt (2004:1) points out:

> Self-esteem is the affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth). Self-concept can also refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self-concept. Some authors even use the two terms interchangeably.

Thus, in this thesis the terms self-concept and self-esteem will be used interchangeably.

2.7.2 Self-esteem

Among the various definitions of self-esteem, Coopersmith's (1967, 1987, 1990 and 2002) definition has best withstood the test of time in terms of accuracy and comprehensiveness, and has been well-accepted by a number of authors and researchers (Chan and Chan, 2004; Cheng, 2005; Huitt, 2004; Lawrence, 2005). Coopersmith (2002:1) defines self-esteem as:

> …the evaluation a person makes and customarily maintains with regard to him or herself.   "Self-esteem" expresses an attitude of approval or disapproval and indicates the extent to which a person believes him or herself capable, significant, successful, and worthy.   In short, a person's self-esteem is a judgment of worthiness that is expressed by the attitudes he or she holds towards the self.   It is a subjective experience conveyed to others by verbal reports and other overt expressive behavior.

Coopersmith (2002) identified three features of self-esteem.   First, the definition of self-esteem centres on the relationally enduring estimate of general self-esteem rather than on specific and transitory changes in self-evaluation.   Second,

self-esteem may vary according to individuals' different areas of experience, gender, age and other role-defining conditions. Third, the meaning of the term "self-evaluation" in the definition refers to a judgmental process in which people examine their performance, capacities, and attributes according to personal standards and values, and arrive at a decision as to their worthiness.

2.7.3 Dimensionality of self-esteem

Shavelson, Hubner and Staton's (1976) hierarchical organization of self-esteem, which includes a general dimension and several specific facets, are well accepted by various scholars (Cheng, 2005; Coopersmith, 2002; Lawrence, 2005; Watkins, 1995). According to Shavelson, Hubner and Stanton (1976), the dimensions are social, emotional, physical and academic -- although some researchers also include family and work as other important dimensions of self-esteem (Brown, 1994; Cheng, 2005; Lawrence, 2005).

In addition, it has been commonly agreed that self-esteem is hierarchically structured, as posited by Shavelson, Hubner and Stanton (1976) (Cheng, 2005; Kavussanu and Harnisch, 2000; Lawrence, 2005; Williams and Burden, 2002), and that facets of self-esteem form a hierarchy from individual experiences, in particular situations at the base to Global Self-Esteem (GSE) at the apex (as seen in Figure 1). According to Shavelson, Hubner and Stanton (1976), adolescents' GSE is subdivided into two components: academic self-esteem and non-academic self-esteem since school life is

a major source of experience, and learning is essential for teenagers' psychological development (Chiou, 2003:1). Academic self-esteem may be further divided into subject-matter areas, and then into specific areas within a subject area. Non-academic self-esteem is divided into social, emotional and physical self-esteem, which are in turn sub-divided into more specific facets in a similar manner to academic self-esteem.

Figure 1: Shavelson, Hubner and Staton's (1976:413) hierarchical organization of self-esteem

General:

Non-Academic Self-Concept

General
Self-
Concept

**Academic & Non-Academic
Self-Concept:**

| Acad.
Self
Concept | Social
Self
Concept | Emot.
Self
Concept | Phy.
Self
Concept |

Sub-areas of Self-Concept:

| English | History | Maths | Science | Peers | Signific
ant.
Others | Part.
Emot.
Stress | Phy.
Ability | Phy.
Appear-
ance |

Evaluation of Behaviour in Specific Situations
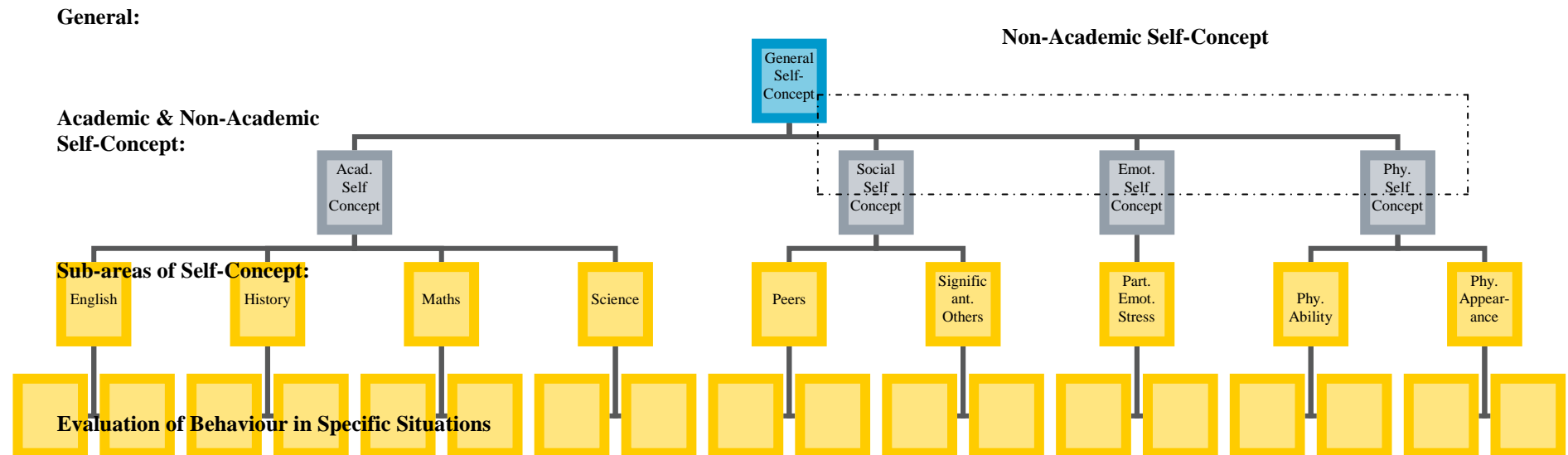
Shavelson, Hubner and Stanton's (1976) hypothesis of the hierarchical organization of self-esteem has been adopted by various researchers (Bee and Boyd, 2003; Cheng, 2005; Lawrence, 2005), who have concluded that self-esteem can be categorized into three levels: global, specific, and task.

Heyde (1977) further refined this by describing the relationship of task to specific and Global Self-Esteem as hierarchical, with 'task' as the base and 'global' as the apex of the self-esteem triangle.   In addition, Larsen-Freeman and Long (1991) interpreted the Shavelson, Hubner and Stanton model of self-esteem as a ternary hierarchy.   The highest level is Global Self-Esteem (GSE), or the individual's overall self-assessment.   The middle level is specific self-esteem, or how people perceive themselves in various life contexts, such as education and work.   The lowest level is self evaluation with regard to specific tasks such as writing a paper or driving a car.

In general, various researchers agree that GSE is an individual's evaluation of his or her overall worth as a person (Cheng, 2005; Lawrence, 2005), which is relatively stable in a mature adult and is resistant to change except by active and extended therapy (Brown, 1994) or prolonged exposure to failure or success in specific activities or tasks (Lawrence, 2005).   As Purkey and Schmidt (1996: 38) point out:

> Although self-concept tends toward consistency, significant changes in the self are possible.   Each person is involved in an endless quest for positive self-regard and the favorable regard of significant others.   Over time and under certain conditions, one's self-image can undergo significant alterations.

Specific self-esteem (SpSE) is a matter of evaluations made in certain life situations (social interaction, male-female relations, education, work) or based on particular aspects of an individual (physical, intelligence, personality, etc.) (Lawrence, 2005). Lastly, task self-esteem (TSE) is the individual's evaluations/expectations of his or her behaviour/performance in task-specific situations such as writing papers, driving or taking tests (Brown, 1994; Ellis, 1994).

Additionally, according to Bee and Boyd (2003) and Lawrence (2005), different categories of self-esteem may affect each other. For example, all of us may have low self-esteem in certain specific situations (i.e. SpSE). However, this does not normally affect our overall feeling of self-worth (i.e. GSE) since we can escape their effects by avoiding such situations. If we are unable to avoid them and constantly participate in activities which make us feel inadequate, eventually they may affect our GSE. Similarly, if we continue to fail in certain areas which are valued by the significant people in our lives (e.g. parents, teachers, and peers), then our GSE may be seriously affected (Lawrence, 2005). Interestingly, it is only by attaining successes which we (or our significant others) regard as meaningful that we develop a higher self-esteem. On the other hand, the blow of failure can be lessened if we (or our valued others) perceive the failed goals as unimportant (Bee and Boyd, 2003 and Katz, 2006).

With reference to Vygotsky's (1978 and 1986) sociocultural theory, it seems that adjacent self-esteem in the same categories (i.e. academic self-esteem, social self-esteem, physical self-esteem) may also affect each other. In Vygotsky's

(1978 and 1986) view of learning, support and assistance from parents, teachers and competent peers are essential for a child's learning, which implies that the academic self-esteem of the child will be largely affected by his or her social self-esteem. Similarly, whether the child will be accepted by his/her peers often relates to his/her physical attractiveness which means that the child's physical self-esteem may somehow influence his or her social self-esteem; thus indicating that Shavelson, Hubner and Stanton's (1976) hierarchical organization of self-esteem may be inadequate to reveal the relationship across different kinds of self-esteem in the same level or categories.

It is also important to note that although the multi-dimensional model of self-esteem is commonly accepted by scholars, the nature and hierarchical relationships amongst the dimensions have not yet been established, nor has the construct definition of self-esteem been sufficiently researched or clearly categorized (Lawrence, 2005). Heyde (1979:207) commented that GSE is a general category and it is rather difficult to locate exactly which aspect of self-esteem is being researched. Walker (1979:60) noted that the difficulty of generalizing self-esteem research interpretations across studies had contributed to the inconsistencies of self-esteem construct definitions and self-esteem instruments used by different researchers.

Yang (1993:97) pointed out that the categorization between different aspects of self-esteem is rather vague or blurred, with the result that the subjects under investigation may misunderstand the exact kind of self-esteem being researched. Cheng (2005) and Watkins (1995) questioned the generalizability of the conceptual

definitions and measurement of self-esteem in the local context since all of them originated in western countries and no serious investigations and validations have been made across different cultures.

2.7.4 Importance of self-esteem

It is commonly believed that human beings can only perform to their true potential in any walk of life if they have healthy self-esteem (Watkins, 1995:70). According to Branden (2006:1), healthy or high self-esteem is:

> the disposition to experience oneself as being competent to cope with the basic challenges of life and being worthy of happiness. It is confidence in the efficacy of our mind, in our ability to think. By extension, it is confidence in our ability to learn, to make appropriate choices and decisions, and respond effectively to change. It is also the experience that success, achievement, fulfillment, happiness, are right and natural for us.

Moreover, a sizeable body of literature has shown that our learning and achievement are closely related to our self-esteem (Branden, 2006; Chan and Chan, 2004; Cotton, 2006; Craven, McInerney, and Herbert, 2000; Dickhauser, 2005; Reasoner, 2006). According to Zolten and Long (1997:1):

> Self-esteem affects school success. Children who feel good about themselves and their abilities are much more likely to do well in school than children who often think they can't do things right. School success, in turn, affects a child's self-esteem. How children do in school will affect how they feel about themselves. Children who do poorly in school often think poorly of themselves.

Similarly, Alderman (1999:57) found that how people evaluated their ability had significant implications for their expectancies for success in future tasks. Williams and Burden (2002:96) emphasized the point that individuals' perceptions of

themselves within the world will play a major part in their learning and construction of knowledge.

In general, Branden (2006), Katz (2006) and Reasoner (2006) agree that individuals who possess positive self-esteem are likely to be life affirming, constructive, responsible and trustworthy, whereas low self-esteem can lead to a feeling of helplessness, low academic achievement, dropping out of school, high anxiety, eating disorders and in some serious cases, can even lead to violence, alcoholism, drug abuse, and suicidal thoughts –factors which underlie many of society's problems.

2.7.5 Factors affecting self-esteem

Researchers believe that young people evaluate themselves both globally as well as along several distinct dimensions, such as support and approval of others (especially of parents, teachers and peers), school success, and ethnic identity (Branden, 2006; Chu, 2002; Lawrence, 2005).   According to Bee and Boyd (2003:265):

> The key to self-esteem, then, is the amount of discrepancy between what the child desires and what the child thinks she has achieved… The second major influence on a child's self-esteem is the overall support the child feels she is receiving from the important people around her, particularly parents and peers.

In other words, assisting young people to set realistic and achievable goals in school, or encouraging them to interact and communicate with their peers and teachers through different learning activities may help to enhance adolescents' self-esteem.

2.7.5.1 Family background and support

Studies show that adolescents' social class (as indexed by their parents' occupations, education and income) is a crucial factor in determining GSE (Steinberg, 1999; Chan and Chan, 2004).   In general, middle class youngsters have higher self-esteem than their less affluent peers, and this discrepancy grows greater over the course of adolescence (Chu, 2002; Rong, 1998; Watkins, 1995) because middle class children can most probably obtain support and education resources from their families when they have problems with their school work, whereas parents of the lower class children cannot offer material assistance or resources (such as computer resources and private tutorials) to their children owing to financial difficulties and are not equipped to help their children with their homework because of their low educational attainment or long working hours.

It is also believed that supportive child rearing, parental affection and healthy family relationships all enhance positive self-esteem during adolescence (Branden, 2006; Chu, 2002; Lawrence, 2005).   As Lawrence (2005:3-5) points out, how children perceive themselves is greatly affected by their parents:

> It begins in the family with parents giving the child an image of him/herself of being loved or not loved, of being clever or stupid, and so forth, by their non-verbal as well as verbal communication… When a child fails to live up to parental expectations, he/she blames him/herself at first, feeling unworthy of their love.   Moreover, this failure in a particular area generalizes so that he/she would not just feel a failure say in reading attainment, but will feel a failure as a person generally.

Dunlap (2002:122) agrees that even when children become adolescents and move towards independence and self-reliance, their attachment to family members,

especially parents, still plays a significant role in their self-esteem. Adolescents with multiple strong emotional bonds tend to function as more mature individuals and those who feel alienated are likely to have lower self-esteem and have more difficulty with later identity development.

In other words, whether children can develop healthy or poor self-esteem primarily depends on their parental upbringing. In general, family break up and disharmony may have a particularly devastating effect on their self-esteem since children do not possess any solid foundation in building a stable and secure sense of self-esteem if they cannot feel that they are loved and valued by their parents. In contrast, children with healthy self-esteem feel that their parents will accept them, care about them, support them and do everything to ensure their safety and well-being (Branden, 2006; University of Cambridge Counseling Service, 2004).

With respect to the situation of the Mainland children in Hong Kong (as mentioned in Section 2.4.1.1 above), since the majority of their parents do not have a high educational attainment and they often work for long-hour low-paid jobs, it is difficult for these young arrivals to obtain sufficient academic or emotional support from their families. The situation is further aggravated for some migrant children as their mothers are still in the Mainland (waiting for their visa to Hong Kong) and that they are not used to living with their fathers. Frequent family conflicts and violence owing to the great age difference or discrepancy of expectations about living quality between parents may have further hampered the self-esteem of these young migrants.

2.7.5.2 Approval and support from teachers

The approval and support from teachers is also a powerful influence on adolescents' self-esteem. According to Henson and Eller (1999:224), teachers play a vital role in influencing students' selection of standards of achievement as well as in their selection of bases for self-evaluation. It has also been suggested that teachers' verbal praises or encouragement about students' accomplishments or attributes may enhance their sense of achievement, motivate them to increase or repeat the desired behaviours, establish their self-efficacy in tasks and cultivate a learning environment conducive to optimal pupil achievement, and restore their self-esteem (Bropy, 2004; Hopkins, 2006; Mortimore et al., 2002; Thorson, 2003) if their praises are reality based and calibrated to the significance of students' actions (Branden, 2006).

Teachers should also be empathetic with their students' difficulties and try their best to offer assistance to the learners for developing appropriate learning skills and strategies (Harmer, 2003a; Lee, 2001; William and Burden, 2002). By reminding students that making mistakes is a part of the learning process and an inevitable part of life, it is hoped that resilience in the face of failure can be fostered in students which may improve their learning (Lawrence, 2005; Padron et al., 2000). As Lawrence (2005:6) confirms, "it is not failure to achieve which produces low self-esteem, it is the way the significant people in the child's life react to the failure".

It is believed that young learners' self-esteem will develop if they are assured that their individual abilities and interests will be respected and will not be compared

with their peers by their teachers (Bropy, 2004; Dunlap, 2002; Thorson, 2003; William and Burden, 2002; Wong, 2001b).   As Branden (2006:1) points out:

> If a teacher treats students with respect, avoids ridicule and other belittling remarks, deals with everyone fairly and justly, and projects a strong, benevolent conviction about every student's potential, then that teacher is supporting both self-esteem and the process of learning and mastering the challenges.

In other words, learners' self-esteem is likely to significantly improve if teachers can provide them with a fair chance to learn, more opportunities to perform or to be challenged (Bropy, 2004; Ediger, 2001; Lopez, 2000; Ting, 2001; Williams and Burden, 2002) so that they can be gradually motivated to attain optimally.

With regard to the situation of the Mainland children, although few local studies have shown that these children are maltreated or discriminated by individual teachers in school, it is frequently reported that they experience difficulties in finding a school place and are often rejected by schools owing to their poor English standard (see Sections 1.3 and 2.4.2.3).   This unpleasant experience may also hamper the young arrivals' self-esteem by projecting a feeling that they are unwanted or considered unworthy by the adults.

2.7.5.3 Peer support

According to Stenhouse (1994:72), friendships become increasingly important as children progress from primary to secondary school, and a major part of their self-image is their social acceptability.   Adolescents who feel they have no friends

may devalue themselves because of it. A number of researchers also suggest that the level of regard from peers as well as the relationships with their close friends can affect adolescents' self-esteem (Branden, 2006; Grant and Gillete, 2006; Katz, 2006). Henson and Eller (1999:422) suggest that peers play a vital role in a student's schooling because they serve as reinforcers by giving or withdrawing attention and approval as well as models and a basis for social comparison which contribute to students' perceptions of their achievement. Thus, students who perceive themselves as being accepted by their peers are typically more eager to engage in classroom activities and to apply their academic abilities. By contrast, students who perceive themselves as being rejected by their peers are often highly anxious and have poor self-esteem and interpersonal skills. They also show more hostile behaviour and tend to have negative attitudes towards school and their classmates.

Katz (2006) suggests that self-esteem in adolescents is largely based on their perceptions of how their peers judge them and the extent to which they expect to be accepted and valued by these people. Teenagers with a healthy sense of self-esteem feel that their peers accept them whereas the ones with low self-esteem feel that their friends reject them. Additionally, the extent to which the adolescents believe they have the characteristics valued by their peers figures greatly in the development of self-esteem. For example, if their peer groups value athletic ability highly, teenagers who excel in athletics are likely to have a high level of self-esteem, whereas teenagers who are less athletic, or who are criticized for being physically inept or clumsy, are likely to suffer from low self-esteem. As communities, ethnic and social groups vary in the criteria on which self-esteem is based (e.g. some groups

may value physical appearance; some may value school success while others may evaluate boys and girls differently) therefore a change in the social environment may cause a change in people's self-esteem. It is also important to note that stereotyping, prejudice and discrimination in social groups or communities are considered to be crucial factors which contribute to low self-esteem among young people.

Chu (2002) and Grant and Gillete (2006) also indicate that students evaluate their personal worth largely based on how their peers define them. In addition, positive feedback and recognition from their peers are crucial factors for adolescents in building up their self-esteem. However, some scholars suggest that children who perceive themselves as having poor social skills may not necessarily have a low Global Self-Esteem. The degree to which their social self-assessment influences their self-esteem depends on how much they value social skills and popularity. They may see themselves as very competent in another area—such as academic skills (see Section 2.7.5.4 below) —that balances their deficiency in social skills (Bee and Boyd, 2003; Jaffe, 1998).

2.7.5.4 School success

Steinberg (1999:255) suggested that if adolescents feel that the academic domain is crucial to them, then a failure in school performance not only undermines their academic self-esteem but also their Global Self-Esteem. In addition, in DuBois,

Eitel and Felner's (1994) study, poor academic performance was found to undermine an adolescent's self-esteem, which in turn led to emotional or behavioural problems.

However, the self-esteem of Chinese people seems to be especially influenced by academic success because they value the Confucian tradition in which the significance of education lies in ultimate human perfection which is closely related to a person's internal establishment and external performance (Lee, 1999:37). Also, in Chinese culture, achievement in education is closely associated with personal ambition, family face and interests and material reward (Biggs, 1995; Watkins and Biggs, 2001). Thus, in a typical Chinese society, childhood achievement is equivalent to academic achievement because school success is always considered as a key to socio-economic advancement. As a result, Chinese parents normally exert massive pressure on their children to study well in school rather than encouraging them to develop social skills and athletic ability (Bond, 1997). Like other parents in Hong Kong, the parents of the new arrivals also perceive that educational success is the road to a better life for their children and their families so they normally place great emphasis on whether their children are doing well at school (Lee, 1999; Watkins and Biggs, 1999). Consequently, the majority of children and adolescents in Hong Kong believe that school success will be the most legitimate way to please their parents. According to Watkins and Biggs (1999:227):

> The Confucian belief that any child can do well if only he or she tries hard enough means that failure is seen by both parent and child as the fault of the child who has disgraced the family. Such attribution to effort and motivation to succeed drastically increases the pressure on students…The guilt and shame of not being able to cope academically has led to depression and suicide.

It is clear that academic success and failure impact Hong Kong teenagers' self-esteem, which also explains why a number of teenagers or pre-teenagers (both the less able and bright students) commit suicide every year under the stress of high academic demands (see Section 2.4.4 above) and experience heavy homework schedules early in their school careers (Watkins and Biggs, 1999 and 2002). As BGCAHK (1999:55) stated:

> Perhaps, in Hong Kong, academic achievement is an important indicator of personal accomplishment in the eyes of many people. Such conception may be internalized by some adolescents, who gauge their personal worth by means of academic achievement. Thus, low academic achievement may undermine their self-esteem, which in turn intensifies their emotional disturbance.

It is also worth noting that the competence in the second language (i.e. English for Hispanics in the U.S. or German for Turkish migrants in Germany) or foreign language (i.e. English for Chinese migrants in Hong Kong) (see Section 2.3.5) will directly impact on young migrants' self-esteem; particularly when the second or foreign language is crucial for entering tertiary education, which is a symbol of school success in the host country.

2.7.5.5 Ethnic identity

While there is good reason to expect that children or adolescents of ethnic minority will generally suffer from lower self-esteem than the host population, empirical research does not point in one direction. The studies of Heaven and Goldstein (2001); Diler, Avci and Seydaoglu (2003); Liebkind, Jasinskaja-Lahti and Solheim, E. (2004); and Verkuyten and Thijs (2006) suggest that migrant youths' self-esteem

will be adversely affected if its original culture characteristics, values and language are not accepted by the host society or schools (Chu, 2002; Kaufman, Gregory and Stephen, 1990). However, findings from studies by Neto (2001), Nazilla (2004), and Berry et al. (2006) indicate that there are no statistically significant differences in self-esteem between migrant youths and their national counterparts while the research by Ku, Chan and Sandhu (2005) on 200 Filipinos, Indians, Nepalese and Pakistanis in Hong Kong suggests that the self-esteem among these ethnic minority students is higher than that of their native peers.

Although it is more legitimate to assume that given the prevalence of prejudice in the society of the majority group and the generally disadvantaged position of ethnic minority in the workplace and school where individuals' performance tend to influence their self-image (Steinberg, 1999), it is argued that teenagers in some minority groups (e.g. African Americans, Filipinos, Indians, Nepalese, Pakistanis, Turkish, Vietnamese, etc.) benefit from the support and positive feedback of adults in their own community especially from their families despite their encounters with racism and prejudice (Raman, 2006; Ku, Chan and Sandhu, 2005). Also, it is suggested that some African American adolescents enhance their self-esteem by focusing on areas of strength instead of weakness, that is, by valuing those activities they are keen on (Luster and McAdoo, 1995). Thus, if the minorities take more pride in their own ethnic group, they are more likely to develop positive self-esteem (Dunlap, 2002; Ku, Chan and Sandhu, 2005).

Some researchers adopt the resiliency theory in analyzing why some minority children or adolescents can resist the combined negative effects of poverty and marginalization and become resilient and ultimately successful in their host countries. According to Mash and Wolfe (2002), the theory of resiliency consists of two major variables namely risk factors and protective factors. Risk factors can be described as stressful situations and chronic adversities that put children's successful development at risk (e.g. chronic poverty, child abuse, neglects, divorce, living in violent environment, racism, marginalization as a minority, etc.). In contrast, protective factors are variables that reduce the chances that children develop abnormally (e.g. strong family support, a relationship with the community, church, a mentor and strong personal skills). However, if there is a presence of more protective factors in an at risk youth's life, these factors possibly outweigh the negative risk factors and assist the child to become well-functioning and healthy individuals in the face of adversity.

Based on the resiliency theory, the self-esteem of young arrivals from China is at risk probably because their protective factors (i.e. strong peer support, family support or a warm relationship with significant adults) are not sufficient to overcome their risk factors (i.e. poor socio-economic backgrounds, poor living conditions, age difference in class, difficulties with English, communication difficulties, discrimination and rejection from local people). As educators or researchers, although it is rather difficult to eliminate the risk factors of these young people, it is still possible for us to assist these youths to foster their personal resiliency by strengthening their protective factors through some sort of compensatory

programmes or interventions. As Choi, Lee and Gan (1999:92) pointed out, support programmes for the newly arrived children should aim at assisting them to accept themselves as well as restoring their self-esteem, while Chan et al. (2003b:186) advocated that curriculum designers should consider not only the learning needs, but also the psychological development of the migrant youths.

2.8 The research niche of the existing literature: questions that remained to be answered

Sections 2.1 to 2.4 above have offered a global perspective on the problems faced by migrant children. Section 2.5 shows that recent research has found that migration adversely affects the mental well-being of minority groups particularly their self-esteem. Section 2.6 focuses on local studies regarding self-esteem problems of the newly arrived children from China in Hong Kong. Section 2.7 states the importance of self-esteem in mental well-functioning and effective learning, and explains the factors impacting self-esteem in our daily life. These seven sections show that there is an urgent need to assist the migrant children to restore their self-esteem, and yet, no concrete solution has been reached or suggested so far by previous research.

The review of literature in Sections 2.1 to 2.7 has therefore revealed several areas of research that await further exploration. They include whether it is possible to improve migrant children's self-esteem in a school context; whether a language

programme is able to serve such purpose; what elements should be included in the intervention and how students respond to these elements. Other than assuaging the concern of the researcher of the present study mentioned in Section 1.4, the present study attempts to fill the research niche in the present literature by providing some workable suggestions on how to enhance migrant students' self-esteem in a school context. In the next section, the rationale of the intervention in the present study will be explained.

2.9 The rationale of the English Enhancement Programme

With respect to the resiliency theory discussed above, it is hoped that the intervention of the present study (i.e. English Enhancement Programme, EEP) can promote and support the young Chinese migrants' resilience by building in more protective factors (i.e. warm relationship with tutors and classmates, sense of social acceptance and support) in their experience so that they can have a strong sense of self for beating the odds. Thus, in designing the EEP, special concerns are geared towards the following areas:

● Helping migrant students to recognize their capabilities

Self-esteem grows when children and adolescents recognize their capabilities or self-competence by learning to do things successfully and independently through different activities (Caissy, 1994). Thus, if young people have had success in the past, they tend to approach similar tasks with confidence (Dunlap, 2002). In

contrast, children or adolescents who experience failure frequently are likely to avoid similar tasks and that is why many of them terminate their education if they consistently fail at school (Hamachek, 1992). Thus, teachers should provide a sense of achievement for the young arrivals whenever they are engaged in learning tasks (Wong, 2001a; Lee, 2001). For instance, they can structure learning experiences and the classroom environment in a way that will generate as much success as possible for the young migrants. This includes identifying the students' strengths and encouraging them to develop the skills they have in the learning process so that they can experience success in it. It is essential to provide recognition, encouragement, and praise for their efforts during the learning process (Caissy, 1994 and Watkins, 1995). It is also important to involve the migrant youths in socializing activities and outings where they will have opportunities to experience success in other social settings because positive feedback from the community can contribute to increasing self-esteem.

● Helping migrant students to accept themselves

Self-esteem is also developed when teachers help the young arrivals to be accepting of themselves. This involves teaching them to understand that it is acceptable to make mistakes during the learning process. Moreover, teachers need to encourage these young people to do their best and reward for their efforts even though they do not excel at the end (Mortimore et al., 2002; Thorson, 2003; Williams and Burden, 2002). Teachers should keep in mind that striving for perfection and pushing students beyond their capability limits will hinder positive self-esteem development, causing stress and frustration (Caissy, 1994).

● Creating a supportive learning environment for migrant youths

It is essential for teachers to provide an inviting and friendly classroom atmosphere. A classroom that is stable and secure will help the migrant children and adolescents to feel physically and psychologically safe. It is also the teachers' responsibility to get to know the students' names, interests and hobbies in order to cultivate a sense of belonging in the classroom. Furthermore, as the young arrivals normally have a sense of inferiority owing to discrimination and prejudice by local people, teachers should be cautious that everyone is treated fairly in the classrooms. Most importantly, teachers should treat all students with dignity and respect and do not use putdowns, sarcasms, and other messages to devalue them (Lee, 2001; Wong, 2001a). Thus, through the relationship built with their EEP classmates and tutors during the course, the teenagers may possess a sense of being approved, cared for and valued, resulting in a more positive perception of themselves. It is believed that only through this trust, respect, consistency, and acting in their best interests can the migrant students recover from the dehumanization they have been undergoing and develop a more positive concept about themselves. As Caissy (1994:45) states,

> Self-esteem is something that takes time and consistent effort to build. It cannot be done overnight. It is an ongoing process that takes place over an extended period of time and it requires continual reinforcement through praise and encouragement.

● Providing courses on English enhancement and life adaptation

Since difficulties with English and unfamiliarity with the public services and facilities are major sources that negatively impact the migrant youths' self-esteem, (Chan and Chan, 2004; Hong Kong Council of Social Service, 2002; Lee, 2001), it will be feasible to organize English enhancement courses in which life adaptation

elements are added. In other words, the English courses should not focus only on the linguistic needs of the adolescents, but also real life elements such as talks on adaptation and outings which assist the young people to become familiar with local resources in Hong Kong. Furthermore, by exposing them to the outside world through outings and visits, the young arrivals may learn about their self-worth when they are treated well by people outside school.

In this section, I have presented the aims of EEP in enhancing migrant children's self-esteem: they assist them to recognize their capability, help them accept themselves, create a positive learning environment as well as enhance their English proficiency and life adaptation skills.

2.10 Chapter summary

In this review, I have examined themes and issues from the literature primarily within the disciplines of psychology, education and language teaching. In particular, I have focused upon areas related to:

- problems faced by migrants in different contexts;

- needs and problems of migrant students from China;

- self-esteem and its importance;

- factors affecting self-esteem;

- the research niche of the existing literature and specifically; and finally

- the rationale of the English Enhancement Programme (EEP)

While it is not possible to investigate these disciplines in detail within the scope of this dissertation, there are a number of issues which are relevant to this study. Firstly, it is clear that the area of self-esteem problems faced by migrant children and adolescents worldwide has not been extensively researched. Secondly, self-esteem problems and English learning difficulties encountered by the young migrants from China in Hong Kong have yet to be sufficiently addressed. Finally, the five factors identified in affecting migrant youths are intended to provide a context within which the rationale of setting up an English Enhancement Programme in this study is based.

Chapter 3

THE THEORETICAL APPROACH AND THE RESEARCH PROCESS

3.1 Introduction

This chapter will begin with a review of the background of the English Enhancement Programme (EEP), followed by the overall approach of the study. I will attempt to explain why a naturalistic approach and a qualitative methodology were deemed appropriate for the study. Then, I will discuss in detail the validity, reliability and generalizability of the research. The second section of this chapter will focus on the research ethics of the study, particularly on confidentiality issues; and in the final section, I will describe the stages of data collection and the data analysis process.

3.2 Revision of the original EEP schedule to suit the needs of the new arrivals

The English Enhancement Programme (EEP) for newly arrived children from China was based on a previous EDB-funded, one-year programme, which had first been launched in late December 1998, for the lowest 10% of local students in the same secondary school. The original programme consisted of twenty 3-hour sessions. They were held on alternate Saturday mornings. The rationale for the original EEP was to increase the competence and confidence of these Secondary 1 students in using English inside or outside the classroom. In the programme, a wide variety of

activities such as games, songs and outings were used in order to ensure realistic and meaningful use of English. The programme was generally deemed a success by the teachers and students involved.

The satisfactory outcomes of the original EEP inspired me (as the EEP programme coordinator) to design a similar programme for newly arrived migrant students from China. Thus, I revised the schedule of the original EEP according to the interests and needs of these migrant teenagers. Similar to the previous programme, the rationale of the EEP was to improve the self-esteem and English oral proficiency of its participants, but with more emphasis on teaching migrant students some necessary survival skills (see Section 3.2.1.3, Table 1) in order to enable them to feel more comfortable with the local environment so as they could integrate into Hong Kong society more easily.

3.2.1 Theoretical framework of the EEP syllabus design

As mentioned above, I intended to use the EEP in part to address the self-esteem problems of the young immigrants from China, and this will be elaborated on in the later sections. At this point, I will present the theoretical framework, the Natural Approach, which influenced and shaped the EEP used in the present study. After a brief review on its strengths and weaknesses, I will then explain why I adopted the Natural Approach as a major methodology in the EEP.

3.2.1.1 The Natural Approach

The Natural Approach has recently been recommended by a number of scholars, who found it to be fairly effective in helping beginning- to low-intermediate students to develop oral proficiency in second or foreign language classrooms (Hedge, 2000; Mannetter, 2002; Morioka, 2006; Shimon and Peerless, 2006). The approach, proposed by Krashen and Terrell in the 1980s, is based on the notion that acquisition of a language can be regarded as developing ability in a language by using it in natural and communicative situations. The theoretical model of the Natural Approach consists of five hypotheses, namely the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis (Krashen and Terrell, 1983, 1988 and 1995). Those hypotheses considered to be relevant to the syllabus development of the EEP are as follows:

a. The Acquisition-Learning Hypothesis

This hypothesis is based on the belief that students can develop second/foreign language competence in two different ways. The first way is through language acquisition which means by "picking up" language subconsciously and naturally through real communication; the second way is by language learning through the formal and explicit teaching of rules of the target language (i.e. it emphasizes explanation of grammar rules and correction of errors).

b. The Monitor Hypothesis

This hypothesis is based on the notion that conscious learning is unimportant in the performance of another language and it can only serve as a monitor or an editor. The hypothesis states the utterance of a language learner is initiated by the acquired system and our conscious learning (i.e. monitor) makes changes in our utterances afterwards. This monitoring process may happen before we actually speak or write, or it may happen after the utterance has been produced (uttered or written). The hypothesis also states that our formal knowledge only serves as a tool of checking and making repairs on the output of the acquired system, but is not a function of fluency. On the contrary, the monitoring process may disrupt communication if learners take a lot of time to think about the grammar during rapid conversation (Krashen and Terrell, 1983:30). In practice, the Monitor Hypothesis has important implication in language learning as teacher's frequent correction of error will 'step up' the learner's monitor thus inhibiting oral production of the target language.

c. The Input Hypothesis

This hypothesis is based on the notion that people acquire another language by understanding messages or receiving "comprehensible input", which is a bit beyond their current level of competence, $i+1$ (i.e., where i is the acquirers' current level of competence and $i+1$ is the acquirers' competence at the next stage along the natural order). They are able to understand the unacquired grammar with the help of the context, which includes extra-linguistic information, their knowledge of the world, and previously acquired linguistic competence. Thus, teachers of beginners should

provide context through visual aids (pictures and objects) and discussion of familiar topics in order to help them to reach the next level.

The input hypothesis also explains the "silent period" in second/foreign language acquisition, where the acquirers may say very little for several months after their exposure to the target language.   According to Krashen (1988 and 1989), the silent period may be the time during which the students build up competence by active listening and understanding, via comprehensible input, and their speaking ability emerges, after sufficient competence has developed.   In other words, listening comprehension and reading are of primary importance, particular in elementary language programmes.   Most importantly, language teachers need to be sensitive to their students' silent period and avoid pressing their students to speak the target language if they do yet not feel comfortable to do so.

The input hypothesis also states that the input is not necessary to be finely tuned, which means teachers' input need not be confined only to $i+1$ (the next stage along the natural order) but providing the learners with enough $i+1$ accompanied with previously acquired structures or terms (i.e. roughly tuned).   However, they need to make sure that their students understand what is being said or what they are reading by providing extra-linguistic support or context (Krashen and Terrell, 1983:32-33).

When talking to elementary learners, it is particularly important for teachers to use "caretaker-like speech" or "foreigner talk", which means that the primary desire of the teachers is getting their messages to be understood rather than teaching language.

Thus, teachers need to modify their language, and this includes slowing down, repeating, restating or changing *wh*-questions to *yes/no* questions so that their students can understand the target language more easily (Krashen and Terrell, 1983:35).

d. The Affective Filter Hypothesis

This hypothesis is based on the notion that certain acquirers' attitudinal variables (i.e. motivation, self-esteem, attitude towards their classroom and teacher) contribute to language acquisition, with two effects. First, they encourage the acquirers to seek and obtain more input. Second, they contribute to a lower affective filter, that is, a learning blockage due to a negative emotional attitude such as anxiety, low self-esteem or boredom (Krashen and Terrell, 1983; Krashen, 1988). Krashen and Terrell (1983:38) emphasize the importance of the second effect, and highlight that teachers should aim at two pedagogical goals in the classroom setting, that is, supplying good comprehensible input and creating a positive climate which lowers the affective filter of their students. Also, lowering the affective filter of the EEP participants was a primary goal of my intervention in the present study.

i. Different views on the Natural Approach

Since its introduction in the 1980s, the Natural Approach has received plenty of criticism; particularly focused around the idea of "comprehensible input" and the unimportance of formal instruction in second or foreign language learning. First, critics point out that the Natural Approach does not adequately define "learning",

"acquisition", "conscious" and "subconscious" therefore it is hard to determine whether the learners are "learning" or "acquiring" a language, and therefore impossible to make further comparison between the relative importance of learning and acquiring a language. Furthermore, in foreign language learning situations, it is difficult to create an authentic or realistic environment for learners to acquire the target language naturally in the context. Also, it is difficult to determine which forms of language input will be "comprehensible" to learners (Larsen-Freeman and Long, 1991; Nunan, 1996; Romeo, 2006).

Donovan (1985:58) points out that the greatest difficulty in the application of Natural Approach syllabuses concerns the choice of materials. It is problematic for teachers because they need to select materials according to the learners' interests and "allow the students to communicate in the real world, while limiting their actual vocabulary and structures for learning purposes".

Regarding Krashen and Terrell's (1983) principle of error correction, Donovan (1985) further argues that explicit error correction is important to some foreign language learners since they may not have access to any corrective procedures outside the language classroom (Donovan, 1985:57). Also, Penner (1995) and Wu (2006) suggest that learners in some cultures normally expect that every mistake they make should be corrected by their teachers. Thus Krashen and Terrell's (1983 and 1995) general principle of the Natural Approach may be viewed as an inappropriate method in some foreign language teaching situations. However, with regard to this issue, Krashen and Terrell (1995:19) explain that they do not completely reject its

use in the language classrooms, but they are concerned that correction of errors in beginners' conversations may hinder the flow of conversation and eventually discourage the learners from taking part in the communication, especially when they are over-concerned with grammatical rules of the target language.

In response to some of the criticisms of the Natural Approach in language teaching, Krashen and Terrell (1995:19) clarified that learning and acquisition can complement each other by stating that:

> Learning will supplement acquired competence…performers using learning to supply aspects of language that have not yet been acquired… may give a more polished, a more "educated" look. In writing, learning may also be useful for some spelling and punctuation problems.

In their opinion, natural acquisition and formal instruction are not necessarily mutually exclusive. Most probably, formal learning of the target language may even assist or supplement the acquisition process by providing a realistic social context for the learners to interact with each other.

As stated earlier in Section 3.2.1.1, recent scholarship favours the Natural Approach for teaching elementary learners in second or foreign language programmes. Morioka (2006) notes that the Natural Approach developed by Terrell and Krashen (1989) has exerted a heavy influence on language teaching in the United States and around the world. She endorses the less-structured and more natural, communicative and experimental teaching methodology and points to the importance of real-world human interaction in foreign language learning, which has shifted entirely from the traditional language teaching culture emphasising explicit teaching

and drilling of grammatical and pronunciation rules of the target language. Most importantly, the genesis of the Natural Approach has contributed to making the language classroom a place where language learners, particular the beginners, are able to express themselves comfortably by using the target language, without fear of being humiliated by their teachers and fellow-classmates for their mistakes.

Mannetter (2002) evaluates his own twenty-year career of teaching Spanish in the U.S., and how he found the Natural Approach particular useful in teaching language beginners. Having incorporated the Natural Approach methodology in his teaching since early 1990s, he recommends it as an effective methodology in fostering a student-centered, low anxiety environment for speaking the target language. He also emphasizes the effectiveness of frequent use of authentic materials in contextualized situations. On the one hand, these materials provide the maximum amount of "comprehensible input" and on the other hand, they enhance students' motivation in learning the target language. Recent evaluations have recognized the strengths and effectiveness of the Natural Approach in teaching beginners, especially its efficiency in creating a low-anxiety environment.

It is worth noting that similar rationale has also been advocated by the Hong Kong government since 1983, when there was a shift of emphasis of learning and teaching English from a traditional grammar-structural syllabus to a communicative syllabus:

> In order to reflect the significant worldwide developments in the theory and practice of second and foreign language learning and teaching, the [11]CDC Syllabus for English (Secondary 1-5) was revised in 1983. The emphasis has shifted from helping learners to achieve structural accuracy in language learning

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[11] CDC: Curriculum Development Council

to developing communicative competence. The goal of language teaching is to provide every learner with the opportunity to develop the ability to carry out successfully certain tasks and communicative transactions in English. The ultimate aim of language learning is to use language as a means of communication…teachers should design activities to enable learners to attain the communicative objectives of the English language curriculum and to engage learners in communicative transactions. When learners are using language for communication, language learning takes place through natural processes. Through participation in such activities, the learners can also improve their motivation to learn, as they can see meaning and purpose in their learning (Education Department, 1999:159-160).

According to the Education Department (1999:160), the ultimate goal of language learning is for effective communication; thus, teachers need to provide learners with ample opportunities to use the language for communicative purposes by taking into consideration the needs, interests and maturity of their learners instead of simply giving explanations of grammar rules, or providing repetitive and ineffective mechanical drills.

3.2.1.2 Adoption of the Natural Approach in the EEP

In view of its success in the version of the EEP already provided in my school (see Section 3.2 above) and in view of its endorsement by scholars for teaching weak language learners (see Section 3.2.1.1), I decided to employ the Natural Approach in the EEP for the Mainland arrivals. With the term "comprehensible input" in mind, both the EEP tutors and I were anxious to see whether the teaching/learning materials were within the capability of students, stretched students' English competence a little or were just far beyond their current English competence. When communicating with the learners inside or outside class, the EEP teachers

were reminded to keep their English as simple as possible. Also, they were encouraged to use the vocabulary which the learners had already learned during the course so that students can gain a sense of "putting knowledge into practice".

With regard to the error correction issue, we generally agreed that most students in the Chinese culture expect their teachers to correct their mistakes. However, we suspected that most Chinese students (particular beginners) would find it demoralizing to be constantly corrected in their speaking in class, though they may appreciate in their written assignments. ☐Also, no matter what students' expectations are, as teachers, we need to explain to our students, particular the beginners, the pros and cons of error correction (i.e. frequent error correction will interrupt the communication flow and create unnecessary anxiety which leads to hesitancy and subsequent difficulty in participating in conversation) and point out that immediate correction will only be made when the mistakes seriously hinder the meaning of their speech (see Section 3.2.1.1.b, the Monitor Hypothesis above).

Unlike grammar-based and structure-based syllabuses which emphasize learners knowing the forms and grammatical rules of the target language rather than the meaning of the message, the Natural Approach stresses the use of interaction and communication in fostering language acquisition:

> We expect that [the students] will be able to function adequately in the target situation. They will understand speakers of the target language (perhaps with requests for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless—but their production does need to be understood. They should be

able to make the meaning clear but not necessarily be accurate in all details of grammar (Krashen and Terrell, 1995:71).

This approach fitted neatly into the rationale or the primarily aim of the EEP, that is, to teach general communication skills, enable the students to express themselves meaningfully and make themselves understood (rather than to produce error-free or flawless conversations) and to promote students' self-esteem.

3.2.1.3 The English Enhancement Programme (EEP) schedule

In the Natural Approach (1995:71), the goals of a language program should be based on an assessment of student needs.   Teachers need to determine the situations in which the learners will use the target language and the sorts of topics they will have to communicate information about.   In setting the communication goals, they should not expect their students to acquire certain structures or forms; instead, they should expect the students to express their ideas adequately in a particular topic or situation.   Based on this rationale and together with reference to the teaching points stated in the Target Oriented Curriculum from Learning to Assessment (Education Department, 1996), I wrote a preliminary EEP outline for the new arrivals from China, who were assumed to have a very limited proficiency in English.   Then, the topic schedule (see Appendix 1) was sent to thirty secondary and primary English teachers who had relevant experience in teaching new arrivals from China in their schools.   They were asked to read the schedule and rank the suitability of each topic or activity in the schedule from 1 to 5 (i.e. 1: lowest in suitability and 5: highest in

suitability score).   The average score of the topics was 3.9.   Then, an outline of the

topics was compiled to be used as the basis for interaction and language practice, and

was explained to the participants of the EEP.   They were asked to make their own

choices according to their needs and interests (Richards and Rogers, 2001:26), thus

forming the EEP schedule.   Although these migrant students were invited to give

their opinions, all of them selected all the topics on the list, which was probably

owing to their passivity in learning.   The topics were further discussed by the EEP

tutors and the researcher of the present study and amendments were made upon the

agreement of the both parties.   The 2000/2001 EEP programme schedule consisted

of twenty sessions (see Table 1 below), which included classroom input, outings and

assessment tasks.

Table 1: The EEP schedule (2000/2001) of the present study

Session	Date	Topic
1.	09-12-2000	Orientation and Greeting
2.	16-12-2000	Alphabet and Use of Dictionary
3.	13-01-2001	Street Interview I (Preparation)
4.	13-01-2001	Street Interview I (Outing 1)
5.	20-01-2001	In the Classroom
6.	03-02-2001	Number, Time and Dates
7.	17-02-2001	Trial Ride on Public Transports (Preparation)
8.	17-02-2001	Visit to the Peak (Outing 2)
9.	10-03-2001	Planet Hollywood Restaurant Visit I (Preparation)
10.	10-03-2001	Planet Hollywood Restaurant Visit I (Outing 3)
11.	31-03-2001	Hobbies and Occupations (Outing 4)
12.	31-03-2001	PolyU Visit (Outing 5)
13.	07-04-2001	Describing People-- Clothing
14.	28-04-2001	Describing People—Physical Appearance
15.	12-05-2001	Planet Hollywood Restaurant Visit II (Preparation)
16.	12-05-2001	Planet Hollywood Restaurant Visit II (Outing 7)
17.	02-06-2001	Shopping (Preparation)
18.	02-06-2001	Visit to Pacific Place (Outing 6)
19.	09-06-2001	Street Interview II (Preparation)
20.	30-06-2001	Street Interview II (Outing 8)

It was hoped that the above syllabus design could "create a low affective filter by being interesting and fostering a friendly, relaxed atmosphere" (Richards and Rogers, 2001:185) as the migrant students had a low self-esteem in learning English. Also, through the programme, students could be exposed to topic-related vocabulary which was appropriate or a bit beyond their current competence (i.e. i+1) so that they could communicate sufficiently in a given situation in English "but not necessarily be accurate in all details in grammar" (Krashen and Terrell, 1995:71). In other words, the EEP curriculum was characterized by the use of "a method that emphasizes comprehensible and meaningful practice activities, rather than production of grammatically perfect utterances and sentences" (Richards and Rogers, 2001:190). Although, the EEP syllabus outline seemed to be appealing to both the EEP tutors and the researcher of the present study, it was not a universal or perfect language teaching syllabus for all kinds of learners. It still needed constant amendment and revision in order to suit different learners' needs and interests.

3.2.1.4 Different components of the EEP

According to the Natural Approach (Krashen and Terrell, 1995:21), an environment with "low anxiety level, good rapport with the teacher, friendly relationship with other students" should be created in the language classroom in order to facilitate the acquisition of the target language and enhance linguistic self-confidence. Thus, each component of the EEP was basically aimed at lowering students' affective filter by cultivating a positive and relaxing climate in the classroom.

a. The role of instructional materials

The primary role of using realia, cutouts and pictures in the EEP was to make the classroom activities as meaningful and realistic as possible by providing "the extra-linguistic context that helps the acquirer to understand and thereby to acquire" (Krashen and Terrell, 1995:55) the target language, "by relating classroom activities to the real world, and by fostering real communication among the learners" (Richards and Rogers, 2001:188). In other words, the instructional materials used in the EEP aim at increasing the authenticity of the lessons, promoting students' motivation and interests as well as helping the learners to interpret their teachers' comprehensible input (see the Input Hypothesis mentioned above). In fact, the use of authentic materials not only promotes comprehension and communication but also facilitates the acquisition of a large vocabulary within the lessons (Richards and Rogers, 2001). As Krashen (2003:55) points out, "vocabulary should not be avoided: with more vocabulary, there will be more comprehension and with more comprehension, there will be more acquisition" in the classroom.

b.Types of learning and teaching activities

In the EEP, both the classroom and outdoor activities (i.e. games and outings) were designed to lower the "affective filter" (see the Affective Filter Hypothesis mentioned above) of the students as well as allowing the students to focus on topics which were likely to be interesting and relevant to them.

i. Classroom activities

According to Montgomery (1998), there has been a growing acceptance of games as a teaching technique, particularly in high schools, and they are equally valuable in remedial education for literacy difficulties (Montgomery, 1998:46) as they provide an environment in which learners can experiment, fail, learn, and ultimately succeed (Lieberman, 1998:2). Also, the EDB (2002) suggests that learners' interests are likely to be aroused and sustained through games (Education Department, 2002:E50) and lessons where students are amused, moved, stimulated or challenged, not only to provide more 'fun', but also to provide better learning for the students (Harmer, 2003a: 25). Thus, in the EEP, various games and communicative activities were adopted during the classroom sessions in order to create a non-threatening and relaxing atmosphere in which the migrant students could use English; to arouse their motivation in attending the course; to help establish a sense of belonging to their groups (through competitions and games) as well as to assist these teenagers in developing a sense of achievement or a better self-esteem, particularly when they had successfully completed the tasks required by these activities. The followings are two samples of activities used in the EEP classroom sessions.

Parts of the body

In this activity, students were divided into two groups. A pile of cards was shuffled and divided into two halves. One member from each group came to the front and drew one card from each pile (e.g. one card was 'hand' and the other one was 'back'). He or she was required to read out the cards by using the pattern, "Touch your back with your hand". One mark was awarded to his or

her group for correct pronunciation. Afterwards, he or she had to follow the instructions given by the cards and touched his or her back. He or she would score one mark for each correct response. However, since some of the combinations were obviously impossible (i.e. 'touch your back with your ankle'), teachers were reminded to warn the students of the impossible pairs as they may have got hurt if they had tried to demonstrate them. The procedure was repeated and each student was encouraged to make an effort to score marks for his or her group.

The objective of this activity was to familiarize students with the vocabulary items taught in the earlier session of the lesson. In reading aloud the words on the instruction cards, students' memory of the pronunciation of the vocabulary items was further reinforced. This also gave teachers an opportunity to check their pronunciation. Additionally, as students were asked to perform the instructions written on the cards individually, they could be gradually trained to internalize the meaning of the vocabulary items without using the translation strategies.

Guessing who?

In this activity, students were divided into two groups and were asked to write three sentences, describing EEP classmates without mentioning their names. The teacher reminded the learners to think of some physical characteristics of their classmates, such as their body build, height, hair and eyes. Then, one member from each group read out his or her description and requested the members in the other group to guess who was being described. One mark was

awarded to the speaker if his or her ideas were clear and comprehensible. Also, one mark was given to another group if its members could provide the correct answer.

This extended activity served to provide students with meaningful opportunities for them to consolidate what they had learnt in the lesson (i.e. phrases and vocabulary items for describing people's appearance). In addition, students were offered opportunities to develop their speaking skills as well as their confidence by reading aloud their descriptions in front of the class. They were awarded scores if they could deliver their ideas clearly to their classmates (i.e. they were not penalized for minor errors which did not interrupt the flow of communication) (see Section 2.6.1). By informing students of the scoring criteria, it was hoped that their focus of attention would shift to the overall meaning of their messages rather than worrying about each discrete element of the discourse. As their affective filter was lowered, their confidence in speaking English would be enhanced accordingly.

The above classroom activities not only aimed at "Helping learners enhance their vocabulary building skills through purposeful tasks and meaningful contexts" (Education Department, 2002:10), but also intended to create a sense of enjoyment in the classroom for the purpose of pushing the learners, particularly the shyer ones, to make attempts at the tasks. It was also expected that during the games, students would encourage each other to engage in the activities -- the more able ones would offer assistance and support to the shyer or weaker learners. As tutors acknowledged each participant's effort regardless of

outcome, students should have felt more relaxed in making their attempts during the lessons. Furthermore, since the learners knew that they would not be penalized for their mistakes, it was hoped that they would become more confident in speaking English in front of their tutors and classmates.

ii. Outings organized by EEP

The rationale for the outings was multifaceted. Firstly, such outings should broaden and enrich teenagers' learning experience (Education Department, 2002:8) by maximizing their exposure to everyday English and allowing them to understand the importance of English in Hong Kong. Secondly, through real life encounters and communication with English speakers, it was expected that students would be able to use English authentically and meaningfully; and at the same time their self-esteem with regard to speaking English could be enhanced. Thirdly, the teenagers were given ample opportunities to chat with their EEP tutors and classmates, particularly during lunchtime or travelling on the buses, and it was hoped that their relationships with each other could be improved or enhanced (i.e. building a good rapport with teachers and fellow-classmates helps to lower the affective filter of the learners, see Section 3.2.1.4 above). Finally, through visits to different places, students were given opportunities to familiarize themselves with the public transport system in Hong Kong. As discussed in Section 2.4.4.3 above, familiarizing the young arrivals with the public transport system possibly improved their self-esteem as this would help them explore the environment and social resources in Hong Kong as well as accelerating their integration with their local peers.

A preparation session was arranged before each outing. It served to prepare students for the language demands and unpredictability of natural discourse settings during the outings (Eyring, 2001:336) through providing opportunities for the students to learn and practise the vocabulary items and dialogues appropriate to the tasks. During these sessions, the EEP tutors walked around the classrooms, listened to their students practising the dialogues with one another and offered immediate support with their pronunciation if necessary.

Street interviews - a benchmarking task for the EEP participants

After discussions with the EEP tutors, it was agreed that students should conduct two street interviews, one at the beginning and one towards the end of the EEP in order to serve as a benchmarking activity for gauging whether there was any apparent gain in students' confidence in speaking English after the seven-month intervention.

In the street interviews, students were required to approach English speakers, greet them politely, give a brief self-introduction as well as ask for their consent to the interviews. Each student was then required to ask the following three questions (which were identical in both street interviews):

- What is your name?

- Where do you come from?

- How long will you stay in Hong Kong?

In order to ensure a fair comparison of their performances at the beginning of the programme and towards the end of the programme, one interview per participant

was randomly chosen by the student assistants (i.e. graduates of the school) to be video-taped at each interview outing. At the end of the course, three professional English teachers (not involved in teaching the students concerned) were asked to comment and rate the participants' performance on the video-clips (see Section 3.4.1.2. c. iii).

The second street interview was postponed twice because of typhoons and storms. On the actual date of the second street interview, Typhoon Signal No.1 was hoisted. Because of the weather, fewer people were out, thus the number of interviewees available at the Star Ferry was reduced on that occasion and each student was required to conduct a minimum of two interviews, of which one was video-taped.

Planet Hollywood Restaurant visits

There were two visits to the Planet Hollywood Restaurant. The first visit was scheduled at an early stage of the EEP, while the second one was scheduled at a later stage. The first visit aimed at providing a chance for students to use English in placing orders as well as exploring the western table etiquette and the Hollywood culture. Thus, in the visit, students were not merely provided with a chance to practise ordering their food or taste different western dishes, but they were also invited on a guided tour around the restaurant. During the tour, the restaurant staff introduced the history and setting of the restaurant (in English), particularly the props in the restaurant originating from various Hollywood movies. Furthermore, students were invited to take part in some entertaining games organized and explained in English by the restaurant staff. During the

lunch, students were asked to choose one of the meals from the set menu and to order a drink for themselves. On the second visit, the task became more demanding as it required the students to order their lunch from the menu (instead of saying Set A, B or C), which included more choices. Also, they were encouraged to make their free choice of dessert from the menu. Although the primary aim of the two restaurant visits was not as a benchmarking assessment (i.e. therefore no external examiners were involved), the EEP tutors (as well as the students) naturally compared the students' performances on the two occasions, particularly when they were placing orders in the restaurant.

PolyU visit

In terms of self-esteem levels, it was hoped that through the visit, the participants' Global Self-Esteem could be raised by realizing that university students were ordinary people and they themselves were also capable of studying at the university if they made effort in their school work. By touring the university campus, it was expected that the migrant students could understand the importance of English at the university, thus motivating them in English learning. The visit also provided a chance for the participants to explore the university campus facilities, to compare their secondary school life with that of the university students, as well as to stimulate their future plans.

The visit was divided into two sessions (morning and afternoon) which were taught by their EEP tutors. In the morning session, the topic was occupations. During the lesson, students were asked about their future career plans. At lunchtime, students were taken to the student canteen. In the afternoon session,

the participants toured around the PolyU campus and were required to complete worksheets in English. They were asked to compare the importance of English with that of Chinese at a university. In order to give these students a sense of being a university student, they were allowed to dress in casual wear and have their lessons in PolyU classrooms.

Trial ride on public transports

In the preparation session (i.e. the morning session), students were introduced to different means of public transport in Hong Kong. Maps were distributed to the students in order to let them explore different routes from their school to the Peak, as well as the routes back from the Peak. During the outing, students tried out different means of public transport such as the MTR, bus, ferry, tram and Peak tram. They were then shown various famous landmarks in Hong Kong while they were touring around the Peak.

Visit to Pacific Place

The aim of the outing was to enable students to locate shops by using the shopping mall directory as well as to note the importance of English in Hong Kong. They were taken to Pacific Place (i.e. a popular shopping mall in Admiralty where almost all shop signs are written in English only). In the preparation session, each student was given an English directory of Pacific Place. They were introduced to a number of important vocabulary items needed inside a shopping mall. They were also taught how to locate a shop by using the directory.

c. Learners' roles

At the design stage of the EEP syllabus, students were invited to provide information about topics and situations most relevant to their needs and interests. During the programme, students were encouraged to respond to their teachers' questions and interact with their fellow classmates only if they felt comfortable and ready in order to minimize their stress in class as stated in the Natural Approach (see the Affective Filter Hypothesis mentioned earlier).   For example, students were encouraged to produce the target language according to their different stage of linguistic development when they commenced the EEP from "(1) response by non-verbal communication, (2) response with a single word …, (3) combinations of two or three words…, (4) phrases, (5) sentences and finally more complex discourse" (Krashen and Terrell, 1995:20).   In addition, they were encouraged to offer assistance to their classmates, especially during pair-work, group-work, games and outings.   As mentioned in Section 3.4.1.2, these students were asked to evaluate their own progress throughout the programme by keeping diaries, as well as in the interviews with the researcher of the present study.

d. Teachers' roles

As suggested by Krashen (2003), teachers are the primary source of comprehensible input in language acquisition.   In order to be comprehensible to the students, teachers should "talk a little slower and use somewhat less complex language" (Krashen, 2003:7) (i.e. caretaker-like speech or foreigner talk of the Input Hypothesis mentioned above).   Thus, the researcher of the present study encouraged the EEP tutors to use simple English throughout the course.

Teachers were also encouraged to make use of realia, pictures or other nonlinguistic clues to assist the students in interpreting their input (Richards and Rogers, 2001:187). They were also asked to create an interesting, enjoyable and friendly classroom atmosphere in order to lower the affective filter of the EEP participants. This was achieved by not forcing the students to speak when they were not ready, not scolding students for making mistakes, and organizing activities or games which suited students' needs and interests (Richards and Rogers, 2001:188). This mirrors the idea mentioned in Section 2.7.5.3 that teachers play an important role in helping children to build their own self-esteem through guidance, direction, support and encouragement. Moreover, literature in the educational psychological field points out that teachers are in a powerful position to be able to influence students' self-esteem through the establishment of a particular caring relationship with students (Caissy, 1994; Lawrence, 2005). This somehow echoes with Krashen's explanation that students who like their teacher may respond to them in the target language more eagerly and confidently (Krashen, 1988: 23-24). Thus, when teachers are engaging in the EEP, they should pay special attention to the following areas:

i. Teachers' praise and encouragement

Teachers may positively reinforce learners' correct on-task responses with nods, smiles, and by paraphrasing correct responses and statements (Montgomery, 1998:160). When students feel good about themselves, they will develop self-confidence that leads to higher self-esteem. This feeling is essential because it gives students the ability to try more difficult tasks with less fear of failure and

to persist with their tasks even though they may experience problems or difficulties in carrying out the tasks (Sencer, 1999 and Watkins, 1995).

Furthermore, teachers should handle students' incorrect responses skillfully, that is, they should encourage the learners to have another attempt by complimenting the efforts they have made in the tasks. It is believed that learners' anxiety in making mistakes can be eliminated when they notice that their teachers have reinforced the messages that everyone can make mistakes, which will not be treated as failure. This sense of security may also enhance the growth of positive self-esteem thus enabling them to make more attempts during the learning process (Law, 2001; Lawrence, 2005 and Thorson, 2003). In addition, teachers should put their students in charge of their own self-esteem by teaching them how to love challenges and learning; and how to cope with and capitalize on setbacks. It is believed that students are able to boost their own self-esteem in constructive ways throughout their lives if they learn to thrive on difficulty and master new skills (Hopkins, 2006:9). With respect to language learning, McAvinney (2000:44) suggests that teachers should consider the learners' sense of pride and accomplishment in giving constructive feedback and suggestions because if students' work is approached in a favorable manner, the students are more likely to feel free to experiment with the use of language (see 2.7.5.3.c).

ii. Teachers' companionship

Teachers' companionship is considered as another kind of encouragement to their students since it will make the students feel more secure and confident particularly when they are performing the tasks which are completely new to

them. It is generally believed that students' confidence towards the learning tasks is likely to increase when they realize that their teachers are taking care of them, and providing immediate support and guidance whenever they are having trouble in carrying out the tasks (Dunlap, 2002; Harmer, 2003a; Miller, 2000). As the young learners feel secure and confident, they tend to be more apt to try new learning tasks and may become more successful during the learning process (Sencer, 1998:16).

iii. Teachers' personality

Also, teachers' character and personality may affect their relationship with students as well as the development of a positive learning climate in the classroom, which are essential to accelerate learning to foster confidence and to develop appropriate learning strategies to develop (Harmer, 2003a; William and Burden, 2002). Students are likely to become much more active in the class as they enjoy and treasure every moment with their teachers who respect them and give them a sense that they are valued and cared for. This kind of warm, embracing climate is also considered to be important in language learning as it encourages students to speak, however halting or broken their attempts may be (Brown, 2001:269).

iv. Teachers' fairness

In order to raise students' self-esteem towards learning, teachers need to bear in mind that each student has unique characteristics that make him or her special and should be treated equally and fairly. They must assist their students to

identify, accept, and appreciate their uniqueness and abilities so that they can develop a better self-image. To break the negative self-esteem cycle, teachers should help their students to understand and believe that they are able to learn although they all have individual strengths, weaknesses, and learning styles. Most importantly, teachers should encourage their students to focus on their abilities rather than their inabilities during the learning process (Sencer, 1998:16).

v. Teachers as role models

It is also noted that teachers can serve as role models for adolescents to look up to and follow as an example (Kims, 1999; Lue, 2003). As Henson and Eller (1999:224) state:

> Neither adults nor students imitate or model indiscriminately. Some models are more apt to be imitated than others, particularly those perceived to be warm and nurturing and those in positions of status and power. Additionally, they typically are in a position to give and withhold rewards and reinforcers… as models, teachers are in an exceptionally influential position… By exhibiting warmth and caring, teachers can increase their ability and influence as behavioral models.

It is emphasized that role models have potential to promote positive self-esteem development among adolescents because they provide young people with opportunities to learn responsible behaviours and understand limits (Farber and Burgess, 2002 and Lue 2003). Regarding language learning, Walqui (2000) and Dörnyei (2001) suggest that learners need to have positive and realistic role models who demonstrate the value of being proficient in the target language. It is particularly useful in developing positive self-esteem because as students know about other people's personal experiences as well as their challenges in learning

the language, they can develop a better understanding of their own challenges and prepare for them (Walqui, 2000:4).

While I was designing the blueprint for the EEP, I also started considering the research approach and data collection methods I was going to adopt in order to document the impact of the EEP on the migrant students in a more systematic way in the present research. Thus, in the following sections, I describe the research approach of this study in more detail.

3.2.2 A naturalistic approach

The naturalistic approach used in this study is reflected in the fact that the inquiry focused upon understanding the impact of a Hong Kong Secondary School English Enhancement Programme on its participants' self-esteem. Within this context, I attempted to interpret and understand the experiences which the participants described. In other words, my responsibility as a researcher was to "describe simply by 'being there' long enough and ensuring 'authenticity' by focusing on what the 'local characters' say in interviews, personal accounts and conversations" (Holliday, 2002:19) as well as their descriptions in diaries.

3.2.3 Qualitative research

Qualitative research is concerned with understanding the world of the subjects and gains insight from it by looking into their unique experiences and their interpretations of these experiences. According to Peters et al. (2002: 1057),

qualitative research "has a strong potential for discovery of new areas, to review complexity, to identify patterns and processes, to develop theories, and to move toward explanation."

As also reflected in the research questions (see Section 1.5), in order to identify the elements in the programme which may improve the self-esteem of the Secondary 1 migrant students from China, any research approach adopted needed to be grounded, discovery-oriented, exploratory, explanatory, descriptive and inductive in nature in order to allow richer and deeper data to emerge. Thus, as the researcher, I believed that the qualitative paradigm would allow me to explore the research questions more thoroughly.

3.2.4 Internal validity, external validity, reliability and objectivity of the study

In the following, I will describe how I attempted to address the issues of internal validity, external validity, reliability and objectivity of the present study.

3.2.4.1 Validity

Internal validity refers to circumstances where the conclusions drawn from the research findings/results accurately reflect what has gone on in the treatment/intervention itself (Babbie, 1998; Mertler and Charles, 2005). Creswell (2002), Gay and Airasian (2003), Huitt, Hummel and Kaeck

(1999) and Mertler and Charles (2005) have identified several potential threats to internal validity:

1. History—outside events (e.g. wars, famines, accidents, etc.) may influence subjects in the course of the research or between repeated measures of the dependent variable. History is often a threat to longitudinal studies. The greater the period of time that elapses between measurements, the more the impact of a history effect (Creswell, 2002; Huitt, Hummel and Kaeck, 1999).

2. Selection — the unique characteristics of subjects (i.e. sex, height, weight, color, attitude, personality) may affect the results of the investigation (Creswell, 2002).

3. Maturation—psychological and physical changes in the subjects across time may produce behavioral differences during the investigation unrelated to the impact of the intervention. (Gay and Airasian, 2003; Huitt, Hummel and Kaeck, 1999; Mertler and Charles, 2005).

4. Testing — either reactivity as a result of the testing or learning from exposure to repeated testing. Longitudinal studies which require subjects to take certain tests repeatedly are often subject to this threat. The shorter the period between pre-test and post-test, the more the risk of a testing effect is (Creswell, 2002; Gay and Airasian, 2003; Mertler and Charles, 2005).

5. Instrumentation — this threat is more of a concern in longitudinal studies where over significant periods of time researchers, observers or raters leave the study, or the testing instruments or observational scales change in the course of a study. Change in the research personnel or measuring instruments may introduce different data collection techniques or procedures which can alter the results of the study (Creswell, 2002; Gay and Airasian, 2003).

6. Experimental mortality — the dropping out of subjects is a major threat to a lengthy longitudinal study since the results may be due to the intervention or to a unique characteristic of subjects who are able to endure a particular condition (Creswell, 2002).

In tackling the history effect, since I understood that the outside events were beyond my control (e.g. death or sickness of the participants' parents, argument between participants and their parents, quarrels between students), attempts were made to document whether there had anything happened to the EEP participants which may have affected their learning or emotion (Gay and Airasian, 2003). Similarly, student informants were asked whether they had private tutorials at home or previously enrolled in English courses as these could also affect their English learning.

Although selection bias could not be ruled out owing to the convenience sampling in the present study, it is partially addressed by inviting only the EEP students from the same regular class (i.e. Secondary 1A) to participate in the

study so that the influence (on their English learning) exerted by their regular English teacher was basically the same (Hatch and Lazaraton, 1991).

The design of this study could partially guard against the threat of maturation as the EEP participants were all at the same grade level (i.e. Secondary 1) and at their adolescence, who developed and matured in a fairly similar way (Creswell, 2002).

To guard against the testing effect, the time between the pre-test and post-test (i.e. first and second street interviews) of the present study was about five months to avoid the subjects becoming familiar with the measurement (Hatch and Lazaraton, 1991). Also, the instrumentation problem was ruled out as the researcher, EEP tutors, external examiners, the assessment task (i.e. street interview) and the observational scale (i.e. street interview rating sheet) remained the same throughout the study (Burns, 1997).

In addressing the mortality problem, subjects' attendance of the intervention (i.e. the EEP) was reinforced by two measures. Firstly, subjects' parents were required to sign a parent notice issued by the participating school for monitoring their children's attendance in the EEP at the beginning of the semester. Secondly, parents would be informed by the school clerical staff if their children were found absent for the EEP lessons. It was hoped by taking these measures; the dropout rate of the EEP could be reduced.

3.2.4.2 External validity (or generalizability)

With regard to the issue external validity, Guba and Lincoln (1981) argue that the conventional concept of generalizability in quantitative research is impractical and unworkable in qualitative work as phenomena in naturalistic inquiry are neither time- nor context-free. Also, unlike quantitative research which usually involves a large sampling size, qualitative research usually involves only a small number of subjects as qualitative researchers usually spend lengthy period of time to produce an intensive case study of one or a limited number of sites with richer and more in-depth data. Thus, many qualitative researchers call for replacing "generalizability" with that of "naturalistic generalizability" (Stake, 1978), "translatability" (Goetz and LeCompte, 1984) or "fittingness" (Guba and Lincoln, 1981) in qualitative research with "its emphasis on analyzing the degree to which the situation studied matches other situations in which one is interested" (Schofield, 2002:178). This can be enhanced by supplying clear and detailed information about the components of a study (i.e. subject characteristics, research context, research techniques, etc.) so that other researchers are able to make informed judgments about whether they can take the findings from the particular study and apply them to understanding another similar situation (Barnes et al., 2005).

In an attempt to achieve "naturalistic generalizability" discussed above, I try to document the characteristics of the subjects, the research context and the whole research procedure as much details as possible and in a comprehensive manner so that the readers of this thesis can decide whether they can apply the findings of this study to other research with similar contexts (Hoepfl, 1997).

3.2.4.3 Reliability

According to Corbetta (2003:81), "Reliability has to do with the 'reproducibility' of the result" or the "stability of the recording over time". In other words, "reliability is a matter of whether a particular technique, applied repeatedly to the same object would yield the same result each time" (Babbie, 1998:129). Some researchers believe that the reliability of a research design can be improved by a number of techniques, such as incorporation of multiple raters (Babbie, 1998 and Wysocki, 2004) and triangulation (Elliott, 2001 Silverman, 2000;).

According to Elliott (2001:82), the basic principle underlying the idea of triangulation is that of bringing different kinds of evidence into some relationship by collecting accounts of a situation from a variety of perspectives (e.g. through interviews, reports, photographs, etc.) so that they can be compared and contrasted. Similarly, Lynch (1996:60-61) points out that the goal of triangulation is to find agreement and support for a particular conclusion from different perspectives. If the perceptions of students, their teachers, and administrators converge on a conclusion, then the reliability of the findings can be further guaranteed.

With reference to the technique of triangulation, Silverman (2000:98-99) points out:

> By having a cumulative view of data drawn from different contexts, we may, as in trigonometry, be able to triangulate the 'true' state of affairs by examining where the different data intersect. In this way, some qualitative researchers believe that triangulation may improve the reliability of a single method.

Similarly, Burns (1997:272-273) states that:

> …exclusive reliance on one method may bias or distort the researcher's picture of the particular slice of reality he is investigating. He needs to be confident that the data generated are not simply artifacts of one specific method of collection. Where triangulation is used in interpretative research to investigate different actors' viewpoints, the same method …will naturally produce different sets of data. Further, the more the methods contrast with each other, the greater the researcher's confidence.

Burns (1997:273) further suggests that triangular techniques can be enforced by checking the consistency of findings generated by different data-collection methods, as well as by checking the consistency of different data sources within the same method.

In this study, the former triangulation strategy was adopted by involving multiple sources of data and collection methods (Lynch, 1996:60) such as interviews with students and teachers, student diaries, teachers' feedback notes and other professional teachers' ratings of students (see Section 3.4.1.2.c) in tapping answers to the first research question (see Section 1.5).

The second triangulation strategy involved tapping multiple informants (i.e. thirteen EEP participants and two EEP teachers) about the two research questions (see Section 1.5). In addition, the same questions were asked from time to time and also in different circumstances in order to check the consistency of information given in different interviews by the same informant. For example, the student informants were frequently asked whether they experienced changes in their self-confidence in speaking English, and they were also required to answer the same question in their diaries in order to check for consistency in their interpretations. By analyzing the viewpoints from different data sets, it

was hoped that the findings of the study reflected the slice of reality that was being investigated. Also, the edited video-shots of the first and the second street interviews were given to three external raters who were asked to rate the EEP participants' performance according to the criteria on the rating sheet (see 3.4.1.2.c.iii). Their comments on each student were then compared and the scores were calculated and averaged (Hatch and Lazaraton, 1991: 533) in order to improve the reliability of the study.

3.2.4.4 Objectivity

Corbetta (2003:40) discusses the objectivity problems faced by both quantitative and qualitative researchers, and points out that what the researcher sees must inevitably be influenced by his or her own perspective, experience of life, culture and values; therefore, in the social sciences, the ideal of absolute scientific objectivity is essentially unattainable. Similarly, Babbie (1998:450) observes that "social research can never be totally objective, since researchers are humanly subjective." However, he suggests that "the equivalent of objectivity" can be achieved through inter-subjectivity, that is, different researchers who have different subjective views will arrive at the same conclusions or results when they employ accepted research techniques in similar research contexts.

Lynch (1996:15) explains that naturalistic inquiry is shaped by the belief that reality is not objective, that there can be no meaningful separation of facts from values, and the phenomena can be understood only with reference to their context. On the other hand, the positivistic paradigm stresses that reality is

objective, that facts can and must be separated from values, and that it is necessary for researchers to exteriorize the phenomena they are studying and remaining detached and distant from them. Lynch further points out that there is no automatic linking of a research paradigm with a particular set of research methods. He advocates that researchers should pursue both the naturalistic and positivistic types of inquiry, and triangulate their collection of information from different data sources or by using different methods so that the bias inherent in any one particular source or method can be avoided (see also Section 3.2.4.3).

In order to ensure objectivity of the present study, firstly, attempts were made to seek agreement and support for a particular conclusion from different perspectives (i.e. EEP participants, tutors and external examiners). Secondly, as the researcher of the study, I deliberately excluded myself from the EEP classroom teaching so that less pressure would be exerted on the student informants when prompting their comments and feedback about the EEP during the research inquiry. Thirdly, since the research was largely based on interviews with the EEP students and tutors, all of them were invited to express their views freely about the EEP.

3.2.4.5 Conclusion

In this section, the theoretical framework of internal validity, external validity, reliability and objectivity has been reviewed. Table 2 below is a summary of how these issues were addressed in the research design of the present study.

Table 2: Summary of the validity, reliability and objectivity issues in the study

	Research Techniques of the Present Study
Internal validity	• detailed inquiry made about the subjects' background and history (i.e. enrollment of other English courses, accessibility of private tutorial) which might affect the research results • invited only the EEP students from the same regular class (i.e. Secondary 1A) to participate in the study • all subjects were at the same grade level (i.e. Secondary 1) and at their adolescence • lengthy period between the pre-test and post-test to avoid subjects becoming familiar with the assessment task (i.e. street interview) • no change in research personnel (i.e. researcher, EEP tutors and external examiners) to ensure same research techniques were used throughout study • subjects' participation of the intervention was reinforced by inviting parents to monitor their children's attendance
External validity	• thick and detailed documentation of subjects' characteristics, research settings and the research procedure for readers to decide whether the findings could be applied in other studies with similar context.
Reliability	• reliability enhanced by inviting three external raters to rate and comment on subjects' performance in the two street interviews • triangulation techniques adopted by using multiple data sources and data collection methods in the research
Objectivity	• triangular strategies adopted to seek agreement and support for conclusions from different perspectives • researcher not directly involved in the EEP teaching to allow the EEP participants to express their views freely during the research inquiry • largely based on interviews where the subjects feel relaxed and non-threatened when expressing their opinions and feelings

3.3 Research ethics

Research ethics is an area of growing significance. In order to ensure all the participants involved in the study were treated fairly and equitably, they were informed about all aspects of the study relevant to them (Oliver, 2004:38).

As the school took the entire responsibility for looking after each student, an application letter (Appendix 2) was sent to the school supervisor to seek approval for the research to be conducted in his school. Secondly, before the respondents decided whether or not they wished to participate in the research, all of them were informed about the nature of the research and their role in the study.

All the subjects in the study were assured that they would not be named in connection with the research and that there would be no way in which the opinions and comments they expressed could be associated with them personally. Furthermore, I promised that fictional names would be used throughout the thesis, and that their confidentiality would be ensured for all data collected in the study.

The interviews were conducted in private in the Counselling Room of the respondents' school. Respondents were informed that their interviews would be taped in order to ensure an accurate record of the dialogues, and only some excerpts of the recorded data would be used in the study.

3.4 The research process: introduction

In the above sections, I have outlined the overall research approach employed in this study. In this section, I focus on the research process itself. I will present and discuss the data collection methods in detail. In the latter part of this chapter, I will discuss how the data were analyzed and provide a worked example of the data coding process.

3.4.1 Overview of the research process

The present study went through six stages of research (see Figure 2 below). In the first stage of the study, I began to formulate the research topic and questions by reviewing the literature, talking with researchers and teachers in the field, and by conducting some preliminary systematic observations in the English classrooms. In the second stage, I began to design the research methods for this study by choosing suitable data collection methods and selecting appropriate research participants. I began the data collection process through different activities and from various data sources in the third stage. The data collected were then processed and transformed into specific data sets (i.e. transcriptions, translations or scores) in Stage 4. In Stage 5, the data sets were further analyzed through interpretations, categorizations and comparisons until conclusions could be drawn. However, the data-related process (i.e. Stage 3 to 5) was not always a neat, linear one but "characterized by a constant re-visiting, checking and reinterpreting of data previously considered" (Morrison, 2003:11). There was much forward and backward movement, which is a natural characteristic of a data-driven research design. The interviews with the EEP

teachers in Stage 3 were not actually carried out chronologically.   Some of the

interviews were conducted in Stages 4 and 5 as well.   At the final stage, the

research process, findings and implications were documented in detail for

presentation and discussion purposes.

Figure 2: Framework of the research process
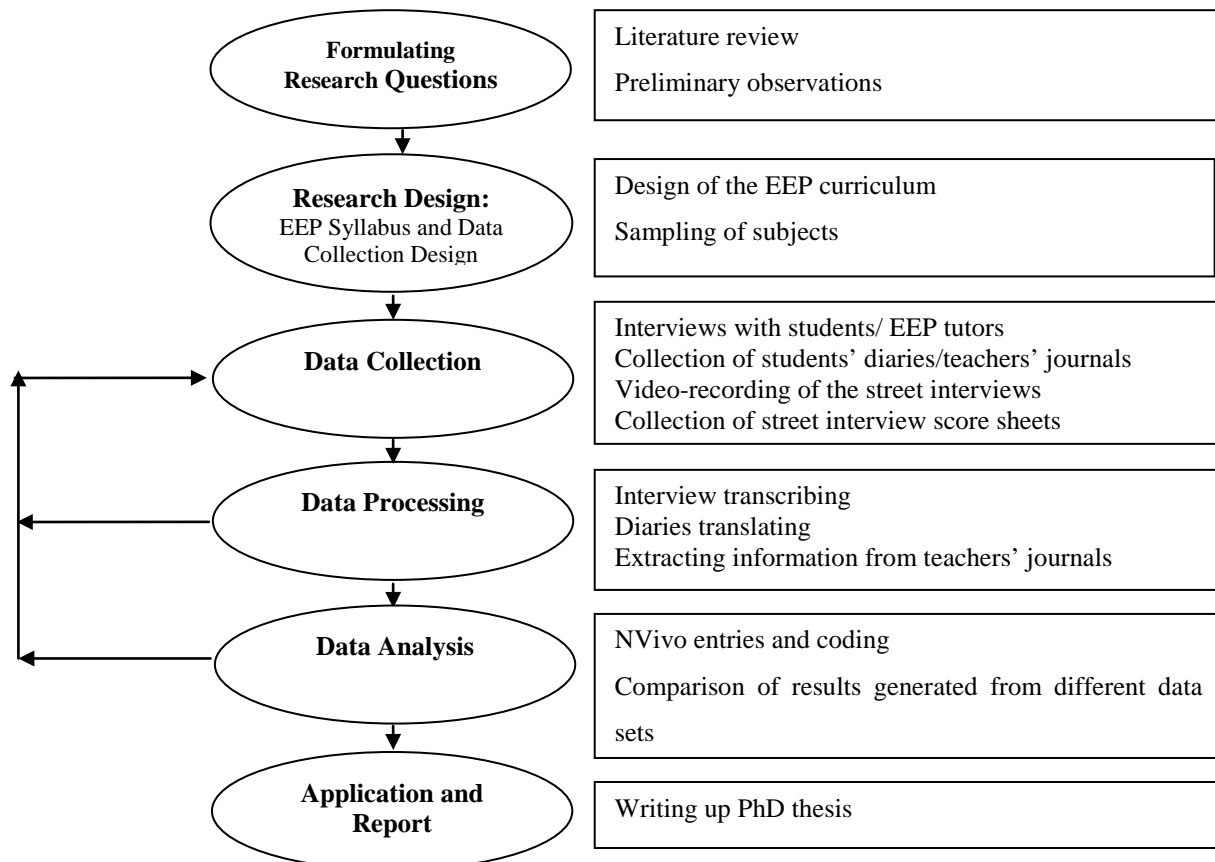
3.4.1.1 Formulating research topic and questions

As the choice of a research topic can relate to a number of factors such as the

researchers' previous interests or concerns, or even elements deep in their

biography (Holliday, 2002:28); in formulating the research topic and questions, I

considered two basic questions:

- What issue most interests me? (research topic and questions)

- Why is it worth investigating? (research rationale)

- How do I investigate the issue? (research methodology)

As a professional English teacher and a coordinator of the EEP for a number of years, I noticed that a majority of the migrant students from China had difficulties with English (see Section 2.4.2.6). Many of them explained that their English standard was much poorer than their local classmates, so they were reluctant to speak English in the regular English lessons. In addition, some of them reported that they rarely spoke English in class because they were afraid of making mistakes and being laughed at by their classmates. A vicious cycle was likely to develop when these teenagers' low self-confidence in speaking English led to their reluctance to practice the language, with a consequential negative impact on their English oral proficiency. This tendency could be broken either by restoring these young arrivals' self-esteem or improving their English proficiency.

As my major concern was to improve the self-esteem of the Mainland students in my school through an English programme, the legitimate question to pose was:

1. Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?

After the research question had been posed, I started exploring the literature extensively. It seemed that many researchers suggested that there is probably a certain relationship between foreign language learning and self-esteem. As I continued to review the literature, I was more concerned about the elements

which might have a direct impact on improving learners' self-esteem in a second/foreign language learning context, and therefore one more research question (as emboldened below) was added in the study:

1. Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?

2. **If yes, what elements in the programme contribute most to improving the self-esteem of a group of Secondary 1 migrant students from China?**

(Please refer to Sections 1.4 and 1.5 for the rationale).

3.4.1.2 Data collection design and data processing

As the central aim of the study was to identify whether the EEP had any impact on migrant students' self-esteem, as well as to explore possible elements which may have had positive impact on this construct, the data collection methods would necessarily be rather exploratory. Such exploration requires researchers to immerse themselves in particular contexts in order to observe and interview the informants in depth. The researchers will explore the issues with an open mind and may gradually come up with certain observations that allow them to frame their research more explicitly and rigorously (Ng, 1991:2.5).

Data collection, as will be explained in detail in the following sections, was primarily achieved through five means: interviews with the students, diaries from the students, interviews with the EEP tutors, tutors' teaching jounals and score

sheets of students' performance in the street interviews from other professional English teachers outside the school.

a. Convenience sampling

During the sampling process, I approached four principals of other schools to explore the possibility of implementing an EEP for the migrant students from China in their schools. However, the proposal was turned down for various reasons. Two principals explained that they had already used the government's funding to install audio-visual equipment in their schools, and therefore no money was left for the EEP. The other principal explained that he had outsourced the EEP to a non-profit making organization. As far as the fourth principal was concerned, he said that owing to administrative reasons, it was not feasible for an outsider to run an EEP in his school.

The study was eventually carried out on a conveniently accessible group, that is, all the Secondary 1 Mainland students who participated in an EEP in the school of the researcher. As mentioned in Section 3.2.4.2 that since there was no rigorous sampling involved, the findings of the study, I understood, could not be generalized to a wider population or make bold claims about them.

b. The informants

Two types of informant were selected. They were two EEP tutors (both females) and thirteen Secondary 1 migrant students from China who participated in the EEP (five males and eight females).

i. Student informants

The participants in the study were all Secondary 1 migrant students from China. By asking personal data questions during the interviews, it was found that all of them had been in Hong Kong less than one year and were currently enrolled in the English Enhancement Programme.

Table 3 below summarizes the bio-data of the student informants obtained during their interviews with the researcher.

Table 3: Bio-data of student informants 2000-2001

Name of Student	Age	Gender	Length of Stay in HK	Reasons for Coming HK
1. Amy	15	F	6 months	Family Reunion
2. Ian	13	M	2 months	Family Reunion/Study
3. Jen	16	F	4 months	Family Reunion
4. Joyce	15	F	1 month	Family Reunion/ Better Career
5. Natalie	16	F	1 year	Family Reunion/Better Career
6. Patrick	15	M	1 year	Family Reunion
7. Cindy	15	F	1 month	Family Reunion/Study
8. Hei	12	M	3 months	Family Reunion
9. Jessy	14	F	1 month	Family Reunion
10. Lily	14	F	2 weeks	Family Reunion
11. Wai	17	M	3 months	Family Reunion
12. Wan	13	F	1 month	Family Reunion/Study
13. Yu	15	M	2 months	Family Reunion

As can be seen in Table 4 below, only three students (i.e. Amy, Yu and Patrick)
achieved 100% attendance in the twenty sessions.   Two (i.e. Natalie and Cindy)
attended nineteen sessions and one (i.e. Joyce) attended eighteen.   Two students
(i.e. Hei and Jen) had a comparatively low attendance rate; of only eleven to
thirteen (out of twenty) sessions.   Five students (i.e. Lily, Hei, Wai, Jen and
Jessy) attended only four to five outing sessions (out of eigth) during the whole
programme.

Table 4: Attendance of the EEP participants

Name of Student	No. of Classroom Teaching Attended (Total:12)	No. of Outings Attended (Total:8)	Total No. of Lessons Attended (Total:20)	Total No. of Absence (Class)+(Outing)
1. Amy	12	8	20	0
2. Ian	11	6	17	1(C)+2(O)
3. Jen	6	5	11	6(C)+3(O)
4. Joyce	11	7	18	1(C)+1(O)
5. Natalie	12	7	19	0(C)+1(O)
6. Patrick	12	8	20	0
7. Cindy	11	7	19	1(C)+0(O)
8. Hei	9	4	13	3(C)+4(O)
9. Jessy	11	5	16	1(C)+3(O)
10. Lily	10	5	15	2(C)+3(O)
11. Wai	10	5	15	2(C)+3(O)
12. Wan	11	6	17	1(C)+2(O)
13. Yu	12	8	20	0

ii. Teacher informants

Both the EEP teachers, Eva and Ping, were invited to be informants of the study.
They agreed to participate in the interviews, to write teaching journals about the
EEP participants' progress, and were willing to be observed and occasionally
video-taped during the EEP outings.

1. Details of teacher informant: Eva

Eva was born and raised in Shanghai. At the age of 13, she emigrated to the U.S. with her family. According to Eva, she knew only the alphabet and had a very limited vocabulary when she arrived in the U.S. She reported that she attended a school with an ESL (English as a Second Language) programme and her teachers "not only helped her in learning English but also assisted her in assimilating to the new environment".

Although Eva was not a qualified English teacher in Hong Kong, she was an experienced English tutor for Chinese immigrants as she had taught English in a voluntary programme in the U.S. for many years. Eva explained that she enjoyed the experience very much because the opportunity had "allowed her to help others, share her experience with the migrants and give something back to the community" and that was why she took up the voluntary teaching work in the present study.

Eva was invited to participate in the programme as her background and experience was rather similar to that of the student informants, which may have enabled her to have a better understanding about the needs and interests of the students (Chan et al., 2003a:124).

2. Details of teacher informant: Ping

Ping was brought up in Hong Kong and had been a qualified English teacher for a few years. According to Ping, she was interested in taking up the EEP after the researcher's explanation of the rationale of the programme. Ping agreed

with the researcher that it was meaningful to offer assistance to these teenagers in

Hong Kong, as she stated:

> Ping IN1 (12 Mar 2001): *"I found it was meaningful to help a group of Mainland students.   I think I could help them in adapting to the new environment in Hong Kong as well as encouraging them to study."*

Ping found that the topics and teaching materials of the EEP were authentic,

practical and suitable for these young arrivals' daily needs and interests.   She

was also highly positive about the outings in the EEP. She said that these outings

provided "a variety of learning experiences in authentic situations".   She stated

that it was a valuable chance for these students to explore their new environment

and build up a sense of belonging to Hong Kong.   Ping further pointed out that

students' self-esteem was a crucial element in arousing and sustaining their

interests in learning English, and she was glad to be involved in the present

self-esteem research.

Both the EEP tutors displayed enthusiasm in helping the young arrivals with their

English learning problems as well as assisting them to the new environment in

Hong Kong.

c. Data collection methods and data processing

In the present study, multiple measures and complementary sets of instruments

for programme evaluation (Sengupta and Leung, 2002:368) were used in order to

improve the reliability and validity of the research (see Section 3.2.4 and Table 5

below).

The study was mainly interview-based. Thirteen student informants were regularly interviewed by the researcher, and they were asked to submit their diaries after each EEP lesson. As mentioned in Chapter 1, self-esteem "is the evaluation of self-worth and is expressed by the individual through verbal reports" (Coopersmith, 2002:1). Therefore, using interviews and diaries as the main sources of data was a more legitimate method than using questionnaires in reflecting these migrant youths' self-esteem. According to Lawrence (2005:16), asking the informants directly how they perceive themselves should be a valid way of assessing their self-esteem.

Both interviews and diaries were planned with a set of key questions, which tapped students' comments and feelings about themselves, their performance in the EEP and the elements which would have an impact on their self-esteem. As respondents may lie, omit relevant data or misrepresent their claims, this data triangulation technique enabled the researcher to check the credibility of the students' information by comparing their interviews and diaries. Combined with independent corroboration from multiple informants and sufficient participants of the research in the process of the study, informants' artificial responses could be largely reduced and thus improve the reliability of the present study (Burns, 1997:272).

Similar strategies were used for the teacher informants, conducting interviews and collecting teaching journals after each lesson. In addition, the purpose of incorporating other professional teachers as external raters in assessing the student participants' performance in the first and second street interviews was to

have an unbiased view regarding any changes of self-esteem of these teenagers during the EEP (see also Section 3.2.4.4).

The data that emerged from the different research methods were analyzed in various ways. First, the largest set of data from interviews and diaries were analyzed by NVivo 2.0 qualitative data analysis software. Second, data from the teaching journals were revisited by the researcher to search for any changes in the EEP participants' self-esteem. Finally, the scores and comments given by the street interview raters were processed to determine whether there were perceived changes in terms of students' apparent self-confidence. In order to give the readers of this thesis a clearer picture, the overall data collection methods and data processing described above are presented in Table 5 below. In the following sections, each data collection method and its processing/analyzing procedures will be described in detail.

Table 5: Summary of data collection methods and analytic techniques used for addressing the research questions

Research questions	Informants	Data collection methods	Analytic techniques
1. Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?	Thirteen EEP participants/ Two EEP tutors	Interviews: 1. students (about 10 to 11 twenty to thirty-minute interviews for each student) 2. teachers (2 one-hour interviews for each teacher, conducted in the middle and at the end of the EEP) Student diaries	Coding and analyzed by NVivo software package
2. If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?	Two EEP tutors	Teaching journals	Comments for individual learners were extracted from teaching journals to form separated portfolios for comparing progress of the learners
	Three external examiners	External raters' comments on the video-recordings of street interviews	Scores from different raters were summed and averaged. Comments were documented and interpreted by the researcher

i. Interviews

The oral interview has been widely used in applied linguistics research (Nunan, 1992:149) as it "attempts to understand the world from the subjects' point of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations" (Kvale, 1996:1) and is an effective way of finding out what the situation looks like from different points of view (Elliott, 2001:80).

In this study, the oral interviews were conducted in an unstructured and open-ended format in order to give the informants the initiative and freedom to

digress and raise topics and issues as the interviews progressed (Elliott, 2001; Nunan, 1992) so that they could express their views and opinions on the EEP as freely as possible. This helped the researcher understand their inside world (i.e. self-image, perception of their English standard and self-evaluation of their performance in English after attending the EEP) (Fontana and Frey, 1998:47). In order to enhance the reliability of the study, the interview questions (see Tables 7 and 8) were asked repeatedly for both the student and teacher informants.

1. Students' interviews

The interview questions for the student informants (Appendix 16) were specifically designed in such a manner as to probe their feelings about themselves, their performance in the EEP and the elements which had an impact on their self-perception and their English performance (see Table 6 below).

Table 6: Students' interviews

Areas targeted	Sample questions asked	Rationale for inclusion
General evaluation of the lessons	1. How do you feel about this lesson (or outing)? Why do you have such a feeling?	This allows the learners to discuss the positive and negative aspects of a lesson freely
Perception of self	2. Do you have any positive or negative feelings about yourself after this lesson? If yes, in which way?	This allows the learners to evaluate freely whether they have any changes in terms of self-concept after participating in the EEP
Perception of performance in English	3. Do you think you have any changes in your English? Which area(s), for example, reading, writing, listening or speaking, do you think you have such changes?	Self-evaluation of learning English is essential as it relates to specific self-esteem (SpSE) and task self-esteem (TSE) of the learners
Perception of performance in the outings?	4. How do you feel about your performance in this outing/visit? Are there any differences when you compare your performance between the first and second outing/visit?	Self-evaluation of performance in the task is important as it relates to task self-esteem (TSE) of the learners
Exploration of element(s) which may affect self-esteem	5. Can you think of anything in the programme which may affect the perception of yourself?	This allows the learners to reflect and explore the element(s) in the EEP which may impact their self-esteem

The participants were interviewed individually by the researcher. There were about ten to eleven interviews for each participant (depending on his or her attendance) on average and each interview lasted for twenty to thirty minutes. The interviews were conducted in Cantonese. The interviews were audio-taped and translated into English by fellow research students for data processing.

During the interviews with the EEP participants, the researcher attempted to be an attentive, patient and friendly listener who constantly repeated and summarized the interviewees' statements in order to allow them to check

whether their messages or responses were fully understood. This technique has been advocated in the counselling field (Lawrence, 2005; Sultmann and Burton, 1993) as it encourages interviewees to elaborate more on their opinions as they may be more confident that the interviewer is eager to put his or her feet in their shoes and is open to their ideas and comments during the interviews.

2. Teachers' interviews

The two EEP teachers were interviewed twice by the researcher, once half way through and once at the end of the EEP. Similar to the interviews with the student informants, these interviews were conducted in an unstructured and open-ended format (see Section 3.4.1.2.c.2) so that the teacher interviewees could freely express their comments on the EEP. In the interviews, questions concerning their opinions about students' performance in learning English, students' self-esteem and the elements which had an impact on students' self-esteem and their English learning were highlighted (see Table 7). The interviews were conducted in English for Eva, and in Cantonese for Ping. All the interviews were audio-taped and follow-up emails were sent occasionally for elaboration and clarification to improve the reliability of the research. The interviews were then transcribed for data analysis. Finally, the data emerging from the teachers' interviews were triangulated with the data obtained from the teachers' journals (see Section 3.4.1.2.c.ii).

Table 7: Teachers' interviews

Areas targeted	Sample questions asked	Rationale for inclusion
Changes in students' self-esteem	1. Do you think your students have any changes in their self-esteem after taking part in the EEP? If yes, in which way?	This allows the teachers to evaluate freely whether their students have any changes in self-esteem after taking part in the EEP
Exploration of element(s) which affected students' self-esteem	2. Can you think of anything in the programme which is/are important in impacting students' self-esteem?	This allows the teachers to explore the element(s) in the EEP which may impact their students' self-esteem

3. Processing of the student and teacher interview data

With informants' consent, all interviews were audio-recorded on digital mini-disks (MDs). The use of MDs not only allowed the researcher to concentrate on the informants during the interviews, but also served as a record of the events which could be replayed for transcription and analysis. The MDs were then transcribed/translated into word documents for later coding and analysis using the NVivo qualitative analysis software package. In transcribing/translating the interviews, no paralinguistic information such as pauses, facial expressions, intonation patterns and gestures were recorded since the aim of the interview recordings was simply to elicit the subjects' comments on the EEP.

4. Analysis of data from interviews

The NVivo 2.0 qualitative data analysis software was utilized to assist the researcher in indexing, searching and theorizing the large set of document-based data from interviews collected in the study.

NVivo 2.0 qualitative data analysis software

Although NVivo software is an efficient tool because of its powerful capability for coding and searching for data units, it is essential to note that NVivo 2.0, or, indeed, any computer assisted qualitative data analysis software, still requires the researcher to construct and account for the data and the methods and processes of analysis (Jemmott, 2005). As Morrison (2003) further states, it is the "human judgment" that is crucial to the coding process (which includes defining nodes, editing nodes and coding text segments), and the computer software merely assists the researcher in the tedious and time-consuming part of indexing, searching and retrieving the data units from the database.

Data preparation

The informants' interviews and diaries typically contained segments about students' family background, self-perceptions, feelings and comments about the course, as well as tutors' feedback about their students' performances. These interview and diary segments were transcribed or translated, and were either created in Word and then saved as Rich Text Format (*.rtf) file type and then imported to the NVivo 2.0 project, or prepared inside the NVivo 2.0 project itself using Rich Text formatting tools for further analysis.

Nodes definition

After the interview and diary data had been transcribed or translated, the first step of data analysis was undertaken. According to Morrison (2003:130), the identification of the coding units should be brought up by an intuitive process of familiarization with, and discovery from, both the interview and diary texts and the research foci. This familiarization and discovery will gradually develop a

"feel" for what would potentially be of relevance to the later steps of analysis. Thus, the content of the documents was revisited in order to obtain a general picture of the actual statements with significant ideas and themes captured. These highlighted concepts or themes were then summarized into categories as nodes in the NVivo 2.0 software.

There are two types of nodes regarding the data in the study, namely free nodes and tree nodes.   Free nodes are an unstructured collection of nodes; tree nodes are organized into hierarchies, moving from a general category at the top (the parent node) to more specific categories (the child nodes).   By using this differentiating technique, the researcher could organize nodes for easy access, similar to a library catalog (NVivo 2.0, 2002).   However, after the researcher provisionally defined the initial nodes, they were revisited continuously as the researcher proceeded with the analyzing process, while some nodes were deleted, added, expanded, merged, renamed or re-positioned.   Figure 3 below is an example where different separate free nodes have been linked together under a general category after the researcher's refinement of the data in this study.   In Figure 3, street interviews, the PolyU visit and the Planet Hollywood Restaurant visits were initially created as separate free nodes in the NVivo 2.0.   After some time, the researcher refined the coding and re-categorized these nodes as the child nodes under the parent node of 'Outings'.   There were a total number of 21 child nodes of which the first seven are listed in Fig. 3 below.

Figure 3: Example of NVivo 2.0 Nodes

Provisional Free Nodes
Street Interviews
PolyU Visit
Restaurant Visits

Tree Node	Child Nodes
Outings	Street Interviews
	PolyU Visit
	Restaurant Visits
	Trial Ride on Public Transport
	Visit to Pacific Place
	Reasons for not participating
	Reasons for participating

Coding

For coding, data documents were browsed line by line in order to identify significant words or phrases relating to the research questions (see Figure 4 below). The relevant phrases or passages were then coded to nodes immediately. The phrases or sentences which seemed to be relevant to the study were highlighted in different colours, and the coding units were indicated by the vertical bars and the accompanying explanation next to the texts.

In Figure 4 below, the coding process of an extract from the interview with one of the EEP teachers, Ping, is presented. As seen in the transcription, the whole Tape Count 26 appears to be Ping's description of how Ian improved his confidence in speaking English; therefore I coded the whole section as "improved confidence in oral English". However, from "Actually he knows the words….discouraged him in speaking English" of the same section, it seems that it is also Ping's deliberation on how Ian performed in the first street interview,

thus, I marked this section as "street interviews".   Similarly, the last four lines of Tape Count 26 are Ping's impression of Ian's performance in the first Planet Hollywood Restaurant visit; therefore, I categorized it under the child node "restaurant visits".   It should be noted that in many situations, one particular section of the transcript could be coded under several nodes, which indicates that these nodes are probably related to one another.

Figure 4: Transcript of Ping IN1 (17 Mar 2001) Tape Count 25-30

Transcript	Coding
Tape Count 25 R: I want to ask about the situation with the individual student. How about Ian? Tape Count 26P: at the very beginning, Ian was not confident at all in speaking English. He is not confident at much. Sometimes when I asked him to pronounce some words, he stammered. It doesn't mean that he could not pronounce the words. Actually he knows the words but he forgot the pronunciations. I remember in the first outing, he tried hard to approach the foreigners but he failed. I don't know why, maybe the foreigners were already interviewed by his classmates. I remembered he was very frustrated. He might feel that his English was not so good therefore the foreigners could not understand him. After some time when he got some successful experience. Actually, at that time, I was a bit worried about the experience he got might be have some negative impacts on him, or discouraged him in speaking English. When I met him in the classroom, actually he got no significant progress during the classroom sessions. I think I can see the significant progress in the outing, for example, in the Planet Hollywood visit; I was really surprised about Ian's performance. He was so confident to say out the whole sentence, to order his drink, so he has made improvement in terms of confidence of speaking English. Tape Count 27 R: other than self-confidence, is there any improvement in his oral proficiency? Tape Count 28 P: He is better, for example, in his fluency. His pronunciation was more accurate and his performance in the classroom is better than before. At the beginning of the course, when I gave him a worksheet to complete, he didn't do it. He would just look at his classmates. I think it wasn't because he didn't want to do it but he didn't know how to do it. But currently, in these few lessons, he could do it by himself. He will think about the answers and he is more interested in learning. Tape Count 29 R: does he respond to you? Tape Count 30 P: yes, he does. Actually all the students in his class are quite co-operative. They were willing to respond to my questions. They will try their best to answer my questions even though they will make some mistakes. They will try to answer me. Of course, when I ask them questions, I do not request for complete sentences from them. I just ask them about some vocabulary items	improved confidence in oral English street interviews restaurant visit improved oral proficiency improved motivation improved motivation

R: Researcher   **P:** Ping (EEP tutor)

Lines in the second columns: coding stripes which are vertical lines in the right-hand pane of a Document or Node Browser in the NVivo 2.0 programme, showing approximately where selected nodes code all or part of the displayed text

Searching for relationships

After all the diaries and interview transcripts had been coded, I then used the Search Tool in the NVivo 2.0 to identify elements which appear to have influenced self-esteem.   For example, when I attempted to find out whether street interviews would have any possible impact in improving the EEP participants' Global Self-Esteem (GSE, see Section 2.7.3 above), I would run a Boolean Search by selecting the nodes "improved GSE" and "street interviews" to identify whether any relationship existed between these two categories.   According to the search result, there were 27 passages in 20 different documents (including interview transcripts and diaries) which mentioned the above two nodes simultaneously, thus suggesting that street interviews had had some impact on improving these teenagers' GSE. The search result was then displayed automatically and the researcher could revisit the texts immediately.   Furthermore, the NVivo 2.0 allowed the researcher to retrieve the original interview transcripts or diary texts to browse the coded documents in detail if necessary, and I constantly revisited these texts before drawing any conclusions.

ii. Diaries and journals

A diary or journal is a "precious and unique testimony" of an individual's inner life as well as an interesting and original form of empirical recording which records the writer's actions, opinions, feelings and points of view at that specific moment in time (Corbetta, 2003:290).   Diaries and journals are considered as important introspective tools in language and education research (Nunan, 1992:120).

Lynch (1996:134) states that diaries and journals conducted during an intervention are "a rich source of information about the programme from a participant's point of view". Nunan (1992) and Wallace (1999) recommend the use of diaries in investigating both social and psychological aspects in language research as diary keepers "can confide to it whatever thoughts or feelings occur to them. It is therefore especially suitable for exploring affective data" (Wallace, 1999:62). Similarly, Lynch (1996) advocates that programme teachers "should be encouraged to keep some sort of journal or weekly record of their experiences and perceptions for use in evaluation" (Lynch, 1996:135) and this view has also been endorsed by various researchers (Allwright and Bailey, 1991; Brock, Yu and Wong, 1992; Elliott, 2001; Oxford, 2004; Wallace, 1999).

In the present study, the reasons for using diaries and journals were multifaceted. First, they provide an effective means of identifying variables that are important to individual teachers and learners. Second, they enhance awareness of how the EEP tutors teach and students learn. Third, they are excellent tools for reflection. Fourth, they are simple to conduct. Fifth, they are the most natural form of classroom research in that no outside observer enters the classroom dynamic. Sixth, they provide a first-hand account as well as an on-going record of classroom events and teacher and learner reflections. Finally, they enable the researcher to relate classroom events and examine trends emerging from them (Brock, Yu and Wong, 1992:295). Most importantly, they can triangulate the data emerging from the interview and enhance the reliability of the study (see Section 3.2.4.3).

1. Students' diaries

According to Allwright and Bailey (1991:190), the major problem in adopting

diaries as a data collection method is that they require:

> an unusual degree of co-operation from learners in that it hinges on the
> possibility of persuading a group of learners to keep diaries of their classroom
> experiences, and allow those diaries to be analyzed to see what emerges.

Therefore at the beginning of the study, I explained to all the participants in detail

about the purpose of inviting them to keep a diary (i.e. to explore factors which may

affect the English learning of these teenagers and for subsequent course planning)

and encouraged their co-operation in the diary writing.   Then, I invited them to

keep a diary for ten months and express freely their comments and feelings about the

EEP, as well as their perceptions of their own performance in the programme and to

submit their diaries to me after each EEP lesson.   Afterwards, I addressed the

confidentiality issues of the study by pointing out that although some direct

quotations from their diaries would be used for illustrative purposes, their real names

would not be disclosed to anyone in reporting the research.

Regarding the language used in the diaries, student informants were asked to write in

their first language (i.e. Chinese) as it was felt that they would express their thoughts

better in their mother tongue (Allwright and Bailey, 1991).   Interestingly, four

students requested to write in English towards the middle of the EEP.   They

explained that they had few opportunities to express their ideas freely in written

English so it would be a good way for them to polish their writing skills if the

researcher promised to correct their grammatical mistakes in their diaries.

Considering that the promise of grammar correction might help motivate the learners to write their diaries, their requests were accepted by the researcher.

In general, students were asked to write their diaries after each EEP session and to submit them to the researcher as soon as possible. After the diaries were translated, they were returned to the students before the following EEP lesson. Occasionally, further questions were raised by the researcher (i.e. questions were written on the diaries) for the participants' clarification and elaboration. Since the principal focus of the students' diary entries was to serve as a measure of triangulation, the diary entries were partially guided. The issues addressed were specified by the researcher so as to closely correspond their interview questions stated in Table 8. Therefore, issues mentioned by the students in their diaries would also be readdressed in the interviews so that data that emerged from the former and the latter could be supplemented or triangulated with each other (see Section 3.2.4.3). However, students were also invited to share their feelings and experience concerning other issues with the researcher if they wanted to.

Students' diaries were received and translated into English by the researcher's colleagues. The translated texts were randomly selected and proofread by the researcher to ensure the adequacy and accuracy of the translation. The transcripts were in word documents for further coding and analysis using the NVivo 2.0 software. Regarding the data processing and analysis of students' diaries dataset, it was identical to the student and teacher interview datasets discussed above (see Sections 3.4.1.2.c.i.3 and 3.4.1.2.c.i.4).

2. Teachers' journals

In addition to the interviews, the EEP tutors in the study were asked to keep a teaching journal that reflected their EEP students' responses and performance (Appendix 17) and to return it to the researcher by email after each EEP lesson. The format of the journal was a simple list of the date, the topic and how the students responded or performed in each EEP lesson. The EEP tutors were also invited to make an overall comment on each lesson in order to provide a collective interpretation or "subjective impression" (Lynch, 1996:137) of the EEP from the teachers' point of view, which would be cross-referenced with the teachers' interviews as one of the triangulation strategies (see Section 3.2.4.3).

Journals from the teachers were received electronically. Data from these journals were revisited by the researcher to search for any changes in the EEP participants' self-esteem. Feedback regarding individual participants was extracted manually by the researcher from different teachers' journals and into a separate progress portfolio for each student. The portfolios were further examined to identify any progress concerning the self-esteem of each participant (see samples of teaching journals in Appendix 18-20).

iii. External raters' comments on the video-recordings of street interviews

Alderson and Beretta (1996), Dickie (1996), Genesee and Upshur (1998) and Lynch (1996) have addressed the issues of including outside evaluators or external raters in research. Alderson and Beretta (1996) and Lynch (1996) recommend that both

insiders and outsiders should be involved collaboratively so that the objectivity and reliability of the research can further be guaranteed. Dickie (1996:12) suggests employing several different external raters to assess the outcomes of a study in order to enhance the reliability of the research because "If a number of independent people agree on their assessments, one can have much greater confidence in the reliability of that information" (Geneese and Upshur, 1998:59),. Lynch (1996:85) supports including outsiders in research as he believes that outsiders are normally less biased in their perceptions of the study, and therefore can make greater claims for the objectivity and independence in the research.

In this study, three professional English teachers were invited to act as external raters. They were requested to sit together and design the criteria (see Appendix 21) for assessing the participants' self-confidence as demonstrated in the street interviews (i.e. the first and second street interviews, which were about seven months apart). First, students' loudness of voice would be a sign of their self-confidence (Hamilton and Thaler-Carter, 1992; Mandel, 1995; Tsui, 1995) as all the external raters expressed a view that if people felt confident, they would project their voices strongly so that their audience would be able to hear them clearly. Second, independence or eagerness in approaching English speakers during the interviews would be an observable marker for learners' self-confidence towards the interviews owing to the fact that if the learners were confident, they would automatically take the initiative to approach potential interviewees, invite them to participate in the interviews and ask them questions about their stay in Hong Kong instead of waiting or relying on their tutors' assistance. Third, all the external raters believed that eye

contact would be a visible measure of students' self-confidence when communicating with English speakers (Cheng, 1995; Dorney and Brooks, 2001; Education Department, 1999 and 2001; Mandel, 1995; Ruland, 2000, Tsui, 1995). As Dorney and Brooks (2001:721) state, "eye contact is a dominant nonverbal cue that conveys confidence, assertiveness, dominance, a sense of control in a one-to-one dialogue, and self-esteem".   Fourth, all the raters agreed that students' confidence could be reflected in terms of calmness when delivering their speech. If people are confident, they speak in a calm and relaxed way without stammering in their speech (Hamilton and Thaler-carter, 1992:15).   Fifth, all three raters agreed that fluency was also a criterion in assessing learners' confidence level in the task.   If a person is confident, he or she can speak fluently with ease and without pauses.   As Jay and Jay (1996) point out, excessive pauses and hesitancy in speech are considered as a sign of insufficient confidence of the speaker.

In order to improve the objectivity and reliability of the research, the raters were given video-shots of the first and the second street interviews separately.   Students' performances were then rated according to the criteria designed by the same raters on the rating sheet (Appendix 21) as they watched the video-shots.   The raters were also asked to give their overall comments on the general performance in the two street interviews of each participant.

After collection of the rating sheets, scores and comments given by the street interview raters were processed to determine whether there were perceived changes in terms of students' self-confidence.   All the score data were entered in an Excel

file. Scores given by the different examiners on each participant were then tallied and averaged (Table 21) by computer in order to explore any signs of improvement of participants' self-esteem. In addition, the general comments for each participant were extracted and documented by the researcher for further comparison with the other data obtained from the EEP participants and tutors.

This chapter has discussed the overall naturalistic research approach and different stages of the study process in terms of formulating research topic and questions, data collection methods, data processing as well as the data analysis stage. In the following chapters, I will present the results of the data analysis in detail. In Chapter 4, I discuss the findings as to whether the EEP had any impact on the subjects' self-esteem. In Chapter 5, I then present three case studies focusing on individual students' comments on his or her change of self-esteem after attending the EEP. In Chapter 6, I report the findings of elements which may have had positive impact on the subjects' self-esteem.

Chapter 4

DICUSSIONS AND FINDINGS FROM QUANTITATIVE DATA SETS AND QUALITATIVE ACCOUNTS OF THE INFORMANTS

4.1 Introduction

In Chapter 3, the process of data collection and analysis was described. The findings of this study will be presented in this and the next two chapters. In this chapter, I will first describe the adjustment problems faced by the subjects which may have had negative impact on their self-esteem. Then, I will present the findings according to different categories of self-esteem [i.e. Global Self-Esteem (GSE), Specific Self-Esteem (SpSE) and Task Self-Esteem (TSE)] based on the recurring themes and patterns that emerged from different data sets. I am, however, aware that it is difficult to distinguish between these self-esteem categories as they are not discrete entities and will overlap or influence each other in some situations (see Section 2.7.3). In presenting the results, frequencies of the NVivo 2.0 coding regarding GSE, SpSE and TSE will be listed. These will be accompanied by the qualitative data sets and illustrated by three case studies. It is hoped that with this tripartite presentation will give readers an in-depth understanding of the outcomes of the present study.

At the outset, a caveat is needed regarding frequency counts. In interpreting the frequencies of NVivo 2.0 coding, I am perfectly aware of one inadequacy, i.e. that the total number of the coded passages possibly depends on the number of times the researcher asked the interviewees about their change in a particular self-esteem area.

However, since the EEP tutors were not the interviewers, it was hoped that the probability for the interviewees to make an affirmative or negative declaration was essentially equal, and thus no substantive Hawthorne effect resulted. In addition to the frequencies of self-esteem coding, lists of contradicting views regarding students' improvement are also included for comparison.

4.2 Problems affecting self-esteem

In the first few interviews with the student informants, the researcher asked questions concerning their personal data including factors mentioned in the literature (Section 2.4) which may have had a negative impact on their self-esteem (i.e. age, educational background, occupations and age difference of their parents; family relationship and income; living conditions; difficulties in finding a school; problems in learning; relationship with local peers and teachers and other adjustment or emotional problems encountered after their arrival in Hong Kong). Table 8 summaries the personal data of the students. The associated difficulties encountered by the student informants will be further elaborated in the following sections in descending order of frequency.

Table 8: Personal data of the student informants

Name of Student	Problems in Finding Schools	Down-grading	Complaint about Downgrading	Relationship with local classmates	Relationship with Teachers	Discrimination Encountered	Missing Friends or Relatives	Difficulties with Cantonese	Difficulties with Complex Chi. Characters	Difficulties with English	Unfamiliarity with Public Transport System	Regret Coming to HK	Suicidal Thought
1. Amy	✔	1 yr	✘	Poor	Satisfactory	By local people	✔	✔	✔	✔	✘	✔	✘
2. Ian	✘	0 yr	✘	Good	Satisfactory	✘	✔	✘	✘	✔	✔	✔	✘
3. Lily	✔	1 yr	✔	Poor	Unsatisfactory	By Teachers	✔	✘	✘	✔	✘	✔	✔
4. Wan	✘	0 yr	✘	Poor	Unsatisfactory	By Teachers	✔	✘	✔	✔	✔	✔	✘
5. Yu	✘	1 yr	✘	Satisfactory	Satisfactory	✘	✘	✘	✔	✔	✔	✘	✘
6. Patrick	✘	1 yr	✘	Satisfactory	Satisfactory	✘	✘	✘	✔	✔	✔	✘	✘
7. Natalie	✔	2 yrs	✔	Poor	Satisfactory	By local people	✔	✔	✔	✔	✔	✔	✘
8. Hei	✘	1 yr	✘	Good	Satisfactory	✘	✔	✘	✘	✔	✔	✔	✘
9. Wai	✔	3 yrs	✔	Poor	Satisfactory	✘	✘	✔	✘	✔	✘	✔	✘
10. Jen	✔	1 yr	✘	Poor	Unsatisfactory	✘	✔	✘	✘	✔	✘	✔	✔
11. Joyce	✘	0 yr	✘	Poor	Satisfactory	✘	✘	✔	✔	✔	✔	✘	✘
12. Jessy	✘	2 yrs	✘	Poor	Satisfactory	By local people	✔	✘	✔	✔	✔	✘	✘
13. Cindy	✘	2 yrs	✘	Poor	Satisfactory	✘	✔	✘	✘	✘	✔	✔	✘

Name of Student	Father's Educational Attainment	Mother's Educational Attainment	Father's Occupation	Mother's Occupation	Great Age Diff. Btw Parents	Family Relationship	Family Income (HK$)	Accommodation	Residential District	Complaint about Living Conditions
1. Amy	Primary	Primary	Security Guard	Construction Worker	<5 yrs	Problems With All Members	Don't know	Public Estate	Kwun Tong	✔
2. Ian	Don't know	Don't know	Unemployed	Housewife	<5 yrs	Satisfactory	0	Private Flat (Hired)	Kwun Tong	✘
3. Lily	Lower Secondary	Lower Secondary	Retired	Cook (Fast Food Shop)	30 yrs	Problems With Father	6000	Shared Flat (8 m² for 5 people)	To Kwa Wan	✔
4. Wan	Lower Secondary	Lower Secondary	Construction Worker (Pt)	Housewife	<5 yrs	Problems With Father	4000	Shared Flat	To Kwa Wan	✔
5. Yu	Lower Secondary	Lower Secondary	Decoration Worker	Housewife	<5 yrs	Satisfactory	10000	Private Flat (Owned)	To Kwa Wan	✘
6. Patrick	Don't know	Don't know	Electrician (Pt)	Housewife	<5 yrs	Problems With Father	Don't know	temporary squatter	To Kwa Wan	✔
7. Natalie	Lower Secondary	Primary	Labourer	Cook (Dessert Shop)	20 yrs	Problems With Parents	10000	Shared Flat (7 m² for 4 people)	To Kwa Wan	✔
8. Hei	Don't know	Don't know	Construction Worker	Housewife	<5 yrs	Satisfactory	Don't know	Private Flat (Owned)	Kwun Tong	✘
9. Wai	Don't know	Don't know	Sick and Unemployed	Unemployed	<5 yrs	Problems With Father	0	Shared Flat	To Kwa Wan	✔
10. Jen	Primary	Primary	Died 4 yrs ago	Cleaner (Fast Food Shop)	<5 yrs	Problems With Mother	4200	Public Estate	Kwun Tong	✔
11. Joyce	Don't know	Don't know	Unemployed	Cleaner (Restaurant)	20yrs	Problems With Sisters	6000	Shared Flat (20 m² for 5 people)	Kwun Tong	✔
12. Jessy	Primary	Primary	Retired	Cleaner (Airport)	30yrs	Satisfactory	4000	Shared Flat	To Kwa Wan	✔
13. Cindy	Primary	Senior Secondary	Cook	Janitor (Kindergarten)	<5 yrs	Problems With Mother	13600	Shared Flat (10 m² for 4 people)	To Kwa Wan	✔

Keys- ✔**: Problems reported** ✘**: No problems reported**

● *Difficulties with English*

Similar to the findings of local research (see Section 2.4.2.6), it can be seen in Table 8 that almost all the migrant students in this study (12 out of 13) had difficulties with English because the majority of them had only started learning it in Primary 4 to 6, and they had been taught merely basic vocabulary items in China. These teenagers described their listening and speaking skills as "poor" when they came to Hong Kong so they could not understand their English teachers in the lessons.

A number of these teenagers were disappointed with their poor English standard since they heard that English was crucial in studies or jobs.   One of the students even believed that her proficiency in Enlgish would also affect her social status:

> Jen D5 (14 July 2001): *"I believe English is very important in the business world and so I feel a person who speaks English has a higher status than others in Hong Kong society."*

● *Accommodation*

Quality of living conditions is closely related to family income.   As shown in Table 8, most of these teenagers came from low income families, and it is understandable that their parents could not afford quality living conditions for their children.   As can be seen in the table, all the student informants were living in old residential districts (i.e. To Kwa Wan and Kwun Tong), as the accommodation costs in these areas are comparatively cheaper than in other districts in Hong Kong.   Also, shared flats in old buildings are easily found in these areas.

As seen from Table 8 above, two informants reported that their current accommodation was owned by their parents.   Two were living in public rental housing, another eight students were sharing their flats with other families, and the remaining one was living in a temporary squatter house.   Students who were living in a shared flat had particularly adverse living conditions; in some cases, four or five people occupied less than 100 square feet.   However, although all students indicated that their accommodation in Hong Kong was much smaller than that in China, three accepted their living conditions; unsurprisingly the remaining ten complained about their present accommodation.

Most students had never thought that they would have adverse living conditions before their arrival because most of them had had the mistaken impression that their fathers were leading a well-off life in Hong Kong.   It was understandable why they had such wrong impression, because owing to the lower cost of living in China, most of these students' fathers tended to spend a lot of money when they were in China in order to please their wives and children (Sing Pao, 2005; Wong, 2002).   This could explain why some of these migrant youths were shocked when they found they would be living in a small old flat shared with three or four other families.

- *Monthly family income*

Only three students (out of 13) reported that their monthly family income was $10,000 or above, another two stated that their family income was around $4000, whereas three students' monthly family income was below $4000.   One student indicated that his parents were both unemployed.

As noted in Table 8 above, only one father (out of 13) owned a private business. Since almost all the parents had attained only primary or lower secondary education (i.e. only one mother had completed higher secondary education), most of them were working as construction or renovation workers (4 fathers and 1 mother) or working in the service sector (3 fathers and 6 mothers). Five mothers were housewives and five parents (4 fathers and 1 mother) were retired or unemployed. Many students did not know the educational attainment of their parents (4 students and 5 students did not know the education background of their fathers and mothers respectively), which probably indicated that they lacked communication with their parents at home.

Although eleven students reported that they had financial problems, none of their parents had applied for the Comprehensive Social Security Assistance. This was mainly due to the reason that some of them (or family members) were not eligible for the application because of their short residence period in Hong Kong. However, some students reported that their parents refused to apply because of their sense of pride (see Sections 2.4.1 and 2.4.4).

● *Family relationship*

Nine respondents reported that they had a poor relationship with their family members (e.g. frequent quarrels, little communication with their parents or siblings). Among these nine subjects, six of them explained that they were not accustomed to living with their parents (5 complained about their fathers, 1 about her mother) since they had not lived together or even seen each other for many years (see Section 2.4.1.1).

- *Transportation problems*

As most of these young arrivals had been brought up in villages or small towns in the Mainland, cycling and walking were the two common methods of going to school or travelling around. Thus, many of them (9 students) indicated that they were not accustomed to the public transport system in Hong Kong. Some of them explained that they dared not go out by themselves because the public transport system was so complicated that they were afraid of getting lost. Two of them commented that they were afraid of being late for school because of the heavy traffic in Hong Kong (see Section 2.4.5).

- *Missing friends and relatives in China*

Nine informants indicated that they missed their friends in China because they had got on well with each other. Unsurprisingly, some of them stated that they felt lonely after their arrival because they did not have many friends in Hong Kong. They reported that they contacted their friends in China frequently by making long distance calls or writing letters, and some would go back to China to visit them. Three mentioned that they missed their relatives in China because they had been looked after by them for a long time after their mothers left for Hong Kong.

- *Feeling of regret about coming to Hong Kong*

Eight students stated that they regretted coming to Hong Kong. All these students explained that they regretted it mainly because they missed their friends and relatives in China, and at the same time they did not have a good relationship with their local peers in Hong Kong (see below) (see Section 2.4.6).

● *Difficulties with complex Chinese characters*

Only half of the young arrivals (7 out of 13) reported that they had difficulties with complex Chinese characters[12].   The remaining six students explained that as they had lived in Shenzhen, they had learnt them in their schools (see Section 2.4.3.2).

● *Discrimination*

Five informants mentioned that they had experienced discrimination directly or indirectly in Hong Kong: two students commented that they had been treated differently in school by not being called on by their local teachers to answer questions in class; one reported that her mother was discriminated against by her colleagues in her workplace by being given the heaviest workload, and two students said that they had been publicly insulted and being called "You old-fashioned Mainlander" because of their Mainland accents (see Section 2.4.4).

● *Relationship with local classmates*

Five students stated that they did not have a good relationship with their local classmates because they did not trust them, or they felt that the local students could not understand them as they had been brought up in different backgrounds. Less than half of the students (6 students) reported that they had a harmonious relationship with their local peers, while one student reported that she only

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[12]   Soon after the researcher knew about the problem, she approached the vice-principal (i.e. the Chairman of the Academic Committee and the Panel Chair of the Chinese Department).   After discussion, he promised that he would inform all the Chinese teachers to ensure that simplified version Chinese characters would not be counted as mistakes in dictations and examinations, although these young arrivals should be encouraged to use the complex Chinese characters in school work.

approached classmates from China, and one said that she did not trust her local classmates at all (see Section 2.4.6).

However, it is interesting to note that almost all the boys reported a more harmonious relationship with their local counterparts than did the girls. They commonly agreed that they had a good time with their local peers when they were playing team sports with them (e.g. basketball or football) during their leisure time.

● *School placement*

Eight students reported that they had obtained a place in their present school easily with the assistance of the Education Bureau, whilst the remaining five said that they had experienced difficulties in finding a school place in Hong Kong. The cause of the problem was probably due to the discrepancies in the education system between Hong Kong and China. Some schools (particular the elite schools) did not recognize the academic standard attained by the young arrivals owing to their low English standard, and thus rejected their applications. Those who had been admitted to schools (with lower bandings), were downgraded by one or two years because of their limited English proficiency (see Section 2.4.2.3).

● *Cantonese proficiency*

Four informants reported that they had communication problems with their local classmates because they had difficulties in speaking Cantonese. These students also pointed out that they were reluctant to speak Cantonese because of their

accents, and they were afraid of being laughed at by local people (see Section 2.4.3.1).

● *Feeling ashamed of downgrading*

Ten students reported that they had been downgraded by one to three years in their school.   Although it is predicted in the literature that downgrading is one of the major problems which negatively impacts on young arrivals' self-esteem (see Section 2.4.4), only three students who had been downgraded by two to three years complained that they felt ashamed of themselves.   The majority of them (7 students) indicated that they did not mind being downgraded by one or two years because they realized that their English was poorer than the local students' thus, it would be a good idea for them to start learning the basic English from Secondary 1.   Also, since about half of their classmates (21 out of 39) were Mainland students (of a similar age), the embarrassment caused by downgrading may have been mitigated to a certain extent.

● *Relationship with local teachers*

Three respondents reported that they did not have a good relationship with their teachers in Hong Kong.   One student said that she did not trust her teachers, so she would not share her problems with them.   Two of them felt that they did not have a good relationship with their teachers because they had a feeling of being discriminated against.   As mentioned above, one student stated that her regular English teacher had never called on any of the Mainland students to answer questions.   Another one said that her teacher refused to offer any assistance when she approached him during recess.

● *Suicidal thoughts or attempts*

One student stated that she had attempted suicide after a serious quarrel with her mother.   Another girl had a suicidal thought after she found out that her real mother had died after giving birth to her and the woman who had cared for her for years was actually her stepmother.   Though only two informants reported suicidal thoughts, the number could have been higher as some of them might not have reported them.

Although the respondents were encountering similar adjustment difficulties, their perceptions or reactions to each problem were not necessarily identical. Nevertheless, the students' peer relationships with both the local classmates and their friends in China were generally recognized as one of the crucial factors in determining whether or not they regretted coming to Hong Kong.

In this section, I have presented the adjustment problems reported by the student informants which may have had negative impact on their self-esteem.   Even though the sample of this study is not a true representation of the whole population, they share most of the characteristics of migrant children from China mentioned in the literature (see Section 2.4), implying that the sample in the present research reflects the realities faced by many Mainland adolescents in Hong Kong (see also Sections 7.4 and 7.5).   In the following section, I will report the findings from different data sets to evaluate whether the EEP had any positive impact on these young migrants' self-esteem.

4.3 Global Self-Esteem

As discussed in Section 2.2.2, Global Self-Esteem (GSE) refers to one's evaluation of oneself as a whole. During the interviews with students, the researcher used the following questions in order to tap the possible change of students' GSE after attending the EEP (see also Table 5 above):

- "How do you feel after this lesson/outing? Why do you say so?"

- "Do you have any positive or negative feelings about yourself after this lesson/outing? If yes, in which way?"

- "Do you feel differently after taking part in this lesson/outing? Tell me a little more about this."

4.3.1 Quantitative data sets

Data from students' diaries and interviews reveal that there were 111 occasions when improvement was expressed by the students and the EEP tutors (see Table 9) and the learners expressed a more positive feeling towards themselves. Among the thirteen participants, Natalie, Amy and Cindy consistently reflected on the optimistic views about themselves.

Table 9: Frequencies of coding for "Improved" GSE from students' diaries and interviews

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
1. Amy	2	15	17	D8 (10 Mar 2001): *"I am very happy... it was not because of the meal but because we think Miss Leung treats us nicely."*
2. Ian	1	2	3	IN5 (13 Mar 2001):*"I got a sense of achievement after the restaurant visit."*
3. Jen	1	8	9	IN2 (19 Jan 2001):*"The street interview could improve my bravery and confidence."*
4. Joyce	0	4	4	IN1 (2 Jan 2001):*"I found that I had a sense of achievement...."*
5. Natalie	7	19	26	IN5 (21 Jan 2001): *"It is through this outing (the street interview) that I realize how brave I am. I am really happy!"*
6. Patrick	1	4	5	IN9 (3 July 2001): *"I didn't have any unpleasant feelings about this because I knew that they were in a hurry."*
7. Cindy	6	10	16	IN10 (3 July 2001): *"Although there were fewer people at the Star Ferry, I wasn't disappointed with my performance in the street interview."*
8. Hei	0	3	3	IN6 (7 June 2001): *"I was really happy because I am the one who led my classmates the way in the Pacific Place by using the English directory."*
9. Jessy	3	2	5	IN3 (19 Feb 2001): *"(I was) Quite happy about myself...because I interviewed so many people."*
10. Lily	0	7	7	D5 (20 Jan 2001):*"I believe I will be braver if there is a second street interview."*
11. Wai	0	2	2	IN7 (10 July 2001): *"I was amazed with my performance... I got a sense of achievement (after the street interview)."*
12. Wan	4	2	6	D7 (9 April 2001): *"I feel happier, braver and cleverer in the class now!"*
13. Yu	3	5	8	IN6 (2 April 2001): *"They can become university students. So why can't I?"*
Total	28	83	111	

In general, improvement was conceived as a broad construct. For instance, some of the teenagers reported that they began to realize that they were valued and respected by their EEP classmates, tutors, the researcher of the present study and people they met in the EEP outings.   In addition, many of them reflected that they had a sense of achievement whenever they completed the tasks assigned by the EEP teachers, inside or outside class.   A number of the adolescents expressed the view that they became braver in responding to their teachers'

questions and more willing to approach strangers during the outings. Some respondents mentioned that they did not possess any ill-feelings when they were turned down by people during the street interviews, but understood why it had happened. In fact, many students said that they were proud of themselves for becoming familiar with the public transport system in Hong Kong after participating in the EEP outings. A number of these adolescents recounted their experience in the PolyU visit, and expressed a view that they might have the opportunity to enter university in future.

Table 10 below shows that Wai and Jessy were the two informants who expressed negative views. Jessy gave negative comments about her GSE at the early stage of the programme, but her subsequent positive comments appeared to indicate an improvement in her GSE at the later stage of the EEP. It is also worth noting that Wai faced a personal tragedy, and was unable to attend the programme for a considerable period of time. However, although he mentioned that he lacked confidence to do the interview on the way to the Star Ferry, soon after he had interviewed two English speakers, he reflected that he was rather amazed at his performance in the second street interview and had a sense of achievement after the task.

Table 10: Frequencies of coding for "No Improvement" of GSE from student diaries and interviews

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
1. Amy				
2. Ian				
3. Jen				
4. Joyce				
5. Natalie				
6. Patrick				
7. Cindy				
8. Hei				
9. Jessy	1	0	1	D4 (16 Dec 2000):*"I think I do not have enough self-confidence."*
10. Lily				
11. Wai	0	1	1	IN7 (10 July 2001): *"I was too shy to do it."*
12. Wan				
13. Yu				
Total	1	1	2	

4.3.2 Qualitative accounts from students and tutors

4.3.2.1 Perceptions of students

Almost all the EEP participants mentioned that they had a better feeling about themselves during the EEP. As noted in Section 2.7, adolescents' self-esteem is greatly influenced by a number of factors such as family support, approval from teachers (or significant others) and peer support.   In this section, I will present the students' accounts of themselves with regard to these areas.

a. Approval from teachers

As mentioned in Section 2.7.5.3, teachers or significant others seem to have a powerful influence on promoting students' self-esteem by respecting and giving them a sense that they are valued and cared for.   Regarding their relationship with the EEP staff, Jessy and Amy expressed a view that they were pleased

because they felt cared for and valued by their tutors and the researcher of the study:

> Jessy D4 (16 Dec 2000): *"I think it is a happy thing to be able to attend Eva's lessons. This is because she is not only our teacher but also our friend and she never looks down on us. So I feel relaxed in attending her lessons and I can learn a lot of things from her."*

> Amy D8 (10 Mar 2001): *"I am very happy. However, the happiest thing is that you (the researcher) bought us lunch at McDonald's; it was not because of the meal but because we think you (the researcher) treated us well."*

> Natalie D16 (July 2001): *"Ping is very patient with every student in the class and this makes a great difference from our regular English teacher."*

From the above remarks, these teenagers appeared to realize that their EEP teachers did not feel that they were less important than others or that they did not deserve respect. They noticed that the EEP staff had treated them kindly and patiently, and were very much concerned about their needs and problems. In addition, they treasured these migrant children's opinions and suggestions about the EEP.

b. Peer Support

Many students reported that their EEP classmates were friendly to them. They were willing to offer assistance whenever they had difficulties during the course:

> Ian D2 (Nov 2000): *"I feel so good because ...my EEP classmates are very kind to me."*

> Cindy D10 (1 Mar 2001): *"I feel really happy when I am playing with my EEP classmates in the classroom activity. It makes me feel no longer lonely and isolated."*

> Wai IN2 (13 Feb 2001): *"My classmates have offered a lot of assistance to me during the course. Their support and encouragement were really important for my self-confidence."*

From the above responses, the subjects observed that their EEP classmates were concerned about them and were eager to offer assistance and encouragement whenever they needed.   This kind of support and acceptance was particularly important in building up these teenagers' self-esteem since they had already left their friends behind in China and came to live in an environment which was strange to them (see Section 2.4.6).

c. Successful learning experience

Many students reflected that they were contented with their performance in the EEP outings:

> Wan D4 (12 Jan 2001): *"Regarding the street interview held in the afternoon, though we were refused for a few times at the beginning, I could still make it and was satisfied with my performance."*

> Ian IN5 (13 Mar 2001): *"I got a sense of achievement after the restaurant visit...I shared the experience with my parents because I had never expected my performance was so good, I was so quick to place the order... I was happy about my performance...I was really surprised."*

> Jessy IN3 (19 Feb 2001): *"(I was) Quite happy about myself...because I interviewed so many people.   Eva just told us to interview five to ten people and then I was the one who had interviewed the largest number of people... surely I was very happy because I could do this all by myself."*

The above excerpts suggest that these learners were not very confident about themselves before the tasks, and therefore soon after their successful accomplishment of the activities, they indicated a positive feeling about themselves.

As mentioned in the literature review (see Section 1.3, Section 2.4.2 and Section 2.7.5.4), school success is particularly important in Hong Kong's Chinese society

since it is commonly believed that academic achievement (i.e. entering university) can guarantee a promising prospect, better career and a comfortable life in Hong Kong. A number of the students began to think optimistically about their future after attending the EEP:

> Joyce IN1 (2 Jan 2001): *"After listening to the family background of our EEP tutors, I realize that I will also be a successful person if I try my best in my study."*
>
> Yu IN4 (2 Apr 2001): *"The university students there are not special at all. They can become university students. So why can't I?"*
>
> Wan D7 (9 Apr 2001): *"I feel happier, braver and cleverer now in the class! ...I have got some inspirations from the (PolyU) visit. I told myself that I must work harder in order to enter university in future. In fact, it is not so difficult to enter university!"*

The above remarks seem to suggest that these teenagers perceived that they could have equal chances as their local classmates in achieving success in future. This may have been important for building these teenagers' self-esteem. With regard to the unfavourable financial situations of these young immigrants, school success may be the only solution for them to influence their future, that is, to climb up the social ladder and guarantee a better quality of life. Most importantly, the vicious cycle of low self-esteem may have been broken down if the teenagers no longer thought that they were incapable of learning; on the contrary, they believed that they could enter university if they strived for their study.

The above reflections may suggest that these migrant children possessed a more positive self-image as they started to realize that they (i) were respected and cared for by their teachers and the researcher in the EEP, (ii) were capable of completing the tasks assigned by their tutors and (iii) had equal chances of

success in their future.   As discussed in an earlier section (see Section 2.7), all

these factors can have influential impact on improving adolescents' GSE.

4.3.2.2 Views of the EEP tutors

The conclusion from the previous section, that most of the subjects had a better

self-conception after attending the EEP, was further confirmed by their EEP

tutors' comments below (see Tables 11 and 12).

Table 11: Frequencies of coding for "Improved" GSE from teacher interviews

	Frequencies of coding		
Tutors	Interviews	Total	Examples
1. Eva	1	1	IN2 (25 Aug 2001):*"I think maybe they become more confident, thinking, oh, every Saturday or at least twice a month, I can sit through the class mostly using English.*
2. Ping	7	7	IN1 (17 Mar 2001):*"Now, they feel that they are respected in the EEP."*
Total	8	8	

Table 12: Frequencies of coding for "No Improvement" of GSE from teacher interviews

	Frequencies of coding	
Tutors	Interviews	Examples
1. Eva	1	IN2 (25 Aug 2001): *"Confidence, no, Wai's still very very shy. Very difficult to get him and that's probably because he's really falling behind in the class. He can't answer and he can't understand...So I don't think he has improved his confidence level."*
2. Ping	0	
Total	1	

a. Support/acceptance from teachers and peers

According to Ping, many students told her that they had a feeling of being

respected by their teachers and classmates during the EEP:

> Ping IN1 (17 Mar 2001): *"They told me that some of their regular teachers simply ignored them in class.   Now, they feel that they are respected in the EEP.   Most of the time, when they answer questions,*

> *they don't mind making mistakes because all of them are their fellow-classmates and they won't be laughed at even though their answers are wrong. Their EEP tutors will never scold or laugh at them.'*

The above reflections may suggest that these learners possessed a feeling of security and a sense of belonging in the EEP class. It appeared that the course design was successful in lowering students' affective filters when speaking English as well as developing a good rapport with their tutors and classmates (see Section 2.9), as the majority of the subjects reported that they were more eager to respond to their tutors' questions without fear of being scolded by them or being laughed at by their classmates. Since they felt that they were accepted and empathized with by their peers and teachers, they would possess a better self-perception about themselves. As discussed in Section 2.7.5.3, feelings of being approved by people who are significant to the adolescents (e.g. teachers and peers) are crucial in promoting GSE.

b. Successful task completion

The successful experience gained from the EEP activities seemed to have played an important role in building up these students' GSE. Ping pointed out that her students had gained a sense of achievement after taking part in the street interviews, which they had never experienced before:

> Ping IN1 (17 Mar 2001): *"…some of them …told me that it was not so difficult to communicate with English speakers…they were surprised about their performance since they have never imagined that they could chat with English speakers in English."*

The above may indicate that these adolescents had underestimated their capability in communicating with English speakers before taking part in the

street interviews. After the outings, it seemed that they re-evaluated themselves more positively, which probably led to the higher GSE expressed in the interview data.

Similarly, Eva pointed out that the GSE of her students was probably enhanced after the EEP. She believed that these migrant students had gained a sense of pride from completing a programme, which was mainly conducted in English because their regular English teacher mainly used Cantonese in class for fear that they could not manage to comprehend his English:

> Eva IN2 (25 Aug 2001): *"I think maybe they become more confident, thinking, oh, every Saturday or at least twice a month, I can sit through the class mostly using English. I think they must be pretty surprised at the end, to think they actually completed a course where their teacher spoke 85%, 95% of the time in English. They must be pretty amazed that actually they did it."*

To conclude, both the EEP tutors perceived that the gain of their students' self-esteem originated from their re-conceptualization of their English competence after their success in completing various learning tasks or activities during the programme (see Section 2.7.5.4).

c. Respect in spite of their ethnicity

Ping emphasized that the majority of the migrant students thought that dining in the Planet Hollywood Restaurant was a prestigious event in their lives, and that they were very proud of themselves because only they (Mainland students) had had the honor to be invited to have lunch in such a luxurious restaurant. As she described it:

> Ping IN1 (17 Mar 2001):   *"Regarding the Global Self-Esteem, perhaps we have taken them to the places where they have never had a chance to visit in their life...   Last time, when we took them to the Planet Hollywood Restaurant, they said that the food in that restaurant was very expensive.   They were very proud of themselves because only they were invited to have lunch there.   I think, since they arrived in Hong Kong for such a long time, they have never had a chance to explore this kind of place.   I think it helps in enhancing their Global Self-Esteem."*

Moreover, the warm and welcoming attitude of the restaurant staff might have made these young migrants feel that they were the prestigious guests there.   Up tilll then, they had experienced discrimination in Hong Kong, but at the restaurant they were treated with respect.   This might be the first time for these teenagers to take pride in their own ethnic group since their arrival in Hong Kong and this feeling of being recognized and accepted by the society or school may have contributed to their development of a more positive self-esteem (see Section 2.7.5.5).   For some students who had experienced prejudice, rejection or discrimination by the local people, the restaurant visits might have initiated some sort of counter-balance effect for the unpleasant experience after their arrival in Hong Kong.

4.3.2.3 Summary to 4.3.2

The feedback and comments from the EEP learners and tutors suggest that these migrant students felt some improvement in their GSE: they evaluated themselves more positively in terms of their relationships with their teachers and peers, their academic ability, the recognition by others in their school, as well as the acceptance of others in society.

4.4 Specific Self-Esteem

As mentioned in Section 2.7.2, Specific Self-Esteem (SpSE) in this study refers to one's evaluation towards language learning in general. During the data collection process, the researcher used the following questions in order to tap the possible changes of migrant students' SpSE after attending the EEP (see Table 6):

- "Do you think you have any changes in your English proficiency after attending the EEP? In which area(s), for example, reading, writing, listening or speaking, do you think you have such changes?"

- "Do you have any positive or negative feelings about your English learning after taking part in this course? If yes, in which way?"

- "Are there any differences in terms of your English proficiency after attending this programme? If yes, in which area?"

- "Do you think that your English has improved or not? Which of the four skills, reading, writing, speaking or listening? Why?"

4.4.1 Quantitative data sets

Data from students' diaries and interviews reveal that improvement was reported 389 times by learners and 79 times by the EEP tutors (see Tables 13 and 14), indicating that the EEP participants had more positive feelings towards their English learning as a result of the intervention. From Table 13, we can see that all the thirteen participants showed evidence of improvement in their Specific Self-Esteem in their English learning. Ten of them consistently felt that their English language competence had improved significantly after attending the EEP.

Table 13: Frequencies of coding for "Improved" SpSE from students' diaries and interviews

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
3. Amy	11	28	39	D15 (3 July 2001): *"Very good...very fluent. Because I got the foundation skills of speaking English after taking part in the EEP."*
4. Ian	5	26	31	D5 (10 Jan 2001): *"I am not so afraid to speak English now."*
5. Jen	8	16	24	D4 (20 Jan 2001): *"I start to love English and so I am not afraid of it now."*
6. Joyce	6	31	37	D16 (July 2001): *"I can speak louder and do not feel so frightened now. I used to feel very nervous in the past."*
7. Natalie	10	37	47	IN5 (3 Mar 2001): *"I have never met a native speaker before, and now, at least I have already got a chance to communicate with them. If they can understand what I say, my English is actually not too bad."*
8. Patrick	8	25	33	IN2 (12 Feb 2001): *"I can speak more accurate English now."*
9. Cindy	14	21	35	D18 (30 June 2001): *"I am not afraid to talk to the foreigners since my oral English is better than before. I speak more English so I have improvement."*
10. Hei	1	13	14	D15 (July 2001): *"I speak a lot more English both inside class and during the outings."*
11. Jessy	7	23	30	D16 (20 June 2001): *"I think this interview has enhanced my confidence of speaking English because I do not scare to talk to foreigners."*
12. Lily	8	25	33	D4 (20 Jan 2001): *"I speak louder because I feel less frightened!"*
13. Wai	3	9	12	IN2 (10 July 2001): *"Yes, a bit improvement...in my spoken English."*
14. Wan	5	12	17	IN4 (29 Mar 2001): *"My confidence in oral English has been improved."*
15. Yu	6	31	37	IN10 (3 July 2001): *"Because I didn't feel frightened when I made mistakes."*
Total	92	297	389	

Table 14: Frequencies of coding for "Improved" SpSE from teacher interviews

Tutors	Interviews	Examples
1. Eva	30	IN2 (25 Aug 2001): *"But towards later, either she (Lily) became more comfortable in the class or she becomes a bit more interested in the class and she can, she does actually, volunteer a bit more, without me calling her a couple of times."*
2. Ping	49	IN1 (17 Mar 2001): *"...after the first street interview, some of the students spoke in a louder voice, hade more confidence, they would continue their speech even though they knew that they had made some mistakes. They did not mind if I corrected their mistakes."*
Total	79	

In general, some students perceived that they were more confident in speaking English inside and outside the classroom (318 counts). They also believed that they were more willing to communicate with English speakers. In terms of improvement in their pronunciation, some respondents recounted that they could pronounce the vocabulary items more accurately after practice with their EEP tutors, or that they were more eager to try to pronounce the words which they had never come across before. Regarding their listening and comprehension skills, a majority of the migrant students mentioned that at the early stage of the programme, they could not understand their EEP tutors at all. However, by the later stage of the course, most of the subjects said that they could understand most of their tutors' English during the lessons (80 counts). In addition, many of them felt that their vocabulary had improved after attending the programme (69 counts). They learnt a number of new vocabulary items during the lessons which they thought were practical in their daily life. Although the EEP was not targeting at enhancing students' writing skills, some students perceived that their writing skills had improved (4 counts) as they had learnt more vocabulary items during the course.

Table 15 below shows that Wan, Jessy and Wai were the participants who occasionally had different views about their SpSE.

Table 15: Frequencies of coding for "No Improvement" of SpSE from student interviews and diaries

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
1. Amy				
2. Ian				
3. Jen				
4. Joyce				
5. Natalie				
6. Patrick				
7. Cindy				
8. Hei				
9. Jessy	2	1	3	IN (10 July 2001): *"I don't want to pay effort. .. There is nobody says this. But I feel my English is poor...My English is getting worse...I don't know exactly the reasons. But I just know it is my own problems that caused it."*
10. Lily				
11. Wai	0	1	1	IN8 (19 Oct 2001): *"I think my English is not good, of course."*
12. Wan	0	1	1	IN10 (11 July 2001):*"...my English level is declined...because I only interviewed two people".*
13. Yu				
Total	2	4	6	

Wan gave negative feedback about her SpSE at the beginning of the EEP. However, her subsequent positive comments (7 counts) seem to indicate that there was a significant improvement in her SpSE towards the end of the programme.   Jessy faced emotional problems since she had a serious argument with her best friend, Cindy, in the middle of the course.   Jessy's problem was noticed by her tutor, Eva, who found that Jessy had become less focused in lessons and did not respond to her questions as frequently as before:

> Eva IN2 (25 Aug 2001): *"…towards the end of the class, Jessy became more withdrawn from the class and I don't really know why.   Could be she just seemed less happy and withdrawn.   Definitely her friendship, relationship with Cindy, there were some problems and I think that it affected her a lot in the class as well."*

At the final interview session, Wai admitted that his English was poor in general:

> Wai IN8 (19 Oct 2001): *"Overall speaking, I think my English is not good."*

However, Wai nevertheless expressed the view that he had made some progress in terms of self-confidence, fluency and vocabulary regarding the second street interview.   At the end of the interview, he concluded:

> Wai IN8 (19 Oct 2001): *"I've made a little bit improvement in English in the second street interview."*

The above reflection can be interpreted to mean that Wai considered that he had made some improvement in English after attending the programme, but in general he still perceived his English competence as weak when compared to his classmates'. However, his tutor, Eva, felt that Wai was the only one who showed no significant improvement in terms of English competence or self-confidence in her class (see Table 16 below).   Details of Wai's case will be discussed in the next chapter (see Section 5.4).

Table 16: Frequencies of coding for "No Improvement" of SpSE from teacher interviews

Tutors	Interviews	Excerpts
1. Eva	1	Eva IN2 (25 Aug 2001): *"Confidence, no, he's still very very shy. … I don't think he has improved his confidence level."*
2. Ping	0	
Total	1	

4.4.2 Qualitative accounts from the EEP learners and teachers

4.4.2.1 Learners' views

As mentioned in Section 4.2, almost all the student informants initially expressed some problems in English learning:

Jessy D1 (10 Sept 2001): *"Regarding the learning problems, English and the complicated Chinese characters are the two main difficult tasks for me."*

Jen IN1 (1 Nov 2000): *"I ran away from school because I could not understand my teacher's English. I am very confused in the English lesson because I can't comprehend what my teacher says. I want to escape for a while... I feel very depressed because I can't understand what my teacher says in class."*

Amy D1 (10 Sept 2000): *"...in China, we only start learning English in Form one so the English we learnt in HK is too difficult to understand and I don't know what the teachers are saying to me."*

However, after participating in the EEP, the majority of the migrant children reported that they were more confident about their English. The remarks below illustrate the views of the respondents who believed that they had made some improvement in their SpSE:

Jessy IN2 (19 Feb 2001): *"I am not afraid of using English anymore... I am more confident to use English now... because I got more opportunities to use it... I always attend the EEP lessons...I pay a lot of attention... I will ask my teacher to explain to me if I cannot understand her English... I also ask her to clarify her meaning in English."*

Jen IN5 (12 July 2001): *"I think my English is better than before. I have shown improvement in fluency and listening skills...now, I try to watch some English movies at home... I could not understand what the EEP teacher said at first but now I can understand more... I am not afraid of a decline in my English standard even the EEP finishes since I have learnt the techniques of pronouncing words from Ping and so I can try it by myself...I am quite sure that my improvement is owing to the EEP since I listen to English most of the time in the programme and this gives me confidence in learning English. In fact, confidence is the most important thing in learning."*

Amy IN9 (10 Oct 2001): *"I am not worried about English anymore. I have learnt a lot of things in the EEP outings... I love to communicate with foreigners. I am very curious about them... I am more confident about my English standard now. There is not much difference between my English and my local classmates' English...When I went back to China, my friend, a primary school teacher, also praised me for my English... I think my English is even better than hers."*

Other than indicating a gain of confidence in using English, there are some other common threads in the above quotations. Firstly, all the three students agreed that their 'fear' in using or learning English was diminished. Secondly, they reported an increase in 'motivation' in learning English. For example, Jessy paid more attention during the EEP lessons; Jen started watching English movies at home; Amy began to feel curious about English speakers and liked to chat with them. Thirdly, they contributed their improvement to the EEP because it provided them with authentic and meaningful opportunities to listen to English and utilize the language in interacting with their classmates, tutors as well as English speakers inside and outside classroom. These changes of attitudes towards learning English were intended outcomes as the curriculum design of the EEP (which was influenced by the Natural Approach) aimed at lowering the affective filters of the students as well as creating an interesting atmosphere to arouse their motivation in learning English (see Section 2.9 and Section 3.2.1.1.a, the Natural Approach).

Upon reviewing the comments from the EEP participants, we have seen that the majority of the migrant students (12 out of 13, about 92%) agreed that there was progress in their SpSE with regard to learning English after attending the programme. Compared with the 92% (12 out of 13) of respondents who originally declared having problems in learning English (see Section 2.4.2.6), the findings seem to suggest that the EEP had some influence in improving migrant students' SpSE in learning English.

4.4.2.2 Teachers' perceptions

In terms of SpSE, Ping felt that the majority of her EEP students had demonstrated some improvement after attending the EEP. Ping took Patrick and Amy as examples of the EEP participants who had shown a noticeable improvement in SpSE:

> Ping IN1 (17 Mar 2001): *"Patrick was not so confident. … at the beginning of the course, when he said something in English and if he was not so sure whether he was correct or not, then he would look at me or he would stop in the middle, looked at me. Then when I said, 'yes, that's okay, go ahead", then he would continue his conversation. But now, it's different, he'll continue his conversation."*

> Ping IN2 (12 Aug 2001): *"When I noticed that Amy talked to Eva in English, I told myself that Amy actually made an improvement in her self-confidence. At the beginning, she rarely asked Eva questions in English or even avoided her in the EEP. She wasn't so eager to talk to Eva. However towards the end of the course, she came to me deliberately and asked me how to say 'Where have you been?' in English and then she rehearsed a few times by herself and then she approached Eva and asked the questions. She really made some improvement of self-confidence in her oral English. If it was not the case, she would not have dared to ask Eva questions or even avoided chatting to her."*

Both the above examples appear to indicate that these migrant students lacked confidence in speaking English at the beginning of the course. Patrick seemed to rely on his Ping's assistance so heavily that he paused frequently in his speech, waiting for her reassurance or support. Similarly, Amy's inadequate confidence in her oral English was demonstrated by her avoidance of approaching Eva during the course. However, towards the later stage of the programme, their confidence in speaking English appeared to increase to certain extent. Patrick became more independent and could respond to his tutor's or classmates' questions on his own, while Amy approached and talked to Eva in English voluntarily. Amy's motivation in learning English seemed to have improved

substantially as it was reflected by her initiatives in asking her tutor's assistance

in composing questions for Eva and rehearsing the questions before approaching

her. Eva also believed that students' initiatives in chatting with her in English

or responding her questions in class were a sign of improvement in their SpSE.

She took Yu as an example:

> Eva IN1 (17 Mar 2001): *"I think, in confidence level, Yu has improved in speaking. He would sometimes ask me (in class), "How do you read this or how do you say that?" … You know, he always volunteers giving out answers. So I think, in that sense, he's improving."*

> Eva IN2 (25 Aug 2001): *"Yu tries to use more English towards the end (of the EEP)…he also tries to speak to me in English although it may not be perfect … at the very beginning of the programme, he only answered my questions if I called his name… otherwise, he wouldn't volunteer to say anything."*

As they compared the difference of the students' responses to their questions at

the beginning of the programme with those at the last stage of the course, Ping

and Eva concluded that the majority of the Mainland students had displayed

some progress in their SpSE towards learning English:

> Ping IN2 (12 Aug 2001): *"Towards the end of the programme, they answered my questions with absolute certainty. For example, when I asked them questions… they would answer me loudly but at the early stage of the EEP, they didn't react like this, since they were not so sure about their answers. Their voice was almost inaudible. Actually it's very obvious, whether they were confident or not, it's simply reflected by the loudness of their voice. Whether they answered me firmly or they just uttered the answers to themselves."*

> Eva IN2 (25 Aug 2001): *"I think, for some students who at the beginning were very very shy, they hardly wanted to speak in the first few classes and then towards later, they participated more and then finally you could get them actually to answer your questions. Lily, at the very beginning, you couldn't even hear her, what she's saying although you might be next to her. But towards later, she actually talked and her voice was much louder."*

As can be seen in the above excerpts, both the EEP tutors perceived that increase

in the loudness in speech was a vocal sign of confidence (Kimble and Seidel,

1991).   Other than the assertiveness in responses, Eva and Ping provided

further evidence of their students' improvement of SpSE in English by stating:

> Ping IN2 (12 Aug 2001): *"At the later stage of the EEP, when I asked*
> *them to come out and write their answers on the blackboard, even though*
> *they were not so sure about the answers, they still came up and*
> *tried...Whether they were eager to come out actually made a great*
> *difference."*

> Eva IN2 (25 Aug 2001): *"They are more proactive when they answer*
> *questions in English.   Definitely the voice is louder and clearer and*
> *sometimes even they know that it's not exactly accurate, they still try and*
> *do it.   So that's a very clear sign of confidence."*

Based on the tutors' opinions, the students' improved SpSE was reflected by

their eagerness in responding to their teachers, as well as by their tolerance of

uncertainty and loss of fear of taking risks.

4.4.2.3 Conclusion to 4.3.2

The above suggests that a majority of these adolescents felt that they had made

noticeable progress in their SpSE during the EEP: they were less afraid of

speaking English and more confident in responding to their teachers' questions in

front of the class.   As suggested by the respondents, this might be due to the fact

that the EEP had incorporated the Natural Approach in its intention to foster a

low affective filter and to provide them with both comprehensible input and

ample opportunities to listen to and speak English in a friendly and supportive

environment, so they could use English without fear of making mistakes or being

humiliated by their teachers and peers (see Section 2.9, the EEP rationale and Section 3.2.1.1.a, the Natural Approach). Once these students had tasted the fruits of success, they evaluated their capability of learning English more positively, which may have led to their willingness to participate more in other English language activities in the EEP.

4.5 Task Self-Esteem

As discussed in Section 2.7.3, Task Self-Esteem (TSE) refers to one's self-evaluation of a particular aspect of the language learning process or even a specific kind of classroom exercise (Brown, 1994:137). In the EEP curriculum, students were encouraged to take part in eight outings. Within these outings, students were requested to conduct two street interviews and make two Planet Hollywood Restaurant visits. By comparing feedback about the first and second outings from the students (see Table 6 above), the EEP tutors (see Table 7 above) and the external raters (see Table 21), it was hoped that the changes in these EEP participants' TSE could be illustrated.

4.5.1 Quantitative data sets

After reviewing the responses from the students and the EEP tutors, it seems that most (or all eventually) the participants felt that they had made some improvement in their TSE after taking part in the EEP.

4.5.1.1 Data from student interviews and diaries

Data from the learners' comments reveal that improvement was mentioned 94 times by the student informants (see Table 17 below). The learners were more confident about the tasks assigned by their EEP tutors in the second street interview and the second restaurant visit. TSE improvement was reflected in a number of ways. For example, some learners evaluated their performance during the tasks more positively than before. Many students became more eager to engage in tasks, while a number of them had been less dependent on their EEP tutors when they were performing them. In addition, a number of the participants took more initiative to offer assistance to their classmates during the tasks.

Table 17: Frequencies of coding for "Improved" TSE from students' diaries and interviews

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
1. Amy	0	3	3	IN8 (13 July 2001): *"I give myself 100% in the second street interview because I could remember all the questions about the interview. I also asked extra questions and requested the foreigners to take photos with me. However, I only give myself 80% for the first interview outing."*
2. Ian	3	26	29	D3 (1 Mar 2001):*"This time I just ordered drinks by myself but I really want to place the order all by myself next time."*
3. Jen	2	7	9	IN2 (19 Jan 2001):*"I was very afraid at the first interview but after five or six interviews, I became less afraid about the task."*
4. Joyce	1	6	7	D6 (Jan 2001): *"I spoke louder because I was not so afraid when I interviewed the second person. So I spoke more fluently than the first one."*
5. Natalie	1	7	8	IN 2 (11 Jan 2001):*"It's because I think that I could get 70 marks even though I was a bit nervous. So I think that I can have better performance later."*
6. Patrick	2	9	11	IN8 (4 June 2001): *"I feel my performance will be better than the last time."*
7. Cindy	0	5	5	D8 (15 May 2001): *"The task was more difficult in the second visit...because we had some choice this time... I can do it... I am quite satisfied...I give myself 60 marks for the first visit ... But 80 marks for this time."*
8. Hei	0	2	2	IN4 (13 Mar 2001):*"I'm not afraid even to be the first one next time since I know how to order now."*
9. Jessy	0	3	3	IN5 (3 Apr 2001):*"I was braver this time maybe it was because of the experience which I had gained in the past interview."*
10. Lily	1	6	7	IN6 (2 May 2001): *"I felt nervous for the first street interview... I didn't feel scared anymore in the second one... since I got the experience."*
11. Wai	0	2	2	IN2 (10 July 2001):*"I give 40% for my second street interview...0% for the first one."*
12. Wan	0	3	3	IN2 (14 Feb 2001):*"I expect to have better performance next time because I have already got some experience after the first street interview."*
13. Yu	0	5	5	IN11 (Oct 2002): *"I didn't have much self-confidence in the first street interview...I got more confidence for the second time...because it seems that (I was) less afraid of losing my face the second time. I did it...I felt very embarrassed if I made any mistakes in the first street interview. But it didn't matter to me when I made mistakes in the second time."*
Total	10	84	94	

As we can see in Table 17 above, all these young migrant students reported that they felt some improvement in their confidence in performing the tasks assigned by their teachers in the outings.   Among the thirteen EEP learners, it seems that Ian had an especially strong feeling (29 positive comments) about his improvement in TSE during the tasks which he had accomplished in these outings.

However, Table 18 below shows that Yu, Jessy and Wai were the participants who mentioned that they did not perceive significant TSE improvement when performing the tasks in the outings.

Table 18: Frequencies of coding for "No Improvement" of TSE from students' diaries and interviews

Students	Frequencies of Coding			Examples
	Diaries	Interviews	Total	
Amy				
Ian				
Jen				
Joyce				
Natalie				
Patrick				
Cindy				
Hei				
Jessy	0	1	1	IN8 (10 July 2001): *"I will give 60 marks to myself for the second street interview...but 75 marks for the first time."*
Lily				
Wai	0	3	3	Wai IN2 (13 Feb 2001): *"I won't be more confident in the next interview outing because of the unpleasant experience this time... This man really affected me."*
Wan				
Yu	0	1	1	IN8 (14 May 2001):*"...it seems that I was responsible to do so (making order) each time...Just felt the same."*
Total	0	5	5	

For Wai, his TSE towards the street interview seemed to show a decrease after he met a particular elderly man in the first street interview.   The man was Wai's

first interviewee and he was a native speaker of English. He was rather enthusiastic and spent a lot of time telling Wai about his pronunciation mistakes. He said that Wai's voice was too soft to be heard, and also advised him to improve his English by watching English TV channels and reading English newspapers. After his conversation with the man, Wai's self-confidence appeared to drop considerably:

> Wai IN2 (13 Feb 2001): *"I will not be more confident in the next interview outing because of the unpleasant experience this time... This man really affected me."*

However, because of the support and encouragement of his classmates and tutor, Wai's TSE seemed to have been restored during the second street interview (Wai's case will be discussed in more detail in Section 5.4.3):

> Wai IN7 (10 July 2001): *"I give 40% for my second street interview...but 0% for the first one."*

Yu reported that his performance in the second restaurant visit had not changed significantly. He observed that the task in the second visit was more difficult than in the first one. Since he did not have enough time for preparation, he was not so confident in accomplishing the task the second time. However, when Yu was asked whether he would manage the same task in future, he stated:

> Yu IN8 (14 May 2001): *"Yes, I can tackle it...it's simple."*

As mentioned in Section 4.4.1, after her quarrel with Cindy, Jessy seemed to lose interests in her learning. Particular in the middle stage of the EEP, she became less attentive in lessons, which might have influenced her performance in the second street interview task. Together with having just received poor results in her second examination, this may have caused Jessy to have a more negative

self-perception about her performance in the second street interview. As she said:

> Jessy IN8 (10 July 2001): *"(My performance in the second street interview was) worse than before... Because I didn't make any improvement...I think my English level has dropped."*

> Jessy IN8 (10 July 2001): *"My English is getting worse... My second term examination result is poorer than before...I don't know the exact reason."*

However, it is worth noting that when Jessy was asked whether she could tackle another street interview in the coming year, it seems that she was still confident and predicted that she would expect a better performance in the task.

> Jessy IN8 (10 July 2001): *"Yes, I have confidence that I can do better."*

4.5.1.2 Data from teacher interviews

Similarly, data from the teacher interviews reveal that improvement was mentioned 21 times by Ping and Eva (see Table 19) and no negative comments were found in the data set (see Table 20).

Table 19: Frequencies of coding for "Improved" TSE from teacher interviews

Tutors	Interviews	Examples
1. Eva	5	IN2 (25 Aug 2001):*"I think it's a pretty good sign of improvement for them... Just confidence level or speaking wise, it's better than the first time definitely."*
2. Ping	16	IN2 (12 Aug 2001):*"...when they approached the foreigners, they showed more confidence, at least, there's no need for me to urge them to do it...Their confidence was much greater than before."*
Total	21	

Table 20: Frequencies of coding for "No Improvement" of TSE from interviews

	Frequencies of Coding		
Tutors	Interviews	Total	Examples
1. Ping	0	0	
2. Eva	0	0	
Total	0	0	

It should be noted that Eva made fewer comments (see Table 19 above) about her students' TSE than Ping did (i.e. 5 vs. 16).   Since Eva was absent from the second restaurant visit, therefore, she was unable to compare the differences in her students' TSE for that particular activity.

4.5.2 Qualitative descriptions from students, EEP teachers and external examiners

4.5.2.1 Views of students

Among the students who reflected that their TSE had improved considerably during the EEP, some of the remarks were as follows:

> Amy IN5 (8 May 2001): *"Although the task in the second restaurant visit was more difficult than the first one, I gave myself at least 90% or more for the second visit whereas 80% for the first one. I think the improvement was due to my increase in confidence about the task."*

> Cindy IN8 (15 May 2001): *"Now I know there is nothing to be afraid of...At the first visit... I was more frightened... Although the task in the second restaurant visit was far more difficult than the first one,... I was able to accomplish the task... I am very satisfied...I gave myself 60 marks for the first visit ... But 80 marks for the second visit... since I took more initiative to order the food... I was calmer ...There's a big difference... I could use extra words, not restricted from the clues which our teachers gave to us, when placing my order during the second Planet Hollywood visit."*

> Ian IN9 (7 June 2001): *"The second street interview was very good, very good indeed...much better than before...since my English was much more fluent than before... I made fewer mistakes...In the first street interview, I needed much more assistance...At the second time, I did it almost all by*

myself...I was quite okay about the interview dialogues. Mainly because I was very familiar with the dialogues... I gave 90% for the second street interview... but 0% for the first time... the difference is so great... because I was totally unable to do the interview at the first outing.”

The above remarks suggest that these learners' confidence improved considerably towards the tasks once they had gained some experience in their first attempts. For instance, in the two street interviews, the majority of the migrant students reported that they were very nervous about the task since they had never communicated with native speakers before and therefore most of them needed assistance from their tutors. Soon after the first interview activity, a number of the learners reported that they were more confident about the task as they noticed that they were capable of interacting with foreigners in English. Some of them reflected that they were looking forward to the next street interview. In the second street interview, almost all of them felt more comfortable about the task. Many of them took the initiative to approach English speakers and they did the interviews mostly on their own.

As mentioned in Sections 2.7.5.4 and 2.9, successful experience in learning is vital in boosting students' self-esteem. As students recognize their capabilities by learning to do things successfully and independently, they are likely to approach similar tasks with confidence. Thus, when designing the EEP curriculum, learning activities (both inside and outside classroom) were structured in a way that would generate as much success as possible for these migrant students, as well as fostering “a lowering of the affective filter of the students… (by focusing) at all times on topics which are interesting and relevant

to the students and encourage them to express their ideas, opinions, desires, emotions and feelings" (Krashen and Terrell, 1983:21).

4.5.2.2 Tutors' comments

Both the EEP tutors expressed a similar view that the participants demonstrated an increase in their TSE after the first street interview:

> Ping IN2 (12 Aug 2001): *"Before the first interview, perhaps they had never had the experience in communicating with foreigners before, also they were very nervous... they said that at the very beginning, they were very frightened of the foreigners... They were worried about their inaccurate or improper pronunciation in English...however, after the interview... they told me that ... they were really happy about themselves. Because they often thought that their English was not good enough and suddenly they found that they could communicate with English speakers and ask them questions. They could also understand what people were talking about and the English speakers could also understand what they said to them... Their self-confidence therefore improved... They were not worried about the issues such as "Can they understand what I am talking about?" ... "Is my English good enough, or my pronunciation is accurate enough for them to understand what I am talking about?"... I noticed that they had significant improvement in their confidence, much stronger than before. For the second time ... when they approached English speakers, they showed more confidence, at least, there was no need for me to urge them to do it."*

> Eva IN2 (25 Aug 2001): *"I think the street interview is ...a good way for us to judge the confidence level... whether the students have improved or not. It's a good benchmark exercise...For most of them, I didn't have to help to do the interviews and most of them, at least did two, at that time, in the second interview (where Typhoon Signal No. 1 was hoisted). It's very hard to find a target actually, so it's quite good for each of them did two on their own... I think it's a pretty good sign of improvement for them... Just confidence level or speaking wise, it's better than the first time definitely."*

Ping further added that the successful experience gained in the first street interview actually fueled these young migrants with sufficient confidence in participating in the second outing.   As she stated:

> Ping IN2 (12 Aug 2001): *"...their experience in the first street interview not only could help them to participate in the second one but also had positive impact on their future learning.   They thought that their English was quite good or not so bad, since at least they could understand the English speakers or the English speakers could understand what they were talking about.   This made them become more confident and also strengthened their motivation in learning English."*

Since Eva was sick and thus absent in the second restaurant visit, Ping was the only EEP tutor who escorted the groups both times to the Planet Hollywood Restaurant.   When Ping was asked to compare the learners' improvement of TSE in the two visits, she explained:

> Ping IN2 (12 Aug 2001): *"Just like the Planet Hollywood visits, there's only a short period between the first and the second one but they showed more confidence in the second outing... When they ordered their food ... They spoke more loudly and fluently."*

> Ping IN2 (12 Aug 2001): *"For example, in the second visit of the Planet Hollywood Restaurant... I told one of the students that I wanted to have a glass of cold water...   I did this deliberately in order to see whether he was brave enough to do it.   Afterwards, I watched his reaction and found that he really did what I had told him to do... He helped me and placed his order in complete English sentences.   He's really good and he spoke very well.   He spoke in fluent English ...his confidence was greater than before."*

From Ping's reflections, it seems that the EEP participants not only showed improvement of self-confidence towards the task they rehearsed or prepared before the restaurant visit, they also showed confidence towards the unprepared tasks which were spontaneously assigned by their tutor during the outing.

The tutors' feedback seemed to accord with the students' comments that the EEP participants had demonstrated a considerable improvement in their TSE both in the street interviews and the restaurant visits. They were less threatened by the tasks and more confident in accomplishing the assigned tasks on their own.

4.5.2.3 Other professional teachers' comments

So far this chapter has been based on self-reported perceptions, which may be considered subjective (see Section 3.2.4.4). The next data set can be regarded as more objective because outside evaluators were involved collaboratively in assessing the students' self-confidence in the two street interviews (see Section 3.4.1.2.c.iii) as outsiders are likely to be less biased in their perceptions of the research (Alderson and Beretta, 1996; Dickie, 1996; Genesee and Upshur, 1998; and Lynch, 1996).

As described in Section 3.4.1.2.c.iii, three professional English teachers were invited as the external examiners and were given video-shots of the first and the second street interviews[13] separately. As they were watching the video, they were asked to give an overall comment on a scoring sheet (see Appendix 21) after comparing each participant's general performance between the first and second street interviews. They were also required to compare students' performance in terms of their loudness in speech, eagerness in approaching English speakers, eye contact with their interviewees, degree of independence of

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[13] All the external examiners were informed that they would be given the video-shot of the first street interview followed by the second street interview for each participant.

their tutors' assistance, calmness in conducting their interviews and verbal fluency in delivering their questions (these were the rating criteria earlier designed by them) between the two outings.

Regarding the score system, +2 meant that the student had shown an obvious improvement in that particular area; +1 meant that he or she had shown moderate progress; 0 meant no change in the area under concern; -2 and -1 meant that the participant had shown a significant and a moderate regression in that area, respectively.

After analyzing the comments of the three external raters, it seems that all the participants who took part in the two street interviews displayed some improvement in their TSE (see Table 21 below). Sample transcriptions of the two street interviews (i.e. those of Wai and Cindy) are given in Appendix 22.

As shown in Table 21 below, the three external raters agreed that all the street interview participants (N=10) had shown an improvement in their confidence when participating in the second street interview. Amy, Ian, Wan, Yu, Patrick, Jessy and Cindy were rated as having demonstrated a significant improvement in their TSE (Mean = 1.8 to 2.0) in terms of their willingness to participate, loudness of voice, eagerness in approaching foreigners, eye contact with their interviewees, independence of their teachers and calmness in speaking English (see also Section 3.4.1.2.c.iii).

Table 21: Raters' comments about the EEP participants' confidence level in the street interviews

Students	Rater 1	Rater 2	Rater 3	-2≤Mean≤+2
Amy	2.0	1.6	2.0	1.9
Ian	2.0	2.0	2.0	2.0
Jen	ABS	ABS	ABS	ABS
Joyce	1.0	0.7	1.0	0.9
Natalie	1.6	1.6	1.6	1.6
Patrick	2.0	1.6	1.6	1.8
Cindy	2.0	2.0	2.0	2.0
Hei	ABS	ABS	ABS	ABS
Jessy	2.0	1.4	2.0	1.8
Lily	ABS	ABS	ABS	ABS
Wai	1.2	1.0	0.8	1.0
Wan	2.0	2.0	2.0	2.0
Yu	2.0	2.0	2.0	2.0

-2: significant regression   -1: regression   0: no change   +1: improvement   +2: significant improvement

The following are comments from the external examiners about Ian, Amy and Cindy after they compared these students' performance in the first and second street interviews:

<u>Ian</u>

R1: *"He performed with confidence in both street interviews.   He should have the ability of finishing interviews without support—just give him time."*

R2: *"…he tried to be independent by memorizing some of the question words. Generally, he had higher self-esteem and oral proficiency in the second interview."*

R3: *"Obvious improvement in confidence in the second one…"*

<u>Amy</u>

R1: *"In the 1st one, little eye contact, just read the notes, even when saying "Thank you".   In the 2nd one, she was much more relaxed and could speak fluently."*

R2: *"Amy seemed to enjoy this activity more and felt more relaxed in the second interview.   This shows that she had higher self-esteem and more confidence after the course.   Her fluency and proficiency also improved."*

R3: *"She spoke louder in the interview."*

Cindy

R1: *"1ˢᵗ: good try, willing to seek help and continue the interview.   2ⁿᵈ: able to respond (nice to meet you) good smiling—showed confidence."*

R2: *"She had improvement in all aspects in the assessment.   I appreciate her active participation and high motivation in the second interview.   She also seemed to enjoy talking with foreigners very much."*

R3: *"The 2ⁿᵈ was much more natural and confident.   She could speak, rather than read or recite something."*

Based on the external raters' remarks, it appears that the majority of the participants had shown a general improvement in their TSE in terms of their involvement in the street interviews, loudness of voice, eagerness in approaching English speakers, eye contact with their interviewees, less reliance on their tutors and calmness in delivering their questions.

4.5.2.4 Conclusion to 4.5.2

From the above reflections and comments given by the student informants, the EEP tutors and external raters; it seems that a majority of the participants demonstrated a noticeable improvement in their TSE after attending the EEP as they were more willing to engage in the interview tasks on their own, less afraid of approaching English speakers and more confident in delivering their message to their interlocutors.

4.6 Conclusion to Chapter 4

As discussed above, there was general agreement from the students', tutors' and external examiners' comments that these migrant students demonstrated improvement in their GSE, SpSE and TSE during the EEP.

Regarding their GSE, the majority of the student informants reported that they had a more positive self-concept after joining the EEP (see Section 4.3).   They indicated that they had gained a sense of achievement after completing the learning tasks assigned by their EEP teachers inside or outside the classroom, and had a feeling that their EEP classmates, tutors, the researcher of the study as well as people outside school had treated them with empathy and respect.   It is hoped that this was due to the design of the EEP curriculum (see Section 2.9), which aimed at improving these teenager's self-esteem by attending to their affective needs, i.e. by giving positive reinforcement, building on their successful experiences and caring about their self-esteem (Education Department, 2002:101).

Concerning their SpSE, most of these young arrivals tended to have a more positive self-evaluation regarding their capability in English learning and were more confident in using English inside and outside the classroom (see Section 4.4).   It may be interpreted that the improved GSE of these students (as mentioned above) is likely to have had considerable influence on their English learning, leading to an increase in their SpSE.   According to Williams and Burden (2002:206):

> If individuals feel positive about themselves, they are likely to set themselves more optimistic goals, to engage in situations which involve risks and to seek out opportunities to use the language.

In addition, students may have been motivated by the EEP games and were more eager to make attempts in this non-threatening atmosphere. With reference to the theoretical framework of the Natural Approach adopted in the EEP, this can also be interpreted in terms of a lower affective filter being fostered in the students owing to the EEP tutors' implementation of a friendly and supportive climate in the classroom, as well as their creation of an interesting and motivating learning atmosphere through focusing on topics which were related to students' needs and interests. Once they gained successful experience in these tasks, they would gradually develop a sense of achievement on their own. The fruit of success may have further encouraged them to take up more challenging tasks in English learning (such as real life tasks of the outings) as they recognized their capability during the course.

In terms of TSE, the EEP participants seemed to be less threatened in taking up the tasks (street interviews and restaurant visits), more relaxed in interacting with English speakers and more enthusiastic in completing the assigned tasks on their own (Section 4.4). These changes may have been brought about by the rationale of the EEP curriculum design and the Natural Approach classroom practice which targeted at providing a warm and supportive learning environment, where teachers and students could develop rapport and trust with each other (see Section 2.9 and 3.2.1.1.a). Such support and encouragement probably fuelled these teenagers with confidence when taking up the tasks.

Also, the preparation sessions and the repeated opportunities for taking part in similar tasks (i.e. street interviews and restaurant visits were scheduled twice in the course) appeared to have had a positive impact on these migrant youths' TSE. As reported by a majority of the students, the experience which they gained in the first outing seemed to make them feel more secure in taking up similar tasks in the second one. This may be due to the fact that the outings in which these learners experienced success had built up a positive good outlook in them. As their self-concept improved, the chances of these learners having the confidence to attempt the tasks were also promoted accordingly (McAvinney, 2000:45).

After presenting the overall findings from all the informants, in the next chapter we will present three case studies to illustrate how the EEP impacted the self-esteem of some selected informants.

Chapter 5

PRESENTATION OF FINDINGS FROM THREE CASE STUDIES

5.1 Introduction

In Chapter 4, I have presented the overall findings from different data sources (i.e. students, EEP tutors and external examiners) on whether the EEP had any positive impact on migrant students' self-esteem in general. In order to obtain richer data, I have focused on three student informants: Natalie, Joyce and Wai. These three students are chosen because of the following reasons:

Natalie—although she was not the one who showed the greatest improvement in the EEP nor the most qualified success during the second street interview (in the eyes of the external examiners or the EEP tutor), the mood issue and the possible influence of the researcher on students' self-esteem brought up in her case is worth exploring.

Joyce—she was perceived by her EEP tutor as the student who had shown the greatest improvement of self-esteem in her class.

Wai—he was a problematic character in the sense that he was under great pressure due to his father's death during the programme, however, he still responded positively to the EEP. Wai's case actually gives us insight into how

external and personal factors may have prevented students from being successful in spite of the EEP.

In presenting the cases, I will begin with a personal profile of each student in the case study, then, I will focus on their changes in respect to their self-esteem at different stages of the EEP (i.e. early, middle and final stages) with reference to the feedback/comments given by the young arrivals, the EEP tutors and three external examiners.

5.2 Natalie

5.2.1 Personal profile

5.2.1.1 Family background

Natalie was an attractive and lively girl.   She was 16 years old when the study was conducted.   She had lived in Hong Kong for one year.   She explained that the reasons for her to come to Hong Kong were family reunion as well as having a more "promising career in future".

Natalie's father had completed his lower secondary education in Hong Kong. He was fifty-one and was a porter with a monthly salary of $4000.   Her mother had finished her primary schooling in China.   She was thirty and had lived in Hong Kong for two years.   Natalie's mother was a cook in a dessert shop in Hung Hom with a monthly salary of $6000.   According to Natalie, her father could not find a wife in Hong Kong, so he went to China to find one.   He was an alcoholic and a gambler.   He was frequently in debt, therefore her mother had become the family bread-winner.   In order to lessen the financial burden of her mother, Natalie got a part-time job at McDonald's working on Saturday afternoons and Sundays.

Natalie lived in a seventy-square-feet room in To Kwa Wan with her parents, younger sister and brother.   She said that she was not accustomed to living with her parents because she had lived with her grandmother in China for more than ten years.   Natalie described her living conditions as "crowded" and "inconvenient" since her family had to share the toilet and kitchen with three other families.   She added that her parents frequently argued with each other

because her father was a "bad tempered man" who was often drunk and came home late every night. Natalie did not know how to solve the problem, so she attempted to escape by going out with her friends as often as possible. She reported that she missed her friends and relatives in China very much since they had been "really kind" to her.

5.2.1.2 Adjustment after arrival

Natalie, as noted earlier, commented that although the learning environment and job opportunities were better in Hong Kong than in China, she regretted coming here. She said that she "hated" living in Hong Kong since her life in Hong Kong was "harsh and unhappy". She described how everything in Hong Kong was "strange" to her, and people here were not friendly at all. She also mentioned that the public transportation system was "too complicated" and she did not dare to go out because she was afraid of getting lost.

5.2.1.3 Experience regarding discrimination

When Natalie first came to Hong Kong, she had a sense of being discriminated against and rejected by local people in Hong Kong:

> Natalie D2 (Nov 2000): "*Some schools discriminated against me because I got poor academic results in China. They didn't offer even a single chance for me … I regret coming to Hong Kong. I hate Hong Kong.*"

Although she was finally allocated to a secondary school with the assistance of the Education Bureau, she felt sorry for herself:

> Natalie D1 (Sept 2000): *"I didn't feel happy when I first wore the school uniform... I had a very bad impression about this school...I still got a distanced feeling about it...The word "regret" always appears in my mind."*

Natalie's reflection above not merely showed her regret for coming to Hong Kong but also a sense of alienation of the strange environment and people she needed to encounter in her daily life. She was unhappy about wearing her uniform probably because she had not needed to wear one when she was in China. Also, her bad impression about her school (i.e. a Band 3 school for the bottom 10% academic low achievers) might have contributed to her discomfort in wearing it. Together with a lack of sense of belonging, it is understandable why Natalie had a rootless feeling.

5.2.1.4 Learning problems

Natalie also complained of the learning problems commonly found in newly arrived migrant students from China (see Section 2.4.2 above). She reported that she had some difficulties in learning the complex Chinese characters, but a much more serious problem in English learning. Natalie said that English was the most difficult subject for her because in China, she had not started learning English until she was in Primary 4. She had "only learnt some new words" from her primary school teachers. She mentioned that she had lost all her motivation to learn English since Secondary 1 in China because she had not liked her teachers' teaching methods. Natalie further explained that she "did not pay

much attention" during the regular English lessons after her arrival in Hong Kong because she felt that the subject content was still "too difficult" for her even though she had been downgraded by two years.

> Natalie IN5 (30 Mar 2001): *"I actually don't know what my regular English teacher says in the lessons."*
> Natalie IN6 (4 June 2001): *"I think it's very boring in the lessons since I still can't understand my regular teacher's English."*

Concerning the reason for joining the EEP, Natalie said:

> Natalie IN3 (15 Feb 2001): *"I took part in the Saturday programme because I want to learn more English... My English is very poor... I noticed this when I was in China... I was told that if I didn't know English in Hong Kong, I would be rejected by others."*

This leads us to infer that Natalie had recognized the importance of English in Hong Kong society, particularly in the workplace; however, as the regular English lessons were too difficult to her, she had to attempt to explore other avenues to improve her English. Because of her part-time job at McDonald's, Natalie was sometimes absent from the EEP.

5.2.1.5 Peer relationship

Natalie reported that she had a good relationship with some classmates from China (i.e. Amy, Joyce and Jen) but had communication problems with most local students because she was not proficient in Cantonese. Furthermore, as Natalie had been downgraded by two years in her school, she felt rather "embarrassed" and avoided talking to her local peers who were younger than her. Also, the culture gulf perceived by Natalie further discouraged her from communicating with her local counterparts:

> Natalie D1 (Sept 2000): *"I can't get along well with my local classmates. There is a great difference between our characters and background... I miss those happy days in China."*

Actually, Natalie missed her friends in China so much that she called them frequently by IDD. She also told Ping in the first EEP lesson that she felt upset at being downgraded by two years in her school. She wished she could have studied in Form 3 like other students of her age.

5.2.1.6 Relationship with local teachers

Concerning her relationship with her teachers, Natalie reported that only two teachers (i.e. her class teacher and the teacher-researcher) showed concern about her problems. She trusted and respected them and they were her "guardian angels" as well as the "only comfort" she could find in Hong Kong. With regard to her regular English teacher, Natalie commented:

> Natalie IN10 (13 July 2001): *"I really don't know what my regular English teacher talked about...we just listened to his nonsense during the lessons...He rarely asks the newly arrived migrant students from China to answer any questions...He just asked the local ones...We haven't answered even a single question during the class most of the time."*

> Natalie IN11 (8 Oct 2001): *"I'm very reluctant to ask my regular English teacher any questions because he's very impatient with the migrant students from China. He doesn't care about us."*

Natalie's responses suggest that her regular English teacher ignored the needs and interests of his students. Most importantly, Natalie perceived that her teacher did not show any concern about the Mainland students during the lessons.

Natalie perceived that her EEP tutor was different from her regular English teacher. According to Natalie, Ping was kind and friendly to the Mainland students. Even when Ping had been sick, she had still taught them patiently. Her teaching method was interesting, therefore many students enjoyed attending her lessons. In contrast with Natalie's regular English teacher, Ping was exceptionally patient with her students. For example:

> Natalie D16 (July 2001): *"The regular English lessons are more boring whereas the Saturday class is more interesting and practical... Compared to my regular English teacher, Ping's English is easier to understand and she's very patient to every of us. This actually makes a great difference."*

It seems that Natalie not only appreciated Ping's teaching method but also her kindness and patience towards her students.

5.2.2. Natalie's case

5.2.2.1 Early stage of EEP

As noted in the above paragraphs, Natalie perceived that English was the most difficult subject after her arrival as she had only started learning English at Primary 4 in China:

> Natalie IN1 (9 Jan 2001): *"I thought that I couldn't learn English well...My English was very bad... I rarely responded to my regular English teacher's questions because I didn't know the answers."*

> Natalie IN2 (11 Jan 2001): *"At the beginning, I thought English was quite difficult... but it's not too difficult for me now since I'm able to cope with it."*

The above reflections show that Natalie's lack of confidence in speaking English before attending the course was owing to her perception of her incompetence in

English. However, soon after she took part in the EEP, Natalie began to think more positively about her English learning.

According to Ping, Natalie was shy and quiet in class at the first few lessons:

> Ping IN1 (17 Mar 2001*): "At the first lesson, Natalie was very quiet. She was very reluctant to answer my questions. Maybe she didn't know how to answer."*

> Ping IN2 (12 Aug 2001): "...for the first few lessons, Natalie just kept very quiet, maybe she wasn't familiar with the class and she didn't answer questions very often. Even if she did answer the questions, she wasn't so sure about her answers and she was not confident...she used to stop and laugh suddenly when she spoke English because she was not so sure about her pronunciation. She always said, 'Oh, I don't know how to pronounce the words!'..."*

However, Ping observed that there were small changes in Natalie's behaviour after a few lessons:

> Ping TJ2 Joyce (16 Dec 2000): *"In this lesson, Natalie was much more willing to answer questions than in the previous one. I could see that she tried hard to finish the tasks on the alphabetic order and the dictionary."*

> Ping TJ5 Natalie (20 Jan 2001): *"Natalie was willing to finish the tasks seriously. She showed confidence when she presented the vocabulary items about things found in the school campus but she was not so good at the vowels."*

> Ping TJ7 Natalie (17 Feb 2001): *"She's quiet in the lesson. Maybe she found that the map is complicated. Sometimes she pronounced words like tram, Peak, minibuses, Admiralty, etc. wrongly but she was willing to practise them repeatedly."*

Ping's descriptions suggest that Natalie made some progress in terms of her responsiveness to her tutor's questions and seemed to pay more effort in her learning in the subsequent lessons.

a. Relationship with teachers

In terms of her responsiveness to her teacher, Natalie stated that she was rather reluctant to respond to her teacher in her regular English classes but felt more comfortable in speaking English in front of her EEP tutor:

> Natalie IN2 (11 Jan 2001): *"I rarely voluntarily answer my teacher's questions in the regular English lessons...I won't feel shy in the EEP because if I don't know the answers, Ping will teach us...Maybe since Ping is nice to us."*

Natalie's reluctance in speaking English may have been owing to her fear of making mistakes before her regular English teacher. Also, it was possible that Natalie was unable to understand the teaching content because her regular English teacher taught according to the textbooks, which were too advanced for Natalie's English level. However, Natalie appeared to feel more secure in the EEP, as she understood that her EEP tutor would teach her patiently even though she made mistakes.

Regarding her relationship to the teacher-researcher, she described:

> Natalie D1 (15 Nov 2000): *"There is only one thing that I never regret: I got a chance to know my class teacher and you, Miss Leung. Both of you are very much concerned about me. Whenever I have problems, you always listen to me, so our relationship is very good. In fact, I have learnt some precious and valuable knowledge from you. I respect you very much and both of you are just like my guardian angels from heaven. I'll never forget those touching words that you said to me, 'I feel very glad to know you. If you encounter any unhappy things, please feel free to talk to me'... I'll never forget these words because this is the only thing that makes me happy. I am grateful to you because you have such a kind heart that its flashes always guide me to righteousness."*

The emotional words used in the above quotation probably indicated Natalie's feeling in thanking the researcher's concerns about her problems. The

exaggerated expressions used also perhaps indicated the intensity of Natalie's wish to have somebody who could accept her and listen to her.

Natalie appeared to be deeply impressed when she found that the researcher had accepted her suggestions and made subsequent changes in the EEP schedule (i.e. had a 5-minute revision session at the beginning of each lesson). As she stated in her diary:

> Natalie D4 (12 Jan 2001): *"Miss Leung has accepted our opinion for having a revision session at the beginning of each lesson. This was very useful to us. Thank you, Miss Leung."*

Natalie's reflection probably demonstrated how she appreciated having her opinions accepted and valued by others.

b. Relationship with peers

As mentioned in Section 5.2.1.5, Natalie's relationship with her fellow-classmates appeared to be far more harmonious than with her local counterparts. Furthermore, she continued to describe the difference regarding her interactions between the two parties in the classroom:

> Natalie IN2 (11 Jan 2001): *"I'm afraid that I make mistakes in the regular English lessons...I'm afraid that some local students will laugh at me...I speak much more English in the EEP... I'm not scared since my EEP classmates don't know the answers, too."*
>
> Natalie IN5 (30 Mar 2001): *"I feel a lot of pressure in the regular English class. Perhaps some of my local classmates are very bright and so I feel inferior when comparing my English with them."*

It is understandable why Natalie became less confident in speaking English, particularly in front of her local counterparts because she perceived that these students' English standard was much better than hers and they might look down upon her and not empathize with her situation, or show any understanding of her. However, Natalie did not have a feeling of inferiority in front of other young arrivals in Ping's group since she perceived that her English competence was similar to her group mates'.

c. Games

Unlike most of the young arrivals, Natalie did not consider the games as a source of enjoyment or excitement in her English learning:

> Natalie IN2 (11 Jan 2001): *"I wasn't so keen on games because I can't give a quick response to the questions...I don't know the answers sometimes...If I can win, I'll be a little bit happier...Perhaps, we can have games sometimes...I will be more concentrated if I am really interested in the games...Nevertheless, I can memorize more through games since I can practise what I've learnt in the games."*

It seems that the main reason which made Natalie feel less enthusiastic about games was her uncertainty of her English competence. Nevertheless, Natalie admitted that it was advantageous to incorporate games in the EEP lessons as they could improve her memory but she did not like having games too often.

Furthermore, Natalie repeatedly mentioned that she disliked having games with Eva's group:

> Natalie IN2 (11 Jan 2001): *"I think that it would be more interesting if we play within our own group...I think that the other group always laughed at us? And I don't know what they were laughing at...I was a little bit scared that somebody would laugh at me for my mistakes in the games.... However, I won't be so scared if I play it within my group...I don't mean I*

> *hate the other group. But since we don't have lessons together on Saturdays, I feel a bit strange if we are mixed together in the games...I prefer playing the games within my group because my classmates are very funny...Nevertheless, it's just okay to play games with my friends...I mean I don't like to play very much... If I win, I will be happy. If I lose, I will be a bit annoyed. Anyway, I won't think about my mistakes and try to make improvement after the games."*

> Natalie D6 (3 Feb 2001): *"I'm not so "happy" today because I don't like attending the lesson with Eva's group. Their learning attitude is so strange, especially the girls, who always laugh and I don't know what they are laughing at."*

It seems that the primary reason for Natalie's dislike of mixing with Eva's group was her fear of being laughed at for her mistakes. It is understandable that Natalie's fear may have originated from her unfamiliarity of her counterparts in Eva's team; therefore she perceived that their laughter was directed towards her English incompetence rather than their enjoyment of the EEP games. It was also worth noting that Natalie was not motivated by the games to seek improvement in her learning or to rectify the mistakes she made in the games.

d. First street interview

Natalie was willing to participate in the first street interview because she wanted to test her self-confidence. After the outing, Natalie appeared to have a rather different self-perception. She explicitly stated how happy she was:

> Natalie D4 (12 Jan 2001): *"I'm really happy! … I can't believe that it's me today! I was the first person to start the interview. I feel so happy and really want to thank all my EEP teachers."*

> Natalie D5 (21 Jan 2001): *"I tried to face the challenge that I was frightened of. I was really afraid when I was doing the interview. However, I told myself that I should never run away from the fear since I needed to face the challenge anyway. So why not be the first one to face it and by doing so I could know how brave I could be. I was really happy!"*

The above reflections suggest that Natalie was proud of her performance in the first street interview. Writing her 6th diary after ten days of the interview, she was still expressing a sense of satisfaction regarding her performance. Originally, Natalie had felt frightened as she predicted that the English speakers would not understand her English, however, she stated repeatedly in the interviews that she had gained confidence with the experience of success in the first interview outing:

> Natalie IN2 (11 Jan 2001): *"I'm afraid that I couldn't cope with the interview at first. However, as I finished interviewing the first English speaker, I told myself that I could cope with the second and the third interviews... I gave myself 70 marks for interviewing the second person...and only 50 to 60 marks for the first one... even though I was a bit nervous, I could still get 70 marks therefore I believe that I can have better performance in the future outings."*

> Natalie IN5 (3 Mar 2001): *"I've never met an English speaker before, and now at least I have already got a chance to communicate with them. If they can understand what I say, my English is actually not too bad."*

> Natalie IN6 (30 Mar 2001): *"After the first interview, I knew that the English speakers could understand me and therefore I thought that my English was okay. Then, I wasn't afraid when interviewing the second person... I've never got the same feeling before... I got a sense of achievement from the street interview... at least, I'm not so afraid of speaking English."*

Natalie's reflections imply that a feeling of satisfaction had developed after she had completed her interview tasks successfully. When she realized that her English was good enough to be understood by the English speakers, her self-esteem towards speaking English seemed to have improved accordingly, motivating her to take part in other interview activities in future.

Also, Ping observed that Natalie tended to react differently in the classroom activities and the first street interview:

Ping TJ3 Natalie (13 Jan 2001): *"During the classroom session, Natalie told me that she didn't have much confidence in talking to foreigners. She worried about the interview. She was afraid that they couldn't understand what she said. However, at the end of the preparation session, she could speak quite fluently."*

Ping IN1 (17 Mar 2001): *"...there's a big difference between her performance in class and in the outing... Natalie is quite shy in class, not willing to ask questions, but she was very excited and interested to communicate with the English speakers during the street interview."*

Ping noticed that Natalie was nervous during the preparation session; however, she also observed that Natalie was quite enthusiastic about interacting with the English speakers during her actual performance. Ping further pointed out that Natalie did not show signs of fear when she approached the English speakers. Instead, she put effort into finding potential interviewees and initiated the dialogues cheerfully. After the first interview outing, Ping observed that Natalie's self-esteem appeared to have improved:

Ping IN1 (17 Mar 2001): *"Natalie's very happy after she has done the first interview. She has got a sense of achievement. It seems that she has gained recognition from the others. Her classmates told her that she was great. Actually she interviewed quite a number of people on that day. Her performance was so different, very different from that in the classroom sessions. After the first street interview, Natalie's performance was quite good and she was willing to answer my questions most of the time. She was active to answer my questions. Basically, her vocabulary and pronunciation were quite good except for some difficult words.... She spoke more English in class... She was eager to participate in the learning activities such as reading aloud and role-play."*

Ping felt that Natalie was more confident about her English after her success in the first street interview. Her improved confidence was shown by her enthusiasm in responding Ping's questions, as well as in her eagerness in participating in the classroom activities.

e. Trial ride on public transport

The trial ride on the public transport system appeared to give Natalie a sense of satisfaction:

> Natalie D7 (15 Feb 2001): *"Today, I am very happy because I have learnt some vocabulary items about the public transport in Hong Kong and some knowledge about their routes and service. Also from the outing, I begin to recognize the importance of English in Hong Kong."*

> Natalie IN4 (23 Feb 2001): *"I become more confident about the public transport every time when we go out together. To be honest, my parents rarely take us out."*

According to Natalie, she was glad, not only because she had learnt a number of useful vocabulary items but also because she had familiarized herself with the routes and services of the public transport system in Hong Kong, thereby equipping herself for great self sufficiency in future. This feeling is supposed to be important for new arrivals (see Section 2.4.5), as it can assist them in integrating with the community in Hong Kong.

Natalie further explained that she treasured the outing as it provided her with opportunities to socialize with her tutors and classmates:

> Natalie D7 (15 Feb 2001): *"We had a good chat with Ping during the outing. I feel very happy. She not only taught us new knowledge, but also explained the local public transport system to us. I feel so happy that I want to send my gratitude to her."*

> Natalie IN4 (23 Feb 2001): *"I like the outing as it can improve the relationship with my tutors... sometimes, I chat with them... just like friends... It can also improve my relationship with my classmates."*

As there was no demand to perform any tasks during this activity, Natalie may have become more relaxed, therefore she would chat with her EEP classmates and tutors more freely. The chance of socializing with her EEP teachers may

have been particularly important to Natalie as she often perceived that few adults in Hong Kong cared about her by talking and listening to her (see Section 5.2.1.6).

f. Mood

At the beginning of the programme, Natalie told the researcher that her mood would sometimes affect her learning:

> Natalie D5 (21 Jan 2001): *"However, it seemed that we got no mood for the lesson; I feel so sorry about this."*

Ping made a similar comment on how Natalie's mood affected her learning at the early stage of the course:

> Ping IN1 (17 Mar 2001): *"Regarding her motivation, it all depends on her mood that day. She's always like that. I remember once before the school holiday, maybe because of the holiday mood, she wasn't attentive in the lesson."*

According to Ping, Natalie's mood frequently affected her motivation in learning as well as her attentiveness inside class.

5.2.2.2 Middle stage of EEP

At the middle stage of the course, Ping noticed that Natalie was rather active in the classroom sessions:

> Ping TJ13 Natalie (7 April 2001): *"She was attentive, cooperative and willing to answer my questions. She could remember the meaning of the words but she couldn't pronounce them correctly."*

Natalie appeared to have made a noticeable improvement in terms of her motivation of learning English. Also, she was eager to make attempts in the learning activities regardless of her uncertainty about her answers.

a. Interaction with peers and teacher in the regular English class

In terms of the relationship with her classmates and teacher in the regular English class, Natalie made the following comments:

> Natalie IN5 (30 Mar 2001): *"I actually don't know what my regular English teacher says in the lessons...I prefer the EEP...it's more relaxing...I feel a lot of pressure in the regular English class. Perhaps the English standard of my local classmates in the regular English lessons is much better than mine so I feel inferior when comparing my English with them."*

From the above description, it seems that Natalie still had a sense of inferiority whenever she made comparison with her classmates' English standard in the regular class. Together with her inability to comprehend her regular teacher's English, Natalie appeared to experience a certain amount of pressure, which probably made her feel uneasy in the regular English classroom.

b. Games

Different from her comments at the early stage of the course, Natalie appeared to have realized that the EEP games provided her with some sort of relaxation and excitement in English learning:

> Natalie IN5 (30 Mar 2001): *"I like to have games during the EEP lessons because they make the lessons less boring. I don't care about winning or losing."*

> Natalie D10 (9 April 2001): *"The EEP lessons are quite interesting because there are games to play. I'm so clever that I won in a spelling competition."*

The above responses also suggest that Natalie had gained a sense of achievement from winning the games. As discussed in Section 2.7.5.4, this feeling of being successful is particularly useful in boosting one's self-esteem, especially when the learners have suffered quite a number of failures in their learning experience (Branden 2006 and Katz, 2006). Natalie's gain of confidence was also demonstrated by her assurance to be the winner in the games:

> Natalie IN7 (27 April 2001): *"I'm more motivated in learning English whenever there are games to play...I enjoy playing games in the EEP... it helps me to remember the vocabulary items...I always know that I will win."*

Natalie's reflection seems to reconfirm the use of games in improving students' motivation to learn, as well as enhancing their memorization of new vocabulary items.

c. PolyU visit

As for the PolyU visit, Natalie stated that she took part in the visit because she wanted to explore life at university:

> Natalie IN6 (4 April 2001): *"I want to explore more... to widen my horizon... to know how university students study and what the classrooms look like."*

During the visit, Natalie observed that the life at university was rather different from that in secondary school. She also noticed that English was very important in tertiary education:

Natalie IN6 (4 April 2001): *"Most people at the university know English... because English is mainly used there; people rarely use Chinese...almost all the signs are written in English... I met one foreigner on campus... I think he's a lecturer... I guess I need to use English frequently since many lecturers there can't understand Cantonese."*

Natalie also stated that she envied the freedom enjoyed by the students at PolyU. She saw that the students were not required to wear uniforms and they could select the subjects which they were interested in.   Naturally, she started thinking about her future study:

Natalie IN6 (4 April 2001): *"They (the university students) are not so different from us... I want to study Design ... It's very famous in PolyU... I am curious about how to enter university... I set a target for myself after the visit ... I tell myself that I need to improve my English... I'm a little bit more thoughtful after the visit. If I can have a good result in English, I can have some hope in entering university... My parents actually want me to do so for a long time...I did imagine that I was a university student when we were having our EEP class during the visit."*

It appears that Natalie noticed that she was not so different from university students and had fair chance of entering university.   As she recognized during the visit that English was crucial in universities, her increased motivation in learning was further confirmed by her determination in setting a target for learning English.

In general, Natalie seemed to have a more positive attitude about her English competence by the middle stage of the programme:

Natalie IN7 (27 April 2001): *"I taught my younger brother how to pronounce the words "rabbit"...and "ox" since I have learnt them at the EEP... I also asked Joyce questions in English after every EEP lesson... since I want to check whether she has learnt anything from the course... She can't answer my questions sometimes... Then, I'll explain the answers to her...   and try to teach her again."*

There was an observable difference in terms of Natalie's perception about her competence in English between the early and middle stages of the course. Her increase in self-confidence was sufficiently demonstrated by her volunteering of assistance to both her classmates and siblings at the middle stage of the EEP.

5.2.2.3 Final stage of EEP

At the final stage of the programme, Ping observed that there were changes in terms of Natalie's self-confidence in speaking English:

> Ping IN2 (12 Aug 2001): *"In the last EEP lesson, I taught country names. Natalie tried hard to pronounce the words... I asked her and then she answered me immediately... However, at the very beginning, she just uttered the answers in a very low voice, almost inaudible. But towards the end, she answered me in a very loud voice."*

Ping stated that Natalie had made noticeable improvement with regard to the loudness of her voice in speaking English and in her initiative in responding to her tutor's questions during the EEP lessons.

a. Interaction with fellow-classmates

With regard to her relationship with other young arrivals, Natalie still felt uncomfortable in getting along with her fellow-classmates in Eva's team:

> Natalie IN10 (13 July 2001): *"I prefer playing the games within our group rather than mixing with Eva's group... It's very boring since I don't get along well with them."*

> Natalie D16 (July 2001): *"I really hate to study with a large group of people. Our group is totally different from Eva's group and therefore I don't like having lessons with them."*

Natalie IN11 (8 Oct 2001): *"I don't like the games in the programme that much because I don't like to mix with Eva's team."*

The above responses suggest that Natalie still felt a certain amount of peer pressure in the EEP classroom, particularly when she had lessons with Eva's group. It is interesting to note that peer pressure seems to relate to class size as well as to the friendliness of the audience regarding Natalie's case. As Natalie perceived that her relationship with the students in Eva's class was not so good, the fear of being looked down upon or despised was likely to be intensified by this prejudice or assumption. Again, this feeling may have affected her overall impression about the games in the EEP.

b. Second Planet Hollywood Restaurant visit

Natalie did not take part in the first Planet Hollywood visit because she had to work part-time at McDonald's. She was sorry about this:

Natalie D8 (Mar 2001): *"I may lose the opportunity in learning the vocabulary items. However, the worst thing is that I have missed the chance to taste the delicious food... I won't miss it next time."*

Thus, for the second visit, Natalie took part in it without any hesitation because:

Natalie D12 (2 May 2001): *"The visit is useful for me. I have already lost a chance to learn more because I was absent for the first dining activity. I think I shouldn't let my teacher down again. I should strive for the last chance to learn."*

It is worth noting that Natalie changed her reason of feeling sorry for not being able to participate in the dining activity. Her focus was no longer on food but was shifted to the opportunity to learning and the urge to gain her EEP tutor's approval. In other words, Natalie's motivation in learning English and her

relationship with her tutor seems to have enhanced by a certain extent. Also, Natalie's concern about her relationship with her EEP tutor was demonstrated here.

As in the first street interview, Natalie feared her English not being understood by the restaurant staff:

> Natalie IN8 (16 May 2001): *"I was the last one to place the order... originally I knew how to do it in English... But suddenly, I became frightened because I thought that the waiter might not understand my English because my pronunciation wasn't accurate."*

Finally, Natalie managed to place the order successfully with Ping's assistance. She was glad that the waiter could understand her English. Afterwards, she had a rather different feeling when she placed the second order:

> Natalie IN8 (16 May 2001): *"I was less afraid when I ordered my drink because I learnt how to say it in English... the waiter understood me... Ping didn't help me this time... I was less afraid because I got the experience... After I finished the main course, I ordered the dessert, a banana split on my own... I was much more confident this time."*

It appears that once Natalie had made a successful attempt, she became more confident and could proceed with the other tasks independently. Natalie even wished to have another chance to dine in the same restaurant:

> Natalie IN8 (16 May 2001): *"It's fabulous to dine in the restaurant again...It won't be a problem for me to place the order...I prefer choosing freely from the menu...I will choose my favourite food. In case there are some difficult words, I'll ask my tutor how to pronounce them."*

The above suggests that Natalie's self-confidence was increased noticeably and she was willing to engage in a more challenging task. It should be noted that Natalie also showed some degree of dependence on Ping when she encountered difficulties in her learning.

After the dining activity, Natalie was so pleased with her success that she shared

the experience with her siblings as well as her manager at McDonald's:

> Natalie IN8 (16 May 2001): *"I told them I used English to place my orders in Jackie Chan's restaurant... The manager told me that the restaurant was very famous... He praised me for my English."*

Natalie was clearly proud of herself and felt that her achievement in the Planet

Hollywood visit would help her stand out amongst her family and her employer,

the significant others in her life. Also, the praise and encouragement from them

may have further enhanced Natalie's self-image as well as her self-confidence in

learning English (see Section 2.7.5.3).

c. Second street interview

Natalie was willing to take part in the second street interview as she really

wanted to train herself to be more confident when using English. Ping stated that

Natalie had displayed a great deal of interests in the task during the preparation

session:

> Ping TJ19 Natalie (9 June 2001): *"She was attentive…She could remember the three questions asked in the first street interview. She was also interested in asking a few more questions apart from the three questions. She showed confidence when she practised the dialogue with Amy."*

It seems that Natalie's improved confidence in speaking English was not only

indicated by her readiness in practicing the interview dialogues with her

classmates but also by her volunteering to ask English speakers extra questions

during the interview outing. However, when it came to the actual interview, Ping

noticed that Natalie was not as willing to initiate the interviews as she had been

in the first street interview few months ago:

Ping TJ20 Natalie (30 June 2001): *"She was not as active as she was in the first street interview. Last time she initiated the interview, and she tried very hard to interview as many foreigners as she could. I asked her the reason why she was not very active this time. She told me that she was not in the mood. She also said that the foreigners were not in a good mood as well because not many of them were willing to be interviewed because of the bad weather. However, her performance was better when compared with the first interview. She was much more confident in carrying out the speech. She asked the questions 'Would you mind answering a few questions for me?' not as hesitant and uncertain as before."*

Ping IN2 (12 Aug 2001): *"She wasn't so eager to do it compared to the first one. She said she didn't want to do it. She wasn't in the mood because of the bad weather."*

As mentioned earlier in Section 5.2.2.1, Ping noticed that Natalie's attention and motivation in learning was easily influenced by her mood, therefore it was legitimate for Ping to attribute Natalie's reluctance in approaching the English speakers to the bad weather that day. However, another possible explanation of Natalie's reluctance would be her fear of being rejected by the English speakers as she may have recognized that it could be rather annoying to stop people and ask for an interview on such a stormy day.

Nevertheless, as Ping noticed that Natalie was not in the mood, she helped Natalie to introduce the scenario to the English speakers:

Ping IN2 (12 Aug 2001): *"After my introduction of the scenario, I really didn't offer any assistance to her...I just stood beside her and recorded what's happening."*

In Ping's opinion, as Natalie's performance or motivation in learning was frequently affected by her mood, therefore her support and encouragement was particularly important in re-activating her student's interests and enthusiasm of learning during these critical moments.

In contrast, when Natalie was asked to compare her performance in the two street interviews, she made the following comments:

> Natalie D15 (15 June 2001): *"I give myself 70 marks for the first interview outing whereas I give 75 marks for the second one… My improvement is due to my tutors' patience and kindness to us. My classmates are very helpful and this is another reason for my improvement."*

Natalie's comment indicates that she felt there was a slight improvement in her second street interview. Also, she appeared to attribute her success to the support given by her EEP tutor and classmates. The sense of achievement regarding the street interviews seemed to remain in Natalie's memory for a quite long period, as she recounted her feelings after the course (i.e. 6 months later):

> Natalie IN10 (13 July 2001): *"After the street interview, I knew I could communicate with English speakers; I think that I was capable of speaking English."*

Natalie still felt happy about herself in the second street interview, even though she had been rather moody that day and her tutor offered her assistance to approach her potential interviewees. Also, it is worth noting that learners' perception of their success in a particular task may not be necessarily proportional to their actual performance in the task as assessed by others.

Nevertheless, from the comments given by the external examiners (who were not involved in teaching the programme) shown in Table 22 below, it seems that Natalie made an observable improvement in self-confidence during the second street interview:

Table 22: Comparison between Natalie's 1st and 2nd street interviews

	Rater 1	Rater 2	Rater 3
Loudness of voice	1	2	2
Eye contact	2	2	2
Eagerness in approaching interviewees	1	1	1
Independence	NA (Tutor gave too much instruction)	-1	0 (Tutor gave too much instruction)
Calmness	2	2	2
Fluency	2	2	1
General Comments	Natalie spoke more fluently in the 2nd interview.	Natalie had more confidence in speaking English, and more frequent eye contact with the English speakers. Her oral proficiency and pronunciation had improved. Generally, her self-esteem was higher in the second street interview than in the first one.	Natalie was more confident in the 2nd street interview.

Keys:

-2:significant regression   -1:some regression   0: no change   1:some improvement
2:significant improvement

NA: Cannot be identified

As shown in Table 22 above, all the raters agreed that there was a noticeable improvement with reference to Natalie's loudness of voice, eagerness to approach the English speakers, eye contact with the interviewees, calmness when speaking and fluency in English (see Section 3.4.1.2.c.iii). However, regarding her independence during the interview process, one rater commented that Natalie had regressed in that area, whereas the other two raters reported that it was rather difficult to determine since her tutor was too ready to prompt Natalie during the process, even though she did not make any requests for assistance. In general, the explanation given by Ping in the earlier section was able to cast light on what the external examiners observed in the video-clips of the two street interviews.

It is interesting that although neither Ping nor the external examiners thought that Natalie's performance was particularly impressive in the second street interview, Natalie still considered her performance a great success.

5.2.2.4 Natalie's evaluation of EEP

In making her overall evaluation of the programme, Natalie appeared to be proud of her improvement with regard to her English competence:

> Natalie IN 10 (13 July 2001): *"I've made improvement in my listening skill... Ping uses 90% English in the EEP and now I can understand about 70 to 80% of what she says... but at the very beginning, I didn't get a clue on what she said... I could only understand a little bit... now, I am getting used to listening to English... It's not really difficult at all."*

> Natalie D16 (July 2001): *"I think my pronunciation has been improved and I feel more confident when speaking English. For me, it's a great improvement."*

Based on Natalie's reflections, it seems that she was highly satisfied with her improvement in listening skills as she compared the difference in comprehending her EEP tutor's English between the early stage and the final stage of the course. Also, her perception of her speaking skills was more positive at the final stage of the programme when compared to her hesitance in responding to her teacher's questions at the early stage of the EEP (see Section 5.2.2.1).

When Natalie was asked whether she would recommend the EEP to the newcomers from China in the following year, she said:

> Natalie IN11 (8 Oct 2001): *"I'll encourage my schoolmates from China to join the EEP next year. It's fun. It's also useful for English learning.*

They can learn English through outings and know the importance of English in Hong Kong. I'll tell them about the street interviews. I'll tell them that I have made a great improvement at the second street interview."

From this recommendation of the EEP to her fellow schoolmates, it can be inferred that her motivation in learning English was linked to its practical use. Perhaps, her keen delight in the EEP excursions may have been due to her readiness to be successful in real life tasks.

5.2.3 Discussion of Natalie's case

It seems that Natalie showed a noticeable improvement in her self-esteem. Immediately after her arrival, she discovered that her father was a gambler and an alcoholic. Her parents quarreled with each other frequently, and her father was seriously in debt. Then she experienced rejection and discrimination while she was seeking a school place in Hong Kong. Finally, she was allocated to a school which she did not like, and was downgraded by two years. She did not have a good relationship with her local classmates, and she began to miss her friends in China. All these factors probably had a serious impact on Natalie's GSE, leading to a sense that she hated Hong Kong and regretted coming here (see Section 5.2.1).

After attending a few EEP lessons, Natalie found that there were a number of differences between the programme and her regular English classes. The class size of the EEP was much smaller (i.e. about a quarter of the regular class size) in contrast to her regular English lessons. English was mainly used during the

EEP lessons, and the teaching content was more related to everyday life. Games and socializing activities were added in order to create a more relaxing and enjoyable atmosphere for the course.   In addition, her EEP tutor was kind and patient with her.   Natalie became more willing to use English in responding to her tutor's questions and was less afraid of making mistakes during the EEP lessons.

Through her successful experience in the street interviews and dining activities, Natalie appeared to gain a sense of achievement and began to realize her English competence was not as low as she had perceived.   In general, Natalie's feeling of satisfaction was not only mentioned privately in her diaries or her conversations with the researcher, but was also explicitly expressed when she shared her experience of the Planet Hollywood restaurant visit with her parents, siblings, and supervisor at McDonald's.   From the PolyU visit, Natalie recognized that she had a good chance in entering university if she studied hard. Also, during these visits and outings, Natalie observed that she was treated nicely by people outside school.   Such feelings seemed to assist Natalie in reducing her feeling of inferiority to a certain extent, and thus improved her GSE at the same time.

Regarding her SpSE in English learning, Natalie felt that she had made improvement in her listening and speaking skills, as well as in her confidence in speaking English.   Her confidence was reflected by her initiative in offering assistance to her younger brother and classmates when they had difficulties in English.   Her EEP tutor also felt that Natalie had improved noticeably in terms

of her confidence in speaking English, both when interacting with her during the EEP lessons and with the English speakers at the second street interview (see Section 5.2.2.3.c).

In addition, positive feedback was given by the external raters after they compared Natalie's performance in her first and second street interviews. In general, they agreed that Natalie's confidence (i.e. TSE) had improved in different aspects such as calmness, eye contact, loudness of voice, eagerness in approaching her interviewees and her fluency in English during the second interview activity (see Section 5.2.2.3.c).

Natalie noted that the EEP outings were not only confined to subject matter learning, but also enabled her to have a better understanding about the public services or facilities in Hong Kong, alerted her to the importance of English in society and offered her a chance to improve her relationship with her fellow-classmates and the EEP tutors. With regard to her tutor, Natalie was grateful for her kindness to the migrant students in the EEP. Also, Natalie appreciated Ping's stimulating teaching method and her patience and assistance to her students throughout the course (see Section 5.2.2.2.a). From time to time, Natalie indicated that Ping's assistance had increased her confidence in completing the tasks such as the street interviews and the restaurant visit (see Sections 5.2.2.1.d, 5.2.2.3.b, 5.2.2.3.c).

In terms of Krashen's Affective Filter hypothesis (Krashen, 1988: 23), Natalie's affective filter was lowered because she enjoyed Ping's personality or teaching

methods.   Thus, Natalie tended to be eager to accept Ping's input in her language learning.

Natalie expressed a sense of being respected during her interviews with the researcher.   This may due to the fact that nobody had ever shown any concern about Natalie's life problems, and thus she would inevitably be thankful when she found that the researcher listened to her, talked to her and showed interests in her difficulties in Hong Kong.

It is important to emphasize that peer pressure and emotional status seemed to play an important role in Natalie's learning.   For example, Natalie stated that she felt a sense of inferiority because there were many proficient students in her regular English class.   She was reluctant to speak English because she was afraid of making mistakes and being laughed at by her classmates.   Natalie expressed a feeling that she did not want to mix with other young arrivals, whom she disliked, during the games in the EEP (see Section 5.2.2.1.c) as she perceived that they were also strangers to her and therefore would look down upon her or be prejudiced against her.   This seems to be consistent with Krashen's Affective Filter Hypothesis (1987:3-4) whereby a student's affective filter is 'up' when she considers the language class to be a place where her weaknesses will be revealed. This anxious feeling or lack of confidence becomes a mental block that prevents her from fully utilizing the comprehensible input she receives for language learning.

Additionally, Natalie mentioned that she was easily affected by her mood during her learning (e.g. she occasionally lost interests in the EEP lessons; she was less eager to approach her potential interviewees in the second street interview). Ping also noticed the problem, and was ready to offer assistance to Natalie as she perceived that her support and encouragement could help her student to re-activate her enthusiasm in learning during such critical moments.

5.3 Joyce

5.3.1 Personal profile

5.3.1.1 Family background

Unlike Natalie, Joyce was an ordinary-looking girl.   At the time when the study was conducted, she was 15 years old and had been living in Hong Kong for one month.   Her father was 63 years old and was unemployed.   Her mother was 43 years old and worked as a cleaner in a restaurant with a monthly salary of $6000. Her father could not find a wife in Hong Kong, so he had gone to China for matchmaking.   Joyce came to Hong Kong with her elder sister and younger brother.   Her mother had moved to Hong Kong three years earlier than Joyce, and her father had gone to China and stayed with them.   According to Joyce, she came to Hong Kong because there were better study and job opportunities. She also mentioned that although her family was suffering from financial problems, they had not applied for social security allowance because their parents did not want to be looked down upon by their relatives.

Joyce was living in a shared flat with her family.   Their room was about 200 square feet and was rented at $3200.   Her father paid the living expenses by letting his properties in China.   In order to have some pocket money, Joyce worked part-time at McDonald's with Natalie.

Joyce regularly went out with Natalie and Amy because she did not want to stay at home as her living environment was dirty and crowded.   She mentioned that

she had a good relationship with her parents, but argued frequently with her sister and brother.

Joyce stated that she was a shy person.   She was rather quiet in class because she was afraid of being laughed at by her classmates owing to her "Mainland accent". Amy and Natalie also agreed that Joyce was quiet and shy in class:

> Amy IN (8 May 2001): *"Joyce is very dependent on me.   She doesn't have many friends at school.   She always speaks very softly.   She looks stupid and is often discriminated against by her colleagues in her part-time job... Joyce is too shy and actually doesn't have any self-confidence at all.   She is afraid of chatting with people, even with other students from China."*

> Natalie IN5 (30 Mar 2001): *"Joyce is a timid person and that is why she wants me to accompany her for the job application."*

Ping also had a similar impression about Joyce.   As she stated in the teaching journal:

> Ping TJ Joyce (9 Dec 2000): *"She is very shy and her English is not very good. She is not confident when talking to people."*

5.3.1.2 Adjustment after arrival

Joyce mentioned that the only route she knew was the way to school because she seldom went out on her own.   She said that she wanted to explore Hong Kong more, but her parents did not allow her to do so because they were afraid of her being bullied by gangsters.   Also because of her Mainland Chinese accent, Joyce did not dare to communicate with the local people, which may have inhibited her from integrating with the local society.

5.3.1.3 Learning problems

Joyce said that she was allocated to her school with the assistance of the EDB. She said that she did not have problems in learning the complex Chinese characters, but had problems in learning Mathematics and English. According to Joyce, English was the most difficult subject because she had started learning English only when she was in Primary 3 in China. She further explained that her English teachers in China mainly used Chinese in class, so she found it very difficult to understand her regular English teacher in Hong Kong. As she stated at the beginning of the EEP:

> Joyce IN1 (2 Jan 2001): *"I didn't know how to pronounce the words taught in the regular English lessons. I never put up my hand to answer my teacher's questions. I was afraid of making mistakes and therefore I dared not to speak up in front of my classmates before attending the Saturday course."*

Joyce explained that she joined the EEP because she wanted to improve her vocabulary and speaking skills so that she could communicate with native English speakers. According to Joyce, she noticed that English was useful in communicating with people from other countries. She wanted to practise her English with foreigners, but few could be found in China. When Joyce came to Hong Kong, she noticed that there were many English speakers and she hoped to have opportunities to chat with them.

5.3.1.4 Relationship with teachers and classmates

Joyce mentioned that she did not have many friends in China so she did not feel sad when she came to Hong Kong. She had a good relationship only with Amy

and Natalie in her class. Whenever she had difficulties, she would ask them for assistance.

Joyce stated that she was satisfied with her regular school because her teachers were kind, and both Amy and Natalie were friendly to her. However, she told the researcher that she was very quiet in class because she was reluctant to talk to her classmates (except Amy and Natalie) owing to her strong "Mainland accent" when speaking Cantonese. As mentioned in Section 2.4.4, a Mainland accent is currently a stigma attached to immigrants from China, and this probably explains why Joyce felt embarrassed when she spoke Cantonese in front of her classmates.

5.3.2 Joyce's case

5.3.2.1 Early stage of EEP

As mentioned in the above paragraphs, Joyce perceived that English was the most difficult subject for her, therefore she joined the EEP in order to improve her vocabulary and speaking skills. According to Ping's teaching note, her first impression about Joyce is as follows:

> Ping TJ1 Joyce (9 Dec 2000): *"She is very shy and her English is not very good. She is not confident when answering questions. I think most of the time she probably could not understand what I taught in class. She pronounced some sounds in words like 'live' and 'years' wrong. However, she is eager to learn and is attentive."*

> Ping IN1 (17 Mar 2001): *"At the early stage of EEP, Joyce's voice was inaudible. I could not hear her answers at all... Then when she was asked to repeat, she became more nervous as she thought that she had already made some mistakes...When I looked at her...she was very frightened as she didn't know how to answer...She hesitated a lot because she wasn't sure whether her answers were correct or not."*

Ping's reflection shows that Joyce had a number of difficulties with English at the beginning of the EEP. She was not confident in responding to her tutor and had problems in pronouncing simple words, as well as in understanding her tutor's English. However, Joyce was attentive and willing to make an effort in her learning. During the second EEP lesson, Ping noticed that Joyce had already made some improvement in her English:

> Ping TJ2 Joyce (16 Dec 2000): *"Joyce had some difficulties in using the dictionary at the very beginning. Eventually, however, she managed to use the dictionary to find the meaning of different words."*

Joyce had apparently started to gain some referencing skills from the EEP lessons which could be shown by her capability in using the dictionary.

a. Teacher's support

For Joyce, she noticed that her EEP tutor was kind and friendly soon after her participation in the course:

> Joyce D2 (16 Dec 2000): *"I feel so happy to attend Ping's lesson... whenever I make a mistake, she will come forward to teach me how to correct it. She teaches us how to read new words one by one. Though I sometimes feel that this is difficult, I still learn a lot from Ping's teaching...I feel so happy to learn in the Saturday class."*

> Joyce IN1 (2 Jan 2001): *"Although I have only attended a few lessons, I find that my English is getting better."*

> Joyce D4 (4 Jan 2001): *"I think the Saturday class is very funny because we can learn some new things that we have never learnt before...Today we learnt how to tell the time. Ping asked whether I knew how to tell the time and I said that I didn't know about it. She then taught me on the blackboard. She also taught me the numbers and the days of the week. Not only could I learn so many things but I also felt very happy."*

From Joyce's reflections, it seems that the reason why she felt happy in attending the EEP lessons is not only the new and interesting course content, but also

Ping's kindness to and patience with her. Although Joyce still found that the learning activities were not easy for her, she was rather enthusiastic to take part in the programme. Moreover, she began to perceive that her English was better after attending the EEP. When compared to Joyce's comments made before attending the EEP (i.e. December 2000) where she perceived English as the most difficult subject in school (see Section 5.3.1.3), it seems that she began to gain a more positive self-concept about her English learning within such a short period of time.

From Joyce's point of view, Ping's kindness and encouragement seems to be one of the main reasons for her change of attitude in English learning:

> Joyce D3 (12 Jan 2001): *"I feel very happy to attend Ping's lesson because she always smiles in the class. She also teaches us how to look up the new words in the dictionary. Whenever we have some words that we don't know how to pronounce, she will teach us how to pronounce them. Therefore, I can improve my vocabulary. Ping also encourages me not to give up and put more effort into my learning."*

> Joyce IN3 (21 Feb 2001): *"Ping is very nice to me...I am not afraid of making mistakes before her because she will teach me again."*

She was more confident about her vocabulary and pronunciation skills because of Ping's assistance and patience during the EEP lessons. Also, Joyce seemed to be less afraid of responding to Ping as she understood that she would not be humiliated by her tutor, even when she made mistakes during the lessons. Joyce appeared to be particularly impressed by Ping's encouragement that she should make efforts in her study. Other than Ping's encouragement, Joyce mentioned that Eva's experience in America may have given her some hope about her future:

> Joyce IN1 (2 Jan 2001): *"Eva's experience really encourages me to work harder in my study."*

Apparently, Joyce took Eva as a role model as the latter had similar problems in learning English when she first migrated to the U.S., yet she became a successful person in her career owing to her hard work in study.

b. Games

When compared to Natalie, Joyce tended to be less competitive concerning the games in the EEP:

> Joyce IN1 (2 Jan 2001): *"I don't mind about winning or losing the games, however, I find that I have a sense of achievement if I win the games in the EEP lessons."*
>
> Joyce IN3 (21 Feb 2001): *"The games in the EEP make the lessons more interesting and relaxing."*

As Joyce did not mind about winning or losing in the games, and felt motivated and relaxed during the EEP lessons. Such feelings may have assisted in eliminating Joyce's fear of speaking English in front of the class to a certain degree. Thus, together with the encouragement and support from her EEP tutor, it was possible that Joyce's confidence in using English could be developed gradually while studying the course.

c. First street interview

With regard to the first street interview, Joyce explained in her diary that she participated in the outing because Amy promised to accompany her. Also, she wanted the opportunity to communicate with English speakers. In the

preparation session, Ping noticed that Joyce was not so confident about the interview task:

> Ping TJ3 Joyce (13 Jan 2001): *"Joyce had some difficulties in reading the conversation sheet. She said that she was afraid of speaking to foreigners. At the end of the lesson, she could not read the conversation sheet fluently, and she spoke too softly (during the practice)."*

> Ping TJ4 Joyce (13 Jan 2001): *"Joyce didn't start interviewing until I asked her to do so. She was not confident in speaking with foreigners. When she talked to the foreigners, they couldn't hear her because she spoke in a very soft voice and she mispronounced some important words like 'where', 'How long'. In fact, I think she could have made it if she had practised the dialogue more. Then, she could have been more confident to speak with the foreigners."*

> Ping IN2 (12 Aug 2001): *"... for the first street interview, Joyce was extremely shy and nervous. She was the last or second last person to start the interview. She didn't dare to do so and she was afraid that people couldn't understand her English. She told me that it was very embarrassing for her...When she interviewed the first English speaker, I just stood beside her and I prompted her whenever she didn't know how to pronounce the words."*

From Ping's comments, it seems that Joyce had not had adequate practice during the preparation session. This, combined with her shy character, probably made her feel unconfident in interviewing English speakers. Echoing Ping's comments, Joyce found herself rather nervous during the interview task:

> Joyce IN2 (15 Feb 2001): *"I was very frightened before I started doing the interviews... But luckily, Ping helped me when I was interviewing the first person. She was standing by my side... Although I wasn't too familiar with the interview questions, I wasn't too nervous since I knew that Ping would support me."*

Ping's presence seems to have been a kind of support for her which made her feel more relaxed in spite of her insufficient preparation for the task. As Joyce proceeded with the second and the third interview, she noticed that she became less frightened:

> Joyce D6 (1 Feb 2001): *"I think that the experience obtained in the first interview made the second one easier. I spoke louder because I was not so afraid when I interviewed the second person. Also, I spoke more fluently than the first one."*
>
> Joyce IN2 (15 Feb 2001): *"However, when I interviewed the second person, I did it without Ping's assistance... I was no long afraid of it... I did the third interview all by myself...Unfortunately, there wasn't enough time; otherwise I could do more interviews..."*
>
> Joyce IN3 (21 Feb 2001): *"After interviewing the first English speaker, I became less afraid of the interview task. I did the second interview on my own."*

Joyce reflected consistently that her confidence of the interview started to build up after interviewing the first English speaker. In Joyce's opinion, loudness of voice, fluency in speech and less dependence on her tutor seemed to be indicators of her increase of self-confidence. In addition, Joyce's longing for more time to chat with her interviewees was strong evidence of her improvement in her confidence towards the task.

Based on Joyce's response, it seems that her self-esteem towards the street interview improved to a certain degree, that is, from hesitation and reluctance at the very beginning to enthusiasm and eagerness at the end. At first, she was rather afraid of the activity and did not have a high expectation of her performance. During the interview, she needed to have her tutor standing by her and offering assistance to her from time to time. However, as soon as she had finished interviewing the first English speakers, Joyce's confidence towards the task appeared to increase and she tried to do it on her own. Joyce no longer thought the task was frightening, but was rather meaningful as she could communicate with English speakers. As mentioned earlier, this was also a chance which Joyce had been looking forward to since her arrival to Hong Kong.

Moreover, Joyce felt more confident in the street interview as she noticed that her interviewees were kind and responsive to her:

> Joyce IN2 (15 Feb 2001): *"I think the interview activity is very meaningful. I can have a chance to communicate with English speakers. They are quite nice to me. I want to have more chances to chat with them. I'll be more confident in future."*

Also, the above quotation seems to suggest that learners' conception of whether or not their audience is friendly or empathetic to them can be a crucial factor in determining the confidence level of their speech.

Soon after the first interview outing, Joyce told the researcher that her performance was much better than she had expected:

> Joyce D7 (15 Feb 2001): *"I was very nervous at the beginning of the outing since I had never talked to foreigners before. I think today's outing can improve my English standard. I feel more confident in speaking English now."*

> Joyce IN3 (21 Feb 2001): *"After the first street interview outing, I speak more English in the EEP lessons. I have become more confident in my English. My English isn't so bad... At least I can communicate with the English speakers. I give 70 marks for my performance. I only expected to have 30 marks before the outing."*

We can infer that the successful experience gained from the first street interview helped to promote Joyce's self-esteem to a certain extent. In general, Joyce appeared to have a sense of achievement after she had finished the task assigned by her teacher. Joyce also reflected that she was more confident in speaking English when she realized that her English competence was not as low as she had expected. With regard to her performance in the interview task, Joyce felt it was much better than she had predicted before the outing.

Moreover, Joyce's confidence in speaking English was further enhanced after receiving praise and compliments from her tutor:

> Joyce IN3 (21 Feb 2001): *"When Ping praised me after the street interview that I was braver than before, I became more and more confident about my English. I'm really very happy about my performance. I've shared my happiness with my friends in Hong Kong."*

As explained earlier in Section 2.7.5.3, a higher self-esteem can be developed if the success students attain are regarded as meaningful by their significant others, and this explains why Ping's compliment may have boosted Joyce's self-esteem to a certain extent. For example, Joyce gained a sense of pride after taking part in the street interview and was eager to share her experience with her peers.

Ping felt that Joyce also behaved more confidently in the EEP classroom after the interview activity:

> Ping TJ6 Joyce (3 Feb 2001): *"She was less shy than she had been in the previous lessons. She spoke louder when she answered questions. She was much more confident in answering my questions."*

> Ping TJ7 Preparation Session Joyce (17 Feb 2001): *"I found that Joyce was much more confident in answering questions although sometimes she was not sure of the pronunciation of some new words."*

> Ping IN1 (17 Mar 2001): *"Joyce speaks louder; I mean after the street interview, she is much better than before. For example, her voice is louder. Once I praised her that she spoke much louder than before and her English had become much better; she was very happy."*

From Ping's observations, Joyce was more confident in speaking English in front of the class after the street interview. It seems that Joyce's successful experience in the first street interview could have positive influence on her performance in the general classroom context. Also, the impact of the first street

interview seemed to extend to Joyce's interaction with people in everyday context:

> Joyce IN3 (21 Feb 2001): *"I know that I am much braver now.   I am much braver even when I am talking to you (in Cantonese) now.   My voice is louder and I am much calmer."*

The improvement in Joyce's self-concept appeared to have had a positive effect on her daily contact and approach with people in general as she was able to talk to others more confidently (compared with Section 5.3.1.4 above).

d. Trial ride on public transport system

Joyce made the decision to join the trip out of curiosity as she had never been to the Peak before.   However, she was rather surprised that she could also learn some new vocabulary items and gain some information about the public transport in Hong Kong:

> Joyce D7 (15 Feb 2001): *"Today, Ping taught us some vocabulary items about the public transport in Hong Kong.   I feel very happy because I can learn more about Hong Kong and I can also enjoy the beautiful scenery of Hong Kong."*

> Joyce IN3 (21 Feb 2001): *"I know how to get to Tsim Sha Tsui from school after the outing and I remember the fees for some public transports...It's useful for us."*

Although Joyce was pleased about the outcome, Ping felt that Joyce was not learning much from the trip:

> Ping TJ8 Outing Joyce (17 Feb 2001): *"She didn't say a lot of things during the outing as she's shy. When I asked her about her opinions about the outing, she said that she liked it."*

From the above quotations, it seems that Joyce had acknowledged her problems of her unfamiliarity of social facilities in Hong Kong (see Section 2.4.5),

therefore having a chance to explore the local environment would facilitate her to integrate with the society. This is also an example which illustrates that students' change during the learning process may not be fully observable by their teachers as onlookers.

5.3.2.2 Middle stage of EEP

During the middle stage of the course, Joyce appeared to show changes in terms of her responsiveness to her EEP tutor and participation in the EEP class:

> Ping TJ9 Joyce (10 Mar 2001): *"Joyce was attentive. I asked Patrick to practise the dialogues in the Conversation Sheet with her. She was cooperative and practised the dialogue seriously."*

> Ping IN1 (17 Mar 2001): *"Now, she was much better than before. For example, her voice is louder... I remember once when we combined the two groups in one of the games. Actually, I expected that she would have been a lot quieter, less confident, spoke more softly than before... but she spoke very loudly. She asked questions confidently, without hesitations or pauses. So I think her confidence was much better ... However, she didn't show much change in her initiatives. She never volunteers to answer questions... maybe it's her personality...Nevertheless, Joyce has made the greatest improvement in terms of confidence in my class."*

> Ping TJ13 Joyce (7 April 2001): *"Joyce was a bit shy in this lesson. Maybe this was because she couldn't remember most of the things we taught her. I asked her how much she could remember after the lesson during the recess. She told me that it was difficult for her to remember the vocabulary and language taught, so she could only remember some."*

> Ping TJ14 Joyce (28 April 2001): *"Joyce was shy in the lesson. She performed quite well when I asked her to write the words concerning the parts of body that she knows. She was confident and wrote some words on the blackboard. However, when she was asked to say longer phrases e.g. "touch your ... with your ..." and some other sentences, she was not confident to say the whole thing."*

From Ping's teaching journals above, it seems that Joyce was now less reserved during the EEP lessons. She was more confident in responding to Ping's

questions, and also more comfortable when interacting with the male students in the classroom activities. For Joyce, it would be a big leap for her as she once mentioned that she felt embarrassed to make contact with males before attending the course:

> Joyce IN2 (15 Feb 2001): *"I don't want to talk to my regular English teacher even though I have problems in his lessons because he is male."*

Also, it was observed by Ping that Joyce was still shy occasionally, particularly when she was not sure about the answers or the tasks seemed to be rather difficult to her. Nevertheless, from Ping's point of view, Joyce appeared to strive hard for her study although she understood that she would experience difficulties in the learning process. In general, Ping commented that Joyce was the one who showed the greatest improvement throughout the course when compared to other students in her group.

a. Peer support

In the middle stage of the programme, Joyce's concern about peer judgment still existed:

> Joyce D9 (31 Mar 2001) *"At first, I found that many classmates didn't want to go for the PolyU visit, so I didn't want to go too. But later, they approached me and asked me to go together therefore I changed my mind again."*
>
> Joyce IN4 (28 Mar 2001): *"I was reluctant to participate in the dining trip because my friends did not want to go."*

From the data above, Joyce's decision about her participation in the EEP learning activities was greatly influenced by her fellow classmates. However, Joyce seemed to start appreciating the encouragement given by her fellow classmates:

Joyce IN6 (26 Apr 2001): *"At first, I was quite reluctant to answer any questions in the games but with my friends' encouragement, I was more confident to try."*

Joyce's reflection suggests that peer support affected her confidence in making effort in learning. Such feeling of being supported appears to be particularly useful for these learners since not only did it eliminate the fear of being laughed at when making mistakes, but also it fuelled them with enthusiasm in interacting with their classmates in the learning activities.

b. Games

As mentioned in the above paragraph, Joyce seemed to feel less reluctant to participate in the games because of the encouragement of her classmates. Moreover, the relaxing atmosphere created by the games in the EEP classroom also played a role in relieving her fear of speaking English:

Joyce IN6 (26 Apr 2001): *"Because of the games, I have more chance to speak English in front of others. I'm not afraid of speaking English in front of my classmates owing to the enjoyable atmosphere in the games."*

It seems that the games in the EEP were quite effective in lowering Joyce's affective filter, so she was willing to take risks to speak English in front of her classmates.

With regard to mixing with Eva's group, Joyce's opinion was rather different from that of Natalie who disliked joining the other group for the EEP games:

Joyce IN4 (3 Mar 2001): *"I like to combine with Eva's group when playing games because it will be more exciting."*

Joyce IN6 (26 Apr 2001): *"I can ask my opponents questions and I am confident in answering their questions, too. I am quite confident about my*

oral English now.   I am less afraid of English because I know how to pronounce the words by frequent practice.   I have more chances to read aloud in the EEP and I am willing to do so."

Joyce preferred to have more people getting involved in the games because it would make the atmosphere more exciting and interesting.   Also, as Joyce perceived that her oral English had improved through frequent practice, she liked to challenge her classmates in Eva's group.   In general, Joyce tended to be fairly enthusiastic during the competitions in the middle stage of the EEP:

> Joyce IN6 (26 Apr 2001): *"Actually nobody makes me answer the questions in the games.   I just want to try...   I feel happy with the EEP because I enjoy the games very much...We enjoy playing games since we're still teenagers."*

Joyce indicated that most teenagers were easily attracted by the fun and excitement associated with the games. The cheerful and enjoyable atmosphere probably made her feel less threatened when interacting with her tutors and classmates in English.   Other than that, Joyce tended to be more motivated in her English learning after the games:

> Joyce D11 (28 April 2001): *"The games are good although I am not familiar with some vocabulary items.   I am quite confident to improve my vocabulary but I just need to have some revision myself.   If I couldn't do it, I would ask Ping for assistance.   I forget the new words easily if I just study them once.   The best way is to start with a few items first."*

Interestingly, although the spelling game had highlighted Joyce's deficiency in her vocabulary, she did not give up.   Instead, she tried to reflect on her learning strategies and find some ways to make improvement.   However, Joyce's dependence on Ping's assistance was explicitly noted in her comments about the games.

c. PolyU visit

As mentioned in the earlier paragraph, Joyce was easily affected by her classmates when she was making decisions about her participation in the EEP outings. In the PolyU visit, Joyce was again influenced by her peers:

> Joyce D9 (31 Mar 2001): *"Because at first many of my classmates didn't want to go and so I didn't want to go, too. But later they approached me and asked me to go together, so I changed my mind... The PolyU visit was really different from the regular classroom teaching, so I really enjoyed it."*

Once Joyce took part in the visit, she became interested about it. Also, Joyce noticed a few things regarding university students during the visit:

> Joyce IN5 (31 Mar 2001): *"I haven't thought of entering university before. But now, I really want to study at university...I am more confident about myself after visiting PolyU. I think there are no differences between a university student and me by appearance."*

From Joyce's account, it seems that she had made an incorrect assumption about university students before the visit. She probably believed that all students in PolyU were glamorous, and therefore she may have thought that she was unqualified in entering university owing to her unremarkable appearance. Nevertheless, after the tour, Joyce may have acquired some hope of entering university as she noticed that there were no significant differences between her and the PolyU students, at least in appearance.

Another insight that Joyce had gained from the visit was her acknowledgement of the importance of English in tertiary education in Hong Kong:

> Joyce D10 (9 Apr 2001): *"Before the visit, I didn't recognize the importance of English at university, but I realized the truth afterwards."*

Perhaps owing to this reason, Joyce became more motivated during the classroom session in PolyU:

> Ping TJ11 Joyce (31 Mar 2001 a.m.): *"She was attentive and quite confident today. She told me that she would like to be a teacher in future. She was interested in the pictures of occupations as well. She had some difficulties in predicting her future career, but she tried very hard to do so."*

> Ping TJ12 Joyce (31 Mar 2001 p.m.): *"She had some difficulties in filling in the answers, but she tried her best to finish the exercise. She was interested in the visit and told me that she thought PolyU is big and famous."*

> Joyce D10 (9 Apr 2001): *"Ping taught us some terms of occupations like fireman, policeman and etc. In sum, I learnt many vocabulary items in the classroom session. I had some difficulties in pronouncing the words. Ping came and offered her assistance whenever I had problems. I felt very happy in the PolyU outing."*

Although Joyce still experienced difficulties in English learning, she did not feel frustrated about herself. On the other hand, she seemed to feel more optimistic about her future, and this feeling may have encouraged her to pay more attention or efforts in learning English:

> Joyce IN5 (31 Mar 2001): *"I want to study English in university because my motivation in learning English has been increased during the EEP... It's possible for me to enter university if I work harder."*

The PolyU visit seems to have inspired Joyce to think about her future study. When compared with Joyce's perception about English learning at the beginning of the programme (see Section 5.3.1.3), her idea about studying in the English Faculty seems to be another indication of her improved confidence with regard to English learning.

In general, Joyce's attitude of English learning underwent changes during the middle stage of the programme:

> Joyce IN5 (31 Mar 2001): *"I'm more confident now and sometimes I can answer my teacher's questions. I think the teaching materials are easy for me...I'm not nervous now... I enjoy the EEP lessons very much since they are less boring. Ping doesn't teach according to the textbooks but talks about funny things in our daily life...I have shown improvement in my English and I have been praised by my classmates and my EEP tutor. I also feel that I speak louder and my English is more fluent when answering Ping's questions. Before the course, I was afraid of answering questions because I was afraid of being scolded by my teacher when making mistakes. However, I know that Ping will teach me again whenever I make any mistakes."*

Joyce's comment indicates that she no longer perceived English as an extremely difficult subject to learn. She tended to be more at ease during the lessons and was more responsive to her tutor. Also, she appeared to enjoy the programme as she had come to feel that the EEP teaching content was interesting and also manageable to her. Another reason which may have made Joyce feel satisfied was the praise and appreciation given by her classmates and tutor regarding her confidence in speaking English. Similar to her previous comments with regard to the games, Joyce appeared to exhibit a considerable degree of dependence on her EEP tutor in her English learning.

5.3.2.3 Final stage of EEP

At the end of the course, Ping observed that Joyce had made further improvement in terms of confidence in speaking English:

> Ping IN2 (12 Aug 2001): *"Joyce was better towards the end of the programme. During the classroom sessions, she spoke louder than before ...when I practised (the dialogues) with her, she was much braver... In the past, when she practised (the dialogues) with her classmates, she spoke quite slowly and just did it once. But at the final stage of EEP, she practised with her partners many times without my push...sometimes when I asked her to spell the words ... she would come out in front of the blackboard immediately and spelt the words in a*

confident way. If she hadn't had the confidence, she would have said, "Oh, I don't know." She would have been reluctant to come forward or even stand up."

According to Ping's observation at the final stage of the EEP, Joyce behaved more confidently in class, for example, she did not only respond to her tutor's questions loudly in her seat but also came forward in front of the class. Also, her increased motivation was demonstrated as she was more involved and enthusiastic when practising dialogues with her classmates and tutor during the lessons.

a. Second restaurant visit

Joyce indicated why she took part in the second restaurant visit:

> Joyce D12 (12 May 2001): *"Last Saturday I learnt some vocabulary items about cutlery in the morning session... Since I was absent for the dining activity last time, I wanted to go to have a look this time. I think it is useful to improve English if we try to order food in English. "*

It seems that Joyce had started to think that the outing was useful in improving her English as she may have recognized that she could put what she had learnt in the preparation session (i.e. table manners and vocabulary items) into practice. In other words, Joyce was able to apply what she had learnt in the EEP to the everyday use of English.

However, Joyce seemed to feel nervous when it came to her turn in placing an order in the Planet Hollywood Restaurant:

> Joyce D12 (12 May 2001): *"I was less afraid therefore I spoke louder than before in the morning session... I was a little bit scared when it came to my turn to place the order in the Planet Hollywood. Luckily, Ping was by my side. Since I thought that she would offer any assistance to me, I felt less frightened."*

> Joyce IN7 (4 May 2001): *"I placed the order without Ping's assistance and the waiter could understand my English."*

Again, the above quotations still displayed Joyce's dependence on her EEP tutor. Although Ping did not offer any actual assistance to her student, her physical presence tended to induce a sense of security to Joyce.

Nevertheless, Ping perceived that Joyce had made a noticeable progress in the dining activity when she compared Joyce's less confidence in speaking English in the previous stages of the EEP:

> Ping TJ15 Joyce (12 May 2001 p.m.): *"She performed very well in this restaurant visit, especially after she was praised by another teacher. I could see that she was much more confident in speaking English, and her voice was a lot louder than before…She smiled a lot when speaking to the restaurant staff. At the beginning of the course, she was very shy and embarrassed when speaking English. Her voice was so soft that I couldn't hear her. It was a big improvement. Although her pronunciation was not very accurate, she dared to speak confidently during the dining activity."*

> Ping IN2 (12 Aug 2001): *"In the restaurant visit, I noticed that Joyce's voice was much louder than that in the first street interview… her confidence has definitely increased a lot."*

As Joyce was absent for the first dining activity (because of her part-time job at McDonald's), Ping could not make any comparison regarding the restaurant visit. However, when Ping made reference with Joyce's first street interview, she felt very certain that Joyce had made a noticeable progress in terms of her confidence in speaking English.

b. Games

According to Ping's teaching notes, Joyce was rather shy in front of Eva's group during the preparation session of the second restaurant visit:

> Ping TJ15 Joyce (12 May 2001 a.m.): *"Joyce was a little bit shy when mixing with Eva's group during the games. She was very attentive although I think she could only understand part of the things I taught. She was always the one asked to answer questions by Eva's group; whenever that happened, she was embarrassed. But when I practised the dialogue with her, she showed some confidence and her voice was much louder than before."*

Ping observed that although Joyce seemed to feel embarrassed when being picked up by her opponents frequently or when she was not able to understand some of the teaching content, she did not give up nor feel frustrated. Instead, Joyce tended to be rather attentive and willing to practice the dialogue with her tutor. According to Ping, Joyce demonstrated an increase of confidence in her spoken English during the preparation session.

In her diary, Joyce did not mention about any negative feelings during the lesson. On the other hand, she noticed that she had made some progress in her oral English, as Ping had stated above.

c. Shopping activity

Regarding the shopping outing, Joyce seemed to be quite enthusiastic about taking part in it:

> Joyce D14 (2 June 2001): *"We learnt some vocabulary items this morning. I participated in the outing since I had never been to Pacific Place before. Ping also taught us how to use the shopping directory...There were also many new things for us to explore. We learnt different vocabulary items about various kinds of shops and were asked to find a few different shops in the mall."*

> Joyce D15 (9 June 2001): *"We learnt a lot of country names and other new words. Maybe since there were some words which I didn't know how to pronounce therefore I felt a bit afraid. The lesson was quite practical because I learnt how to pronounce the new words. I didn't feel bored and I was happy in the lesson."*

Joyce apparently no longer associated English learning as a boring activity in her school life when she found that the shopping outing offered plenty of interesting and useful things for her to explore. Although she had encountered difficulties in her learning, she was able to maintain a good attitude. As her tutor reported in her teaching journals:

> Ping TJ17 Joyce (2 June 2001 Preparation Session): *"Joyce was very hardworking and attentive during the lesson. She copied all the words introduced. She had some difficulties in pronouncing the words like 'information', 'entertainment', etc. For the worksheet, she did quite well and got many answers correct."*

> Ping TJ18 Joyce (2 June 2001 Outing): *"On the way to Admiralty, I asked Joyce about the vocabulary items taught in the morning session. She could recall some words. She could also remember how to pronounce 'Admiralty'. She was very attentive and concentrated on the tasks. She remembered a lot of vocabulary items and was confident to offer assistance to Jen in spelling the words during the outing."*

This suggests that Joyce was applying herself in her study. As a result, she showed a noticeable improvement in her vocabulary. Also, Joyce's increased confidence was shown explicitly when she volunteered to assist Jen during the shopping activity. When Joyce noticed Jen's difficulties in completing the worksheet during the tour, she spelt the new vocabulary items learnt in the morning session and pronounced them aloud to Jen in front of her tutor and classmates.

d. Second street interview

As noted in Section 3.4.1.2.c.iii, video-clips of Joyce's first and second street interviews were given to three external examiners to comment on any changes in terms of Joyce's self-confidence in the interview tasks. In general, all of them

came to an agreement that Joyce lacked confidence in the first street interview (see Table 23 general comments below). With regard to Joyce's performance in the second street interview, all raters agreed that she had shown observable improvement in terms of her approach to the English speakers, as well as in her eye contact with her interviewees. Regarding the loudness of voice, only one rater reported that Joyce had made a noticeable improvement. The discrepancy might, however, be due to the background noise of the video clips which made it rather difficult to detect any difference in the loudness of her voice.

Table 23: Comparison between Joyce's 1st and 2nd street interviews

	Rater 1	Rater 2	Rater 3
Loudness of voice	1	0	0
Eye contact	1	2	1
Eagerness in approaching interviewees	1	2	1
Independence	1	0	1
Calmness	1	0	2
Fluency	1	0	1
General Comments	She did not have much confidence in the 1st interview—she spoke softly. In the 2nd interview— she spoke louder.	Joyce was still quite shy during the second interview. She had improved in terms of eye contact and her approach to the foreigners.	The 1st one was hard. She was struggling to find the right words, and was being very dependent on the tutor. The voice was low, too. In the 2nd one, she could speak calmly and her listening skills were improved.

Keys:
-2:significant regression   -1:some regression   0: no change   1:some improvement
2:significant improvement

Regarding Ping's opinion of the second street interview, she noticed that Joyce was quite confident when practicing the interview dialogues in the preparation session. She behaved confidently regardless of her difficulties in pronouncing certain words in the interview dialogues:

> Ping TJ19 Joyce (9 June 2001): *"Joyce was attentive…Although she still had some problems in pronouncing some words in the dialogues, she performed better than she had in the first street interview. Again, she had some difficulties in pronouncing the question 'Would you mind answering a few questions for me?'"*

> Ping IN2 (12 Aug 2001): *"When I practised the dialogues with her, she spoke very loudly and well."*

In the actual interview task, Joyce did the self-introduction and asked the interview questions on her own. The only assistance given to Joyce was Ping's explanation to the English speakers about the rationale for the interview activity. In terms of Joyce's manner when talking to her interviewees, Ping gave similar

comments both in her teaching notes and in her second interview with the researcher:

> Ping TJ20 Joyce (30 June 2001): *"Again this time it was me to ask Joyce to start the interviews. But this time she seemed to be less shy and embarrassed. Although I could see that she was still nervous when she talked to the English speakers, her voice was much louder than it was in the first street interview. I, as well as the English speakers could hear what she said clearly. She still mispronounced the word 'where', but I could see that she had much more confidence in speaking to her interviewees this time...After the interview I praised her on her satisfactory performance. I could see that she was rather happy about her own performance."*

> Ping IN2 (12 Aug 2001): *"In the second interview activity, Joyce was very eager to speak up and wasn't so nervous. At least, when I picked the interviewees for her and asked 'How about this one, Joyce?', she would say, 'Yes, okay'. Different from the first interview outing, she didn't respond to me or just waited for me to push her a few times. For this time, she just approached someone whenever I told her to do so and I didn't give her any assistance during the interviewing process... I just stood beside her and recorded what was happening."*

In general, Ping's reflections seem to imply that Joyce made a certain degree of improvement in the second street interview in terms of her approach to the English speakers, the loudness of her voice and independence from her tutor, though she still exhibited some degree of reliance on her tutor in choosing the interviewees for her.

It is worth noting that Joyce's evaluation of her performance in the second street interview was rather similar to Ping's comment:

> Joyce IN9 (13 July 2001): *"During the second street interview, I wasn't afraid of talking to English speakers anymore. I made eye contact with them. I asked questions all by myself. Although I only interviewed two English speakers, I think it's okay because the weather that day was really bad. ... I am looking forward to the third street interview in future."*

According to Joyce, she was less dependent on her teacher's assistance during the interview and was able to maintain a natural eye contact with her interviewees. Unlike Natalie, Joyce's mood was not affected by the bad weather that day. Instead, she seemed to recognize the number of her potential interviewees was easily affected by the weather, so she did not feel upset when she was only able to do two interviews. Additionally, Joyce seemed to show a great deal of interests in communicating with English speakers and was even wishing for more street interview outings in future.

5.3.2.4 Joyce's evaluation of EEP

In making her overall evaluation of the course, Joyce seemed to be deeply impressed by the EEP games:

> Joyce D16 (15 July 2001): *"The regular lessons are much more boring than the Saturday lessons because there are no games to play. There are many funny games on Saturdays, so I love attending the Saturday course more. Through games, we can learn and play as well. I enjoy playing games especially after learning some boring stuff, since they really help us to relax."*

Joyce seemed to have felt previously that language learning was a boring activity. In her opinion, the regular English class was more boring than the EEP since there were no games to play. Joyce perceived the EEP games as a tool for enjoyment and relaxation in the classroom sessions, but also realized that she was learning from them:

> Joyce IN9 (13 July 2001): *"My favourite activity in the EEP is playing games with my classmates...I won't feel bored when I'm playing games. It doesn't matter if I lose in the games but I will feel happy if I win since I know that I have learnt something during the games."*

These remarks further confirm her viewpoint made in the early stage of the course that she did not consider winning or losing as a big issue for her. Other than understanding that the competitive activities could make her feel more relaxed during the lessons, she began to realize that the process of learning was more important than the product of learning.

a. Peer support

Regarding her classmates, Joyce not only perceived them as her playmates during the competitions and games, but also viewed them as a source of support during the programme:

> Joyce IN9 (13 July 2001): *"I'm grateful to my classmates for their support and encouragement during the EEP lessons."*

The above reflection may suggest that Joyce no longer considered her classmates as a source of pressure or reason for a fear of making mistakes, which she had emphasized even at the middle stage of the EEP. Unexpectedly, she began to appreciate that their support and encouragement had actually made her feel more confident when making attempts in games or completing the tasks during the outings.

b. Support from tutors

Regarding the support from her tutor, although Joyce seemed to be less dependent on her tutor during the outings in the final stage of the programme (i.e. second restaurant visit and second street interview), Ping's presence still appeared to be a source of security for Joyce:

> Joyce IN9 (13 July 2001): *"Ping is very kind to me and explains to me whenever I fail to understand her English. I really enjoy attending the EEP. I am no longer afraid of speaking English since I know that Ping will help me. I am able to answer the questions gradually. Although sometimes I make mistakes, I know that she will explain to me patiently. I am much more eager to answer questions than before."*

Joyce's evaluation reiterated her perception that Ping's support and encouragement had made her feel comfortable about attending the course. Although similar reflections had been made by Joyce throughout the intervention, her comments about her confidence in speaking English at the final stage of the programme (i.e. *"I'm no longer afraid of speaking English."*) was rather different from those she had made in the earlier stage (i.e. *"I'm afraid of making mistakes."*) and the gain in self-esteem seemed to fuel Joyce's enthusiasm in attempting the learning tasks towards the end of the course.

c. Joyce's progress in English

In general, Joyce's evaluation was that she made a considerable progress in terms of listening skills, fluency, vocabulary and confidence in speaking English after attending the EEP:

> Joyce IN9 (13 July 2001): *"At first I couldn't understand what my EEP tutor said most of the time, but now I can understand most of it since I have had more chances to listen to English during the EEP lessons... Furthermore, I find that I have made a great improvement in my oral English after joining the EEP this year. My English is much more fluent than before."*

> Joyce D16 (15 July 2001): *"Since I speak more English now, I am not afraid. I have become braver after taking the Saturday course because it helps me to improve my vocabulary. In fact, the vocabulary items taught on Saturday are completely new to me. I have never come across them in China. My pronunciation may not be very clear but if I practise more, it can be improved easily....I think I need to have more improvement in speaking. I can speak louder and do not feel so frightened now. I used to feel very nervous in the past."*

Although Joyce understood that there was still room for improvement in her English, she seemed to be confident that improvement was within her control and, most importantly, Joyce had not had this feeling until she came to the final stage of the course.

Although Joyce perceived that she still had problems in her pronunciation, Ping commented repeatedly that Joyce was the one who had shown the greatest improvement among the students in her class:

> Ping IN2 (12 Aug 2001): *"Joyce is the most prominent case and she made the greatest improvement. There are significant differences in her confidence before and after the EEP."*

Ping's perception was that Joyce had shown a considerable difference in terms of her self-confidence: from being a shy and reserved person at the beginning of the EEP to a responsive learner in the end of the course, and thus Ping appeared to attribute Joyce's improvement to the programme.

Natalie also expressed her opinions about Joyce's change in behavior:

> Natalie IN9 (2 June 2001): *"Before the EEP, Amy and I always asked her to speak up even in Cantonese because her voice was almost inaudible…. But now she speaks more loudly than before…she has shown a great improvement… She can answer Ping's English questions confidently."*

From an insider's point of view, Natalie observed that Joyce had become more confident when responding to Ping, and also during her daily interaction with others after taking the course.

Similarly, Ling and Yee (i.e. other migrant students in Joyce's regular class but did not participate in the programme) found visible changes in Joyce's behaviour:

> Ling IN1 (Sept 2001): *"I am so surprised to know that Joyce has participated in the street interviews. As I know, she had been very reluctant to speak up even in Cantonese before attending the EEP. But now, she even dares to chat with English speakers in the EEP outings."*

> Yee IN1 (Sept 2001): *"Joyce's oral English is much better than before and she has taught me English. I think she has made a significant improvement in her English... I really regret that I didn't attend the EEP. Joyce knows a lot of English after attending it. I haven't made any improvement in English because I didn't join the course."*

In general, Ling appeared to feel surprised to find that Joyce had the courage to communicate with English speakers as she used to be such a shy person in class. Also, Yee appeared to envy Joyce's competence in English and believed that Joyce's progress was mainly because of her participation in the EEP.

The above data suggest that Joyce underwent a gradual change in perception about her English competence during the EEP: from a rather negative view about her English ability at the beginning of the course; proceeding to a more positive perception of her competence after the first street interview; then coming to a realization of her peers and teachers' recognition and compliments in the middle stage of the programme, and finally demonstrating signs of independence in learning during the second restaurant visit and street interview. Finally, Joyce seemed to recognize her improved confidence in English and attributed her success to the EEP. Joyce's change was not only witnessed by her EEP classmates and tutors but also other EEP non-participants in her regular class.

5.3.3 Discussion of Joyce's case

In Joyce's case, the intervention seemed to be highly beneficial in improving her perception of her English ability. Unlike Natalie, although Joyce did not feel sorry about leaving her friends and relatives in China, there were still a number of problems she had to face, such as the financial problems of her family, the crowded living conditions, her lack of familiarity with the social facilities, communication difficulties with her local classmates as well as English learning difficulties (see Section 5.3.1). In general, all these problems might have negatively impacted on Joyce's self-esteem (see Section 2.4).

Before attending the EEP, Joyce used to be a quiet person in class and rather reluctant to communicate with other people (i.e. classmates and teachers), even in Cantonese as she was afraid of being laughed at owing to her Mainland accent (as mentioned in Section 5.3.1). In terms of her English learning, she rarely responded to her regular English teacher's questions owing to her fear of making mistakes in front of the class. However, after attending a few EEP lessons, Joyce noticed that her tutor was kind to her and would never humiliate her for her mistakes. Also, the relaxing atmosphere in the classroom as well as the support from her EEP classmates probably encouraged Joyce to make attempts in the English learning activities and to speak up in front of the class.

In addition, Joyce's successful experience in the street interviews and dining activity probably gave her a sense of achievement and provided a chance for her to develop and recognize her English competence. Similar to Natalie, Joyce recognized that it was possible for her to study at university if she studied hard,

and this feeling might have helped to improve her self-perception to a certain extent. Also, after the visit to the Peak, Joyce mentioned that the EEP outings provided her with opportunities to explore the public services or facilities in Hong Kong as well as to improve her relationship with her EEP tutor and classmates. All these seem to have been important in boosting Joyce's GSE, as the EEP probably assisted her to develop a new social circle and become familiar with the new environment in Hong Kong (see Section 2.4.5).

Regarding her self-confidence towards English learning, Joyce reported that she had made improvement in her vocabulary, pronunciation and listening skills as well as her confidence in speaking English. Her EEP tutor reported that Joyce was much more eager to respond to her questions during the lessons. Instead of mumbling to herself, Joyce could speak loudly and clearly in front of her tutor and classmates in the EEP. Also, Joyce's classmates in the regular class reflected that they were surprised at her change, that is, her confidence in chatting with English speakers and her improved English competence.

With regard to Joyce's confidence towards the street interview tasks, the external examiners generally agreed that she had made observable improvement in terms of her eye contact with English speakers as well as her eagerness in approaching her interviewees (see Section 5.3.2.3). Also, her EEP tutor perceived that Joyce had made noticeable progress in the second street interview regarding her approach to English speakers, loudness of voice, eye contact with interviewees and independence in conducting the interviews. Joyce's own reflections appear to be very similar to her tutor's comments. Joyce perceived that she was more

confident in the second street interview as she could maintain a natural eye contact with the English speakers and deliver all the interview questions on her own. She even wished for another similar challenge in future.

Her peers appeared to impact negatively on Joyce's self-esteem. For instance, Joyce reported that she was even afraid of speaking Cantonese in front of her classmates owing to her Mainland accent. She was also reluctant to speak English because of her fear of being laughed at by her peers at the beginning of the EEP. On the other hand, support and encouragement from her peers seemed to have a positive effect in promoting Joyce's confidence so that she was more willing to take risks in participating in different learning tasks of the course.

To conclude, Joyce's self-perception appears to have undergone a number of changes after attending the EEP. From a rather timid person, Joyce attempted to respond to her EEP teacher, interacted with her classmates in the English learning activities, recognized her possibility of entering university, placed orders in a western restaurant and finally made efforts to communicate with English speakers. All these efforts seemed to indicate that Joyce had made attempts to step outside her comfort zone and to face the challenges during the learning process. It is interesting to note that peer support and encouragement from her tutors seemed to have been an important factor in fuelling Joyce's courage to make the first step outside her comfort zone and to proceed with the various learning activities in the EEP. Similar to Natalie (see Section 5.2.3 above), Krashen's Affective Filter Hypothesis (Krashen, 1988: 23-24) could also

apply to Joyce's case in that positive attitudes toward fellow-classmates and teacher may enhance learner's self-confidence and motivation in using the target language.

5.4 Wai

As noted in Section 5.1, Wai was chosen as one of the case study participants because he had shown some positive reaction to the EEP regardless the tremendous pressure on him and hardship he suffered owing to his father's illness and death. Moreover, Wai's case is able to give us insight into negative factors which may hinder students' progress in their learning in spite of a favourable learning environment.

5.4.1 Personal profile

5.4.1.1 Family background

Wai was 17 years old when this research was conducted. He was born in Shenzhen and had been living in Hong Kong for three months. His father was suffering from lung cancer and died in the middle stage of the EEP. His mother had arrived in Hong Kong two years earlier than Wai and his younger brother. He was living with his family in a shared flat in To Kwa Wan.

Wai's father was unemployed because of his sickness. His mother was unable to find any employment because she needed to look after his father at home.

Although Wai was happy about his family reunion, he regretted coming to Hong Kong. First, he was worried about his father health; second, his living conditions were unsatisfactory; third, life was difficult for him owing to the adverse financial situation of his family.

Wai told the researcher that, among other things, his financial situation became worse after his father's death and was a source of great concern for him:

> Wai IN1 (2 Jan 2001): *"I have a feeling of inferiority about myself owing to my poor financial situation. I can barely pay for my meals every day. I have never told my classmates about this problem."*

Wai not only suffered from his financial situation, but also felt embarrassed about it. As discussed previously in Section 2.7.5.2, socio-economic problems can have negative impact on adolescents' self-esteem, making them feel inferior to their peers.

5.4.1.2 Adjustment difficulties

Similar to Joyce, Wai reported that he seldom went out on his own:

> Wai IN1 (2 Jan 2001): *"I am not familiar with the public transport system so I won't go out by myself. I am afraid of losing my way. I am too shy to ask for directions… I always remain silent with strangers."*

It appears that Wai's shyness not only inhibited him in communicating with local people, but also caused difficulties in his familiarization with the social facilities and services in Hong Kong.

Wai mentioned that he also had communication problems with his local classmates because of his Mainland accent:

> Wai IN1 (2 Jan 2001): *"I am afraid of being laughed at because of my Mainland accent when talking to people. I have had this experience before. I have been laughed at even by other Mainland students about my accent so I am quite reluctant to speak Cantonese."*

As mentioned above, Wai was rather shy and felt uneasy when talking to strangers. Together with his problems in speaking Cantonese, this may have discouraged him from communicating with local peers, thus further inhibited him from integrating into the local community.

5.4.1.3 Learning problems

Although Wai had been downgraded by three years, he still had problems in learning English:

> Wai D1 (9 Sept 2000): *"English is the most difficult subject for me because there are too many difficult vocabulary items and what we learnt in China is very different from that in Hong Kong. Actually, I have only learnt a few English words in China."*
>
> Wai IN1 (2 Jan 2001): *"I started learning English when I was in Primary 3. My English is poor. I can't speak English. I have no chance to speak English in the class... There are a lot of English words with long spellings. It is difficult for me to remember. My regular English teacher uses mainly Chinese in his lessons. I prefer using Chinese also... I never raise my hand because I never know the answers... I am afraid of losing face and will be laughed at by my classmates if I make mistakes."*

He thus perceived that his English was far behind that of his local peers for a number of reasons. First, he had started learning English in Primary 3 (compared with his local classmates who started learning English from nursery education). Second, there were few opportunities for him to practise English in

China.   Third, his vocabulary was limited because of his poor memory.   All these factors might have contributed to Wai's lack of confidence in responding to his teacher in front of his local counterparts.

According to Wai, the reason for taking part in the EEP was:

> Wai IN1 (2 Jan 2001):   *"My English is poor and I don't know anything about English.   I understand that English is important in Hong Kong because a lot of things here are written in English... Whenever I play the computer games...I find that there's a lot of English... My parents also remind me of the importance of English for seeking jobs... I hope to improve my English examination result so I join the course."*

Wai's response may lead us to infer that many Mainland students may not have a very clear picture of the importance of English in different aspects of the Hong Kong society (i.e. business, workplace or tertiary education).   In Wai's case, he probably thought that English was important only for class promotion and playing computer games during his leisure time, or he might also have come across some signs or posters in his surroundings which were written in English. His concept of the importance of English in the local job market appeared to have come from his parents or other relatives and friends in Hong Kong (see Section 2.4.2.1).

Wai also mentioned that he could not concentrate in the EEP and always chatted with Hei during the lessons.   He was also a frequent absentee from the EEP. Wai explained that he often 'forgot' the EEP time-table, and sometimes he needed to help his mother with the housework.   Naturally, he was absent from the EEP for a long time immediately after his father's death.   It should be noted

that Wai seldom came to the researcher's interviews, and rarely submitted his diaries.

5.4.1.4 Relationship with local classmates and teachers

Other than the communication difficulties with his classmates owing to his shy character and perceived incompetence in Cantonese, Wai also felt uneasy because of being above the average age in class:

> Wai IN5 (27 April 2001): *"I am embarrassed when someone asks me about my age."*

According to Wai, he avoided chatting with his local classmates because of the age difference, as well as the different family background.   He explained that he only talked to the new arrivals in his class as he believed that they would be more empathetic to his difficulties since they shared a similar background.

Regarding his relationship with his teachers, Wai said:

> Wai IN1 (2 Jan 2001): *"No teachers have ever shown any concern about me.   They never talk to me.   Maybe they know that I am a shy person."*

Although none of the teachers had apparently approached Wai, he did not voice any complaints about them.   Instead, he perceived that they probably had understood his shy character thus avoided exerting any further pressure on him.

In sum, the above reflections suggest that Wai did not have much confidence in talking to his peers and teachers owing to his personality and accent.   In addition, Wai's difference in age with the local students made him feel

embarrassed when interacting with them, and thus further enlarged the communication gap.

5.4.2 Wai's case

5.4.2.1 Early stage of EEP

At the beginning, attending the EEP appeared to be a boring and stressful task for Wai:

> Wai IN1 (2 Jan 2001): *"I am frightened when practising with Eva since she is also a stranger to me."*

> Wai IN3 (21 Feb 2001): *"I think the EEP is very boring since Eva speaks English most of the time without Chinese translations. It is better for her to use Chinese. I can't understand what she says. All the words on the blackboard are written in English…I don't want to guess what she says."*

Wai attributed his boredom in the programme to his inability to comprehend his tutor's English. Although Wai recognized this problem, he did not make any effort to comprehend Eva's English. His shyness in character may have also inhibited him from asking for assistance from Eva regarding his English learning problems.

Meanwhile, Eva noticed that Wai was rather shy and passive in class:

> Eva TJ2 Wai (16 Dec 2000): *"Shy in class. Need to push him to get him to participate."*

> Eva TJ3 Wai (13 Jan 2001): *"Seems distracted and tired at the beginning. I 'picked on' him quite a lot just to wake him up."*

> Eva TJ5 Wai (20 Jan 2001): *"He was reluctant to speak at the beginning. But after pushing him a little, he seemed to be better."*

Eva's comments lead us to imply that Wai's reluctance to participate in the learning activities was owing to a lack of motivation to learn English and to his

shyness in interacting with people in class. However, Wai perceived that he

had shown some progress in terms of his self-confidence after a few EEP

lessons:

> Wai IN2 (13 Feb 2001): *"Regarding my oral English...I am a little bit more confident than the past. I speak more English in Saturday lessons...since we are required to take turns in answering Eva's questions."*

> Wai IN3 (21 Feb 2001): *"I use more English in the EEP. There are more chances to speak English since we take turns in answering Eva's questions... Now, I am getting used to Eva's teaching style. It actually increases my confidence. I don't answer questions in the regular class if I am not sure about the answers but I will try to answer Eva's questions in the EEP. Anyway, I can't avoid it. I know my English competence will be improved if I speak more English in the EEP lessons."*

Wai believed that he had made some improvement in his oral English because he

was more willing to speak English in front of the class compared to that in the

past. Also, it appeared that Wai began to realize Eva's intention of insisting

him and his classmates in taking turns to respond to her questions. Most

importantly, Wai seemed to recognize his English competence could be

improved, which probably made him pay more effort in his learning (i.e. became

more concentrated in the EEP lessons).

a. Peer influence

With respect to peer influence, Wai seemed to regard it as a powerful influence

on his responsiveness in his learning:

> Wai IN7 (10 July 2001): *"When I was in China, I never responded to my teacher's questions in English. I'd rather be punished than make mistakes in front of so many people."*

According to Wai, he had never responded to his teachers because he was frightened that he would be laughed at by his classmates for his mistakes. After coming to Hong Kong, his worries had not diminished, as he emphasized repeatedly in his interviews at the early stage of the course:

> Wai IN1 (2 Jan 2001): *"I won't answer my teacher's questions... I am afraid of losing face and will be laughed by people, particular by my classmates, for my mistakes."*

> Wai IN2 (13 Feb 2001): *"I am afraid of being laughed at by others for my mistakes... I will be afraid when speaking English...I will be less frightened if there are fewer people in the class."*

Wai's reflections seemed to indicate two of his assumptions. First, Wai perceived that answering questions was equivalent to making mistakes; second, he predicted that he would be laughed at by his peers whenever he made mistakes. Wai's first assumption probably showed that he lacked confidence regarding his English competence, while his second prediction somehow reflected his distrust to his teachers and classmates. As Wai's assumptions may have formed by past unpleasant learning experience, it was not easy to change his mindset without exposing him to a different experience.

Also, peer relationships seemed to play an important role in influencing Wai's decision to take part in the EEP outings (i.e. street interviews, trial ride on the public transport and restaurant visit):

> Wai IN2 (13 Feb 2001): *"I am more easily affected by peers than by my teachers. I won't take part in any outings if none of my friends accompany me. I won't do so even if my tutor persuades me to."*

> Wai IN3 (21 Feb 2001): *"Hei asked me not to join the trial ride. I wanted to participate in it at first since I would like to know more about different public transports in Hong Kong. Also, I would like to have outings with my teachers and classmates so that I could ask my tutors things which I didn't understand in the previous lessons... Besides, I think*

through the outing, I will have a more cozy relationship with my EEP teachers... Hei easily affects me since he is one of my best friends... I am easily affected by my friends whenever I make a decision."

Peer pressure was a powerful factor for Wai in making decisions regarding his learning. Even though he believed that some of the EEP activities would be valuable for his learning as well as improving his relationship with his EEP teachers, he would not participate in them without Hei's approval. Also, Wai appeared to strive for his peers' approval rather than for appreciation from his teachers. This phenomenon is quite common among adolescents. As discussed in Section 2.7.5.4, when children progress from primary to secondary school, peer relationships become increasingly important as social acceptability is vital in shaping their self-image. Thus, in Wai's case, it was not surprising at all that approval from his peers shadowed the influence of his teachers (see Section 5.4.3 below).

b. Games

Although Wai reported that he felt bored throughout the classroom sessions, there were moments which he considered enjoyable at the early stage of the EEP:

> Wai IN2 (13 Feb 2001): *"I will feel bored in the lessons if there is nothing to play with. I like joining the games because it is more relaxing to do so. At least I can play for a while…I prefer having more people in the competitions… since more people means more fun to me… Sure, I like to have games… because it is real fun for me. I get more involved and less sleepy in class and I can learn at the same time. Games can refresh my memory of what I have learnt in the lesson... I will be more confident in games. Of course, I dare to speak English in the games."*

Wai's response suggests that the enjoyment and excitement created by the EEP games probably made him become more energetic in class. Most importantly,

Wai also believed that games were not merely for fun, but they also served the purpose of refreshing his memory in learning. Another point Wai had made in his reflection was that he enjoyed mixing with Ping's class during the games. Similar to Joyce, Wai believed that the more people involved in the games, the keener the competition would be and hence more fun resulted.

Eva also noticed the games in the EEP could arouse Wai's interests and made him respond more actively in class:

> Eva TJ6 (3 Feb 2001): *"Again he was shy. I think he answered questions with hesitation because he wasn't confident in his pronunciation. However, he was quite active in the games."*

Eva's observation may lead us to infer that the relaxing and enjoyable atmosphere created by games may have overwhelmed Wai's fear of taking risk as well as the embarrassment of being laughed at by his peers, thus making him behave enthusiastically in class.

c. First street interview

Regarding the reason for taking part in the first interview outing, Wai stated:

> Wai IN2 (13 Feb 2001): *"All the boys in the EEP asked me to join the street interview… I thought that it would be fun to interview English speakers. That was a rather new idea to me. Besides, I wanted to learn more English in the outing. Since I was a shy person, I also wanted to see how brave I would be in the street interview."*

It seems that Wai joined the first street interview not only because of peer pressure but also owing to his curiosity about English speakers, motivation in learning English as well as his desire to test his confidence in taking on new challenges.

At the beginning of the outing, Wai was scared because:

> Wai IN1 (2 Jan 2001): *"I was too timid to do the introduction to the interviewees. It was too embarrassing to speak to them since they were all strangers to me."*

> Wai D3 (13 Jan 2001): *"I was so afraid and I dared not speak to English speakers."*

Eva and Hei therefore accompanied him in approaching English speakers. With Eva's assistance, Wai appeared to go through the interview questions smoothly. Regarding his experience with the first interviewee, Wai said:

> Wai IN2 (13 Feb 2001): *"The first interviewee was quite nice. We talked to each other quite happily."*

However, Wai had a rather different feeling after interviewing an elderly man (who was rather enthusiastic and spent a lot of time suggesting ways to improve Wai's English):

> Wai D3 (13 Jan 2001): *"This experience makes me even more frightened when talking to English speakers in future."*

> Wai D4 (20 Jan 2001): *"I felt very frightened when the English speaker taught me how to improve my English."*

> Wai IN2 (13 Feb 2001): *"I was embarrassed when an English speaker suggested me how to improve my English... I didn't leave because it was very impolite... He wasn't so friendly... I was more frightened afterwards. I felt so embarrassed that I didn't want to continue the activity... I won't be more confident in the next interview outing because of this unpleasant experience."*

It is unfortunate that the encounter with the elderly man negatively impacted on Wai's confidence in communicating with other English speakers in future. Also, Eva was rather worried whether this experience would have had negative impacts on Wai's self-esteem:

> Eva TJ4 Wai (13 Jan 2001): *"Wai's voice was low, and thus not so clear. The foreigner he interviewed was very "talkative". I hope it did not 'scare' Wai."*

Interestingly, although Wai felt that this experience might have affected his confidence, he perceived that his overall performance in this outing was better than he had expected:

> Wai IN2 (13 Feb 2001): *"At first, I thought that I would fail in the interview activity. However, my overall performance was better than what I had expected... It was the first time that I had talked to strangers. At least, my performance was better than before... I have learnt how to ask people questions. The interview activity can train my confidence a little bit. I can't imagine that I can talk to English speakers. In the past, I might just say 'Hello', then left. I think it is a good experience for me."*

His experience with the 'talkative' man may have discouraged him from taking part in future street interviews to some degrees, however, this effect was not devastating.   As can be seen when Wai further compared his performance in the first street interview with his learning experience in the past, he appeared to recognize that he still had made certain positive changes in terms of his confidence.

After the outing, Wai gave his thanks to his classmates and EEP tutor:

> Wai IN2 (13 Feb 2001): *"Eva's support was important to me. It was better to have her assistance because sometimes I couldn't understand what the English speakers said... Some of my classmates were standing next to me throughout the outing. Definitely, it was much better than being left alone."*

The above comment suggests that Wai's belief that the assistance and support offered by his peers and tutor was quite necessary to give him the confidence to go through with the interview tasks.

5.4.2.2 Middle stage of EEP

Wai was able to attend only one lesson during this stage of the programme as his father was very sick in March and died in April, 2001. When Wai was asked to comment about his English learning, he made the following comments:

> Wai IN5 (27 April 2001): *"Now, I am able to respond to my classmates' questions in the EEP... I am quite satisfied about my performance. At the beginning of the course, I knew nothing at all...I am quite happy about my progress...I have told myself to keep on working hard...I don't chat with Hei so often in class now."*

Although Wai had already lost his father by the time he was interviewed by the researcher, he did not seem to display a very negative learning attitude. Instead, he appeared to show a sense of satisfaction when he was comparing his performance between the early and middle stage of the course. Unexpectedly, Wai tended to be more serious about his learning and began to make more effort in pursuing his study.

Although Eva was rather concerned about Wai's absences, she perceived that he had made some minor improvement during the EEP:

> Eva IN1 (5 Apr 2001): *"Wai's still very shy and he's missing quite a few lessons now. But I think he's getting a bit better; sometimes he will say he doesn't know, then I push him a bit and then just draw him out, then he feels better after I do that. Sometimes he seems very tired and not really paying attention, and when he does, it seems that he reacts pretty well in class. But his situation is not very stable...I don't think he's made significant changes... because out of all the lessons, I don't think he was in many and then a few those he's in it, like this one, he's so out of the lesson no matter what you picked on him to do. He's so out of it, he's very tired or something."*

> Eva TJ13 Wai (7 Apr 2001): *"He is falling behind the other students by missing several lessons and with a lower level of English to start with."*

Eva felt that Wai had made some positive changes in terms of his responsiveness during the EEP, however, his frequent absences would make him fall behind his fellow classmates. Furthermore, as Wai's English level was already far below his classmates' originally, his inattention in class would further worsen his difficulties in catching up with them when he returned to class.

5.4.2.3 Final stage of EEP

According to Eva, Wai was having problems in catching up with the class, particularly in the final stage of the programme:

> Eva TJ17 Wai (2 June 2001): *"Got lost in the class. Did not understand the lesson. Gave him some extra help during the recess time."*

> Eva IN2 (25 Aug 2001): *"He's behind most of the other kids at the start and then being absent so many times meant that basically he had learnt absolutely nothing... when I asked him to speak, he tried but with lots of help and with lots of push on my side to get him to answer... Moreover, he's not very attentive in class, I think it's because he didn't understand; it's hard for him to concentrate."*

As in the middle stage, Eva's comments suggest that Wai's inattention in class may have been caused by his poor standard in English as well as his frequent absences from the course, which probably made it more difficult for Wai to catch up with his classmates in the EEP lessons. As he could not understand Eva's English properly, his self-confidence in using English would also diminish. Another reason which contributed to Wai's loss of interests in learning was, of course, the loss of his father during the middle stage of the course. Also, his father's death may have immediately exacerbated his family financial situation,

thus leading to anxieties or worries for Wai, which probably distracted him in class.

a. Second restaurant visit

For the second restaurant visit, Wai promised to go because Ian and Hei had encouraged him to do so.   As Wai had not taken part in the first dining activity, he did not know that he would be required to use English to place his order. Thus, after the preparation session, Wai was so afraid of the dining task that he left without notifying Eva:

> Wai IN6 (18 May 2001): *"I was afraid of going...I hadn't thought that I would be so frightened at the time when I promised to go.   I didn't know that I needed to speak English...I was afraid because my English was poor...I really didn't know how to place orders in English... I would lose face if I made mistakes."*

From Wai's response, it seems that he was not scared by the restaurant visit, but was frightened about the task he needed to perform during the visit.   Wai's reaction was understandable because if he felt threatened in speaking English in front of his EEP classmates and tutor, then interacting with the native speaking staff in the restaurant would seem to be an impossible mission to him.   Ian, however, intervened, and as soon as he saw Wai running away, he chased him, caught him, and brought him back to the group.   Ian's action suggests that he was quite concerned about Wai's learning progress and was eager to offer assistance to Wai when necessary.

When Wai arrived at the restaurant, he had the following feelings:

> Wai IN6 (18 May 2001): *"I began to feel scared when I arrived at the restaurant... I was even more frightened when I was asked to place my*

order... I was afraid of being laughed at by others and losing my face... I was frightened when I ordered my drink because I didn't know how to pronounce the words."

This remark probably stresses the importance of the preparation session before the task. As Wai was not well-equipped for the dining task (e.g. Wai had been late for the preparation session), it was natural that he should feel scared about it. Wai also stated that he was not satisfied with his performance:

> Wai IN6 (18 May 2001): *"I think I failed in the task... I only gave 7 marks for my performance... I could manage the basics, like being polite to the restaurant staff... I have learnt how to place orders...I am not satisfied with my performance and neither is my teacher... because I needed my classmates' assistance...I couldn't manage to do it myself because I forgot what I had learnt in the preparation session...I dare not go for the same task in future... I don't know how to respond immediately whenever other people ask me a question in English."*

Wai was not satisfied with his performance because he could not perform the task independently owing to insufficient practice and his poor memory. Furthermore, he dared not take part in similar tasks as he perceived that he was incompetent in making any spontaneous responses to English speakers. As predicted by Wai, Eva also seemed to be quite dissatisfied with his performance:

> Eva TJ16 Wai (12 May 2001): *"I'd like to say again that, he was rather shy. I think he had the ability to place his order more fluently, but he was too shy."*

According to Eva, it was Wai's shyness that prevented him from speaking confidently and freely in front of the English speaking restaurant staff rather than a lack of preparation.

b. Second street interview

With regard to the second interview outing, Wai was again hesitant to go:

Wai D7 (4 April 2001): *"Do we need to go for the street interview again? Can I stay away from that? …I am too afraid of it.   Sorry!"*

Wai IN7 (10 July 2001): *"I wasn't so willing to go because I was too shy to do it.   I was also worried that I couldn't speak proper English."*

From Wai's responses, it seems that the unpleasant experience with the elderly man in the first street interview was affecting his self-confidence towards the task to a certain extent.   Finally, Wai took part in the second street interview owing to his tutor's invitation and Ian's encouragement.

On the day of the second street interview, Wai was late for the preparation session in the morning.   But, unlike what he felt about the restaurant visit, he seemed to be quite confident about the task this time:

Wai IN7 (10 July 2001): *"…at first, I didn't know how to do it, but after asking Ian for assistance, I could manage."*

However, Wai's confidence towards the second street interview lasted only for a short while.   As he saw Ian doing his interview, Wai began to feel worried about his own performance:

Wai IN7 (10 July 2001): *"I thought I couldn't do the interview since I was too shy. I was afraid of being laughed at by my classmates and the English speakers.   I would lose my face if I made any mistakes… I was sweating all over, and very frightened."*

Unlike Natalie and Joyce, Wai had not gained any self-confidence from his first interview outing, his worries about the second street interview were understandable.   Unexpectedly, Wai appeared to be rather calm when it came to the actual interview.

Eva observed that Wai behaved differently in the second interview outing:

> Eva TJ20 Wai (30 June 2001): *"Interviewed two foreigners with Ian standing next to him. Could finish the interviews independently. Improvement in confidence and voice, a lot louder than before."*

According to Eva, she was rather surprised and did not understand why Wai was showing a noticeable difference in terms of his confidence, loudness of his voice and his independence in conducting the interviews with the English speakers when compared to his first interview outing.

Similar to Eva's comments, all the three raters generally agreed that Wai had demonstrated some progress in the second street interview regarding his eye contact; calmness and his eagerness in approaching English speakers (see 24 below). Two examiners commented that Wai showed observable improvement with respect to the loudness of his voice and his independence from the teacher's assistance when conducting the interviews.

Table 24: Comparison between Wai's 1st and 2nd street interviews

	Rater 1	Rater 2	Rater 3
Loudness of voice	1	1	0
Eye contact	1	2	2
Eagerness in approaching interviewees	1	2	1
Independence	1	0	1
Calmness	2	1	1
Fluency	1	0	0
General Comments	"Spoke softly in the 1st interview, asked questions with more accurate pronunciation, much calmer in the second one."	"He became more confident and had higher self-esteem. He had more eye contact with the foreigners in the second interview."	"More confidence in the 2nd one. Fluency was still low."

Keys:
-2:significant regression   -1:some regression   0: no change   1:some improvement
2:significant improvement

When Wai was asked about his performance in the second street interview, he

explained:

> Wai IN7 (10 July 2001): *"Finally, I determined to do the interviews since I knew that as soon as I completed two interviews, I could have an early lunch.... Superficially, I was very calm but it wasn't quite the same deep down inside."*

However, once Wai associated an early lunch as a reward for doing the interview

tasks, he appeared to ignore his fear and worries and took up the tasks without

hesitations.

Regarding his performance in the second interview outing, Wai reported:

> Wai IN7 (10 July 2001): *I don't really think my performance was good but it seems that I made fewer mistakes in the second street interview. I don't know whether the English speakers understood me or not but they did answer my questions... and I could write their answers down... I was amazed by my performance afterwards... I did feel a sense of achievement. I gave 40 marks for my second street interview outing... For the first interview outing, I think it was total a failure. I think I scored no marks at all."*

Although he did not perceive his performance in the second street interview as

perfect, he was satisfied with his progress. From the marks given by Wai (i.e.

40 out of 100), he did not consider that he had obtained a passing grade regarding

the interview task. However, when he compared his performance with his

perceived "failure" in the first outing, he was surprised at the difference.

When Wai was asked why he had made such a progress, he explained:

> Wai IN7 (10 July 2001): *"It was quite helpful to have Eva standing by me...it makes a total difference...it was an encouragement for me... Ian helped me in the interview ...he told me how to do it. I think both my teacher' and classmates' support was important for me. Actually, I also made efforts to do the interview."*

The support given by his classmates and tutor was again important to raise Wai's confidence towards the task. Wai considered the presence of his teacher as a kind of encouragement and support for him. Also, this was the first time that Wai appeared to notice his progress as a result of his effort. As Wai often appeared to consider himself in a helpless situation (e.g. his father's health, financial burden, incompetence in Cantonese, poor English standard), the feeling of being in control, as with this task, may have been able to give him a more positive attitude towards learning.

5.4.2.4 Wai's evaluation

In his evaluation interviews, Wai explained about his frequent absences from the EEP:

> Wai IN7 (10 July 2001): *"I was sometimes absent for the EEP lessons because I always forgot the EEP time-table…also, I wanted to have some more rest during the school holiday."*

> Wai IN7 (19 Oct 2001): *"I am happy since there are no Saturday classes... I don't want to wake up so early on Saturdays. It would have been better if the course was scheduled in the afternoon."*

Wai's unwillingness to wake up for the EEP lessons may have been due to his negative past experience in learning so he chose an avoidance strategy, or perhaps his grief over his father's death also exacerbated his loss of interests in learning.

a. Games

For the games in the EEP, Wai commented enthusiastically in his last two interviews:

> Wai IN7 (10 July 2001): *"Sometimes I felt quite enjoyable in the EEP... particularly during the games... it was less boring when there were games... it didn't matter whether I won or lost the games."*

> Wai IN8 (19 Oct 2001): *"I liked playing games because it was fun. I didn't care about winning or losing. I wouldn't feel that I was losing face if I lost in the games...If there had been no games, I would have felt bored all the time."*

The above quotations may suggest that Wai appeared to believe that games could make the EEP lessons less boring. Furthermore, he was attracted by the enjoyment of the games throughout the course so much that he did not bother about winning or losing. On the other hand, Wai's response leads us to infer that he often felt bored during the EEP lessons. It may have been due to his frequent absences, relatively low English standard and his inattentiveness in class which made him fail to comprehend his tutor's English.

b. Participation in outings

Regarding the EEP outings, Wai said:

> Wai IN8 (19 Oct 2001): *"I didn't want to join either the restaurant visits or the interview outings. I am afraid of getting lost because I only know a few places in Hong Kong... I feel frightened when returning back. I don't want to go out unless I am familiar with the places... I won't go even if there is a barbecue gathering with my friends because I am very frightened of not being unable to find my way home."*

Like Natalie and Joyce, Wai also had similar problems of unfamiliarity with the social service and facilities but he was unwilling to step out from his comfort zone and explore the new environment around him. Thus, Wai's fear of getting

lost not only further inhibited him from integrating into the local community (see Section 2.3.4.3), but also prevented him from developing a social circle with his peers and deprived him of the opportunities for learning outside the classroom.

When Wai was asked how he felt when interacting with people in daily conversation after the course, he said:

Wai IN7 (10 July 2001): *"I am still shy, this is my character."*

Nevertheless, he noticed that his confidence in speaking English had somewhat improved:

Wai IN8 (19 Oct 2001): *"I was afraid at the beginning but felt a bit better after a few lessons...I think my English is a little bit more fluent than before... I had this feeling in Eva's lessons... Sometimes I could understand her English. I have come to know more vocabulary items after attending the course... This is useful when communicating with foreigners. Actually, I like to communicate with people from different countries... At the beginning of the course, I had never expected that English speakers could understand my English so I was a bit happy after the street interviews...At least, I have a slight improvement in my English."*

This not only demonstrates Wai's perception of his improvement in vocabulary, fluency and self-confidence in speaking English, but also indicates his sense of satisfaction during the course. It is worth noting that Wai's motivation in English learning was increased at least to the extent that he appeared to be more interested in communicating with English native speakers after the street interviews.

c. Support from teachers

Although Wai had not made much personal contact with Eva, he showed Eva his gratitude:

> Wai IN7 (10 July 2001): *"I want to thank Eva for my improvement since she taught me English...My spoken English has improved a bit. I am grateful for Eva's teaching. She sometimes asks me to answer questions... since we are required to take turns to answer...I have no chance to escape... I become less afraid as time goes by."*

It appears that Wai's opinion about Eva had changed substantially. During the earlier stage of the course, he complained about Eva's teaching method (i.e. she used too much English in class, and students had to take turns to answer her questions) and he often felt bored in her lessons. However, at the end of the programme, Wai began to understand Eva's intention in insisting on her students speaking English and appreciated her effort for assisting him. Also, Wai's attitude towards learning English seemed to change to a certain degree:

> Wai IN8 (19 Oct 2001): *"I begin to like studying English a little bit... I have heard that English is important for finding jobs. It should be important in some ways. However, I need not have a great improvement... Actually, I don't have any expectations about myself."*

Although Wai began to have a more positive view about learning English, he did not demand for further improvement or set any targets for himself. This may be due to the fact that Wai had never placed academic achievement as the first priority in his life or that he was too unconfident to try.

d. Peer support and pressure

Wai also expressed a different view of his fellow classmates compared to his earlier comments at the beginning of the programme:

> Wai IN7 (10 July 2001): *"I want to give my thanks to my classmates...for their encouragement throughout the programme."*

He apparently recognized the support and encouragement given by his EEP classmates during his learning process. His change of perception about his peers may have been associated with his experience of being assisted by his peers in class, in the street interviews, as well as the restaurant visit. As can be seen in Wai's case, the EEP outings not only provided opportunities for the migrant students to socialize with one another, but also offered chances for them to help one another in their 'hour of need'.

e. Wai's progress in EEP

Finally, Wai made the following recommendation to new students from Mainland about the EEP:

> Wai IN8 (19 Oct 2001): *"It is good to take part in the EEP since you can learn more English. Your speaking will be better. Your tutors won't punish you for mistakes and they will teach you how to learn English. I was afraid of learning English at the very beginning but after some time, I wasn't afraid anymore."*

This may reflect Wai's sincere gratitude to his EEP tutor for her tolerance and empathy throughout the course. As noted above, such a kind of support and understanding had probably helped him in overcoming his fear during the English learning process.

However, Eva had a rather different opinion about Wai's confidence level in the programme:

> Eva IN2 (25 Aug 2001): *"I don't think there's any progress at all...he's still very shy. Very difficult to get him and that's probably because he's really falling behind in the class. He can't answer and he can't understand... So I don't think he has improved his confidence level."*

According to Eva, Wai did not make any observable improvement of confidence during the course. Eva commented that Wai's perception of his incompetence in English may have made him feel uneasy about using English during the lessons. Additionally, his frequent absences might have exacerbated this feeling and thus further inhibited him from responding to his tutor.

Regardless of Eva's dissatisfaction with Wai's performance in the course, since Wai had been under serious stress before and after his father's death, any events in the programme which could attract his interests, stimulate his motivation to learn or redirect his grief by turning his eyes to the future would have been beneficial to him at this critical time.

5.4.3 Discussion of Wai's case

With reference to Wai's case, it seems that games, peer approval and teacher support had a rather strong influence on his self-esteem, particularly in his English learning.

For Wai, the influence from peers appeared to be the most powerful factor affecting his self-esteem and learning. First, the encouragement from his classmates was the determining factor in persuading Wai to take part in the EEP. Second, his confidence in speaking English seemed to be dependent on whether his classmates were supportive of him (i.e. encouraging him, standing next to him, offering practical assistance). In contrast, disapproval from his peers or feeling foolish in front of his classmates appeared to have devastating effects on

his self-esteem and this may have inhibited him from responding to his tutor or other people. As stated in Krashen's Natural Approach (1989:10) (see also Sections 5.2.3 and 5.3.3 regarding Natalie's and Joyce's cases), high anxiety and low self-esteem may cause a high affective filter which prevents the learners from fully utilizing the comprehensible input they receive for language acquisition. This occurs when the learners assume the class to be a place for failure, not a place where they will grow in competence.

Concerning teacher's support, although Eva did not approach Wai or have any personal conversation with him during recess or after class, he still perceived that Eva had offered him considerable assistance and support throughout the course. Perhaps from Wai's perspectives, Eva's asking him to respond to her questions in class and her physical presence during the interview tasks were considered as a kind of attention, support and respect, which made Wai feel a sense of self-worth.

Regarding games and competitions, Wai appeared to be more motivated whenever he took part in the EEP games. It seems that the excitement and enjoyment created by games probably made Wai forget his fear or worry about making mistakes when speaking English in front of his classmates.

Although Wai's motivation and confidence in learning English seemed to be aroused by games, his peers and teachers in some degrees; he did not show any significant changes in his expectation of himself. Perhaps Williams and

Burden's (2002:33) interpretation of Maslow's hierarchy of needs seems to be a reflection of Wai's situation:

> Thus, children who are hungry or in pain (the basic psychological needs) will find their lives dominated by this and will be unable to concentrate on, say meeting their aesthetic needs. Similarly, children who have low self-esteem are unlikely to be able to give their full attention to learning in class.

In terms of Wai's situation, his life seemed to be dominated by his family's financial problems and his sense of inferiority, and this probably distracted him from concentrating on his learning and prevented him from participating in learning activities (which may have put extra financial pressure on his family) and getting access to social facilities (which would be beneficial for his learning).

5.5 Conclusion to Chapter 5

Natalie, Joyce and Wai's cases may lead us to infer that although all these migrant students had similar background (i.e. low socio-economic status, English learning problems and adjustment difficulties), the extent of the impact on their self-esteem from the EEP among them was quite different.

For Natalie and Joyce, it appears that they displayed an observable progress in their GSE, SpSE and TSE after attending the EEP. In terms of GSE, both girls seemed to develop a sense of self-worth as they felt they were valued and respected by their tutors, people outside school, as well as the researcher. Through their brief encounter with school-life at PolyU, Natalie and Joyce

seemed to realize that they were just normal people in society and they had an equal opportunity to enter university if they made an effort. Furthermore, through daily classroom activities (i.e. games and competitions) and various outings, they gained a sense of achievement after completing the tasks (i.e. interviewing English speakers, placing orders using English) assigned by their tutors.

With reference to their self-esteem towards English, both of them showed a rather low SpSE in their English learning at the early stage of the course. They were afraid of taking risks and the resulting ridicule. However, towards the later stage of the programme, it seems that they realized their English competence was not so low, and thus became more willing to use English inside and outside the classroom.

For TSE, Natalie and Joyce were quite nervous about the street interview task and did not have a high expectation of their performance at the first outing. During the activity, they were dependent on their tutor's assistance. However, their TSE seemed to be enhanced immediately after the first interview outing. In the second street interview, they behaved more confidently and could manage the tasks largely on their own. Furthermore, they wished they could conduct another street interview in future.

For Wai, although he did not show any noticeable change in his GSE, he reported a better self-perception in terms of his English competence. Perhaps, in Wai's situation, even a small positive detectable change in his learning attitude should

be regarded as a triumph over his appalling adversity. According to Wai, his tutor's teaching method and her insistence on calling on him to speak English in class were some of the major reasons for his progress. The games in the EEP also appeared to provide him with a less threatening atmosphere which enabled him to speak more English in class. With regard to his TSE, Wai perceived that he had made certain progress in the second street interview, and he believed that the physical presence of his teacher and the assistance offered by his classmates had positive impact on his self-confidence towards the task.

After reviewing Natalie's, Joyce's and Wai's cases, it seems that they had rather different orientations regarding their learning. For instance, Natalie appeared to be easily affected by the people and the environment in the learning context. Also, her learning attitude seemed to be easily influenced by her mood that day. Joyce was more attached to her teachers, thus support and encouragement from teachers appeared to be an important factor in promoting her self-esteem. For Wai, although the physical presence of Eva and his classmates was a sign of encouragement for him, his past failure in learning English often tempted him into avoiding the EEP during the absence of his teacher and peers.

In spite of the differences discussed above, all three students reported that some elements in the EEP (i.e. outings, games, peer support, encouragement from the EEP staff and etc.) were important in initiating such changes. Consistent with the aims of Krashen's Natural Approach, during the EEP, not only was sufficient comprehensible input (see Section 3.2.1.1.a) provided by the tutors with the aid of extra-linguistic information and contexts, but also a positive and

motivating learning climate was cultivated in the classroom (through mutual trust between teachers and students as well as through authentic and meaningful activities) so that the EEP participants had a lower affective filter for the acquisition of the target language.

5.6 Conclusion to Chapters 4 and 5—Answer for Research Question 1: Can an English Enhancement Programme improve the self-esteem of a group of the Secondary 1 migrant students from China?

In Chapter 4, I have discussed the overall findings about the effectiveness of the EEP on improving thirteen migrant students' self-esteem.   The data from the student informants, EEP tutors and the external examiners generally showed that the EEP had served its purpose in enhancing its participants' self-esteem.

The data from the three case studies in Chapter 5 demonstrate a more detailed portrait on how three individuals reacted to the EEP and the changes they had undergone during the programme with respect to their self-esteem.   Similar to the results in Chapter 4, the findings from the case studies further confirm that the EEP of the present study positively influenced the self-esteem of its participants.

After looking at how the results in both Chapters 4 and 5 have addressed Research Question 1 of the present study; in the next chapter, we will further

examine what elements in the EEP contributed most to this improvement of students' self-esteem.

Chapter 6

DISCUSSION AND FINDINGS: ELEMENTS AFFECTING SELF-ESTEEM

6.1 Introduction

In the following, I would like to discuss which elements of the EEP were most beneficial in fostering migrant students' self-esteem. Based on an analysis of the students' diaries and interviews as well as EEP tutors' comments, four themes emerged as important influences on self-esteem. These were: outings, teacher's encouragement, peer support and games. I will present these elements according to the degree of emphasis given by the subjects.

6.2 Outings

The EEP outings appeared to have had the greatest impact on students' self-esteem as they were mentioned as the most enthusiastic events by the subjects. Among the five different outings, the street interviews were considered to be the most popular, whereas the restaurant visits and university visit came second and third. As far as the trial ride on the public transport system and Pacific Place visit were concerned, although more than half of the participants seemed to be particularly interested in these outings, other students considered that they were not particular interesting or meaningful to them.

6.2.1 Street interviews

Street interviews appeared to be the most difficult task among the outings because the migrant students had to approach strangers (i.e. English speakers) and conduct a short interview with them in a language which the students had only limited proficiency. However, all the students and tutors had positive comments about the activity (see Tables 25 and 26 below).

Table 25: Students' comments about street interviews

Students	Date	Examples
1. Amy	D4 (12 Jan 2001)	*"Yesterday's street interview was really meaningful and made me feel so happy and excited. I dared to talk to foreigners... I was very happy and I think yesterday was the happiest day I have ever had in Hong Kong."*
	IN2 (16 Feb 2001)	*"I wasn't refused by the foreigners. They were very kind to me...I was also satisfied with my performance...I began to love chatting with foreigners."*
	D16 (July 2001)	*"The street interview is the most favourite activity in the EEP because I can communicate with foreigners and have more opportunities to speak English. I like this activity very much."*
2. Ian	IN4 (21 Feb 2001)	*"It is quite valuable to try to communicate with foreigners and know about how they speak English."*
	D14 (7 July 2001)	*"I am able to speak more English and become much braver than before. However, all these changes are triggered from the street interviews."*
	IN10 (10 July 2001)	*"I got a sense of achievement after the street interviews because I realized that I could communicate with foreigners."*
3. Jen	IN1 (19 Jan 2001)	*"The foreigners were nice to me. Although my English was not very fluent, they did not laugh at me. The street interview can improve my confidence and self-concept."*
	D4 (20 Jan 2001)	*"Because this was the first time for me to communicate with foreigners and my English standard was not that good, so I felt scared at the beginning. But after a few times, I found that the foreigners were not really scary and some of them were even very enthusiastic and kind to me. I begin to love English and so I am not afraid of it now."*
	IN5 (12 July 2001)	*"The most favourite activity in EEP is the street interview ...because it is very practical...There must be chances that I need to talk to the native speakers in future."*
4. Joyce	D7 (15 Feb 2001)	*"I was very nervous before the outing since I had never talked to foreigners before. However, after the outing today, I think my English standard has improved and I feel more confident in speaking English."*
	IN2 (15 Feb 2001)	*"It was very meaningful for the street interview. I*

		could communicate with foreigners. It was a nice experience for me. I want to have more chance to communicate with foreigners in future."
	IN5 (28 Mar 2001)	*"After the first street interview, I became more confident when speaking to English speakers. I was very happy for my performance so I shared my happiness with my friends in Hong Kong. Now, I am also braver than before. My voice is louder and I am calmer even when I am talking to you."*
5. Natalie	D4 (12 Jan 2001)	*"It is through this outing (the street interview) that I realize how brave I am. I am really happy! ...I feel really happy about the outing today. I can't believe that I performed so well!...I feel I am a capable person because I have tried to face the challenges, which I was always frightened of...Today, I can see how brave I can be."*
	D5 (21 Jan 2001)	*"After participating the street interview, my confidence in speaking English has been improved...I have learnt that I should never run away from the fear since I need to face the challenge anyway."*
	IN10 (13 July 2001)	*"The most unforgettable activity is the street interview where I could talk to foreigners... I was very afraid during the interview but after I knew I could communicate with them in English, I think that I am capable in speaking English."*
6. Patrick	D5 (10 Jan 2001)	*"Before the interview, I was afraid that the foreigners would ignore me when I spoke to them. Besides, I was afraid that they would not understand my English and laughed at me. However, when I had successfully interviewed a foreigner, I didn't feel scared anymore. I was pleased about myself"*
	D6 (20 Jan 2001)	*"The street interview can help me improve my confidence in speaking because I could communicate with foreigners successfully at the first time."*
	IN8 (3 July 2001)	*"I am very satisfied about my improvement in the second street interview."*
7. Cindy	D5 (10 Jan 2001)	*"Because the activity was very funny. I felt so happy on this Saturday outing. I don't feel afraid because the activity helps me to build up my confidence and trains me to communicate with people actively. I feel very happy this time."*
	D3 (13 Feb 2001)	*"The foreigners were very kind to me...They were much kinder than I had expected."*
8. Jessy	D6 (20 Jan 2001)	*"I think it has enhanced my confidence in speaking English because I am now not scared of talking to foreigners. Although sometimes I don't understand what they say, I still dare to talk to them in English. So, to me, this is already a big improvement!"*
	IN2 (9 Jan 2001)	*"Yes, I like it... I want to join the activity...because at last, I can have some contact with foreigners."*
9. Hei	IN2 (6 Feb 2001)	*"I am quite happy about myself because my confidence in speaking English has improved."*
10. Lily	D4 (12 Jan 2001)	*"I think this activity is very meaningful to me since it improved my self-confidence and at the same time I can learn English."*
	IN2 (13 Feb 2001)	*"Before the interview, I was afraid that the foreigners couldn't understand my English...After the task, I am not afraid anymore because I think that my oral English is quite good...Also, before the outing, I*

		thought that I wouldn't have enough confidence to approach native English speakers. However, After the interview, I realize that I can communicate with them in English."
11. Wai	IN4 (10 July 2001)	*"I was amazed with my performance in the second street interview... I really gained a sense of achievement afterwards."*
12. Wan	D4 (12 Jan 2001)	*"Regarding the street interview held in the afternoon, though we were rejected for a few times at the beginning, I could still make it. I was satisfied with my performance."*
	IN2 (14 Feb 2001)	*"My confidence of speaking English also improved. I was very happy about my performance and wanted to share my happiness with my parents."*
	IN10 (21 July 2001)	*"I like participating the street interviews ...because I want to know whether there is any improvement of myself."*
13. Yu	IN2 (15 Jan 2001)	*"It enhanced my confidence in using English.*
	IN6 (12 Apr 2001)	*"I like the street interview most because it is our first outing. Also, we needed to use English to do the interview and (we needed) to listen to English speakers attentively."*
	IN10 (3 July 2001)	*"I was very satisfied with my performance in the street interview and I shared my happiness with my mother."*
	IN11 (Oct 2001)	*"The street interview impressed me most ...because we needed more confidence (to do it)...I didn't feel confident at the very beginning...but I was much more confident in the second interview outing...it seems that (I was) less afraid of losing my face the second time. I did it...I felt very embarrassed if I made any mistakes in the first street interview. But it didn't matter to me when I made mistakes in the second outing."*

Table 26: Teachers' comments about street interviews with respect to students' self-esteem

Tutors	Date	Examples
1. Ping	IN2 (12 Aug 2001)	*"The students were really happy about themselves because they often thought that their English was not good enough and suddenly they found that they could communicate with English speakers and ask them questions...Their self-confidence was significantly improved and in the second street interview, they didn't have any worries at all."*
2. Eva	IN2 (25 Aug 2001)	*"I think the street interview is very hard for them... for they are just very shy. It's quite scary if you ask me to do it. It's very scary but it's a good way for us to judge the confidence level of speaking, the English spoken level...I think most of them had showed a great improvement in the second street interview. I didn't have to help to get the interviews and most of them did, at least did two, at that time. In the second interview, it's very hard to find a target actually. So it's quite good for most of them did two on their own. I think it's a pretty good sign of improvement for them... Just confidence level or speaking wise, it's better than the first time definitely."*

Among the thirteen student informants, Yu, Amy, Jen and Natalie felt that the street interview was their favourite outing in the EEP. Natalie viewed that the street interview as "the most unforgettable outing" in the programme. Similarly, Amy regarded it as "the happiest day" after her arrival to Hong Kong, while Yu said that he was deeply "impressed" by the experience of the activity. It is also interesting to note that Jen mentioned "falling in love with English" after the first street interview.

It is worth noting from the comments of students and tutors that the street interviews have had a greater impact on students' SpSE and GSE rather than on their TSE. With regard to students' SpSE towards English, almost all students (i.e. 12 out of 13) claimed that their confidence in speaking English was considerably improved after the street interviews. This may be due to the fact that the interviews provided a unique communicative experience and an opportunity for the subjects to develop confidence by talking to English speakers (other than their teachers and classmates) as they were required not to be afraid of ridicule or communication breakdown during the interviews. In terms of Krashen's hypothesis (see Section 3.2.1.1.a.iv), the simplified language (or foreigner talk) used by the English-speaking interviewees not only made their messages more comprehensible to the students but also gave them an impression that the English speakers were sympathetic and friendly to them thus weakening their affective filter for using English (i.e. thus increasing their SpSE in speaking English).

As can be seen in Table 25, these young arrivals reported that they were rather nervous at the beginning of the interview outing because of their limited proficiency in English. They felt worried that their English could not be understood by the interviewees or that they would fail to comprehend or respond to their interviewees' English.   However, as they proceeded with the tasks, they came to realize that their English standard was not as poor as they had expected since they noticed that their interviewees could understand their questions and respond to them accordingly.

With regard to students' improvement of GSE, almost all the students claimed that they were very satisfied about their performance in the street interviews. Some of them (i.e. Yu, Wan and Joyce) seemed to be proud of their achievement and shared their experience with their friends and parents.   This finding suggests that a sense of achievement was developed among these migrant students during the street interviews particularly when they realized that they were capable of communicating with English speakers in a challenging real-life setting.

Many students reported that they changed their attitude towards English speakers as they noticed that they were not as "scary" as they had expected.   For example, Amy originally felt that the English speakers may have refused to talk to her, while Patrick and Jen expected that the foreigners would ignore their invitations or laugh at their spoken English.   However, after encountering the English speakers, these teenagers noticed that the foreigners were nice and kind to them. Jen felt that some of the interviewees were enthusiastic and kind, while Cindy

reported that the English speakers were "even much kinder" than she had predicted. Furthermore, students such as Amy, Jen and Joyce stated that they loved talking to English speakers and were looking forward to having another opportunity to communicate with them in future. From the expressions such as "I was pleased about myself" and "the interview could improve my self-concept", it seems that these young arrivals' feeling of inferiority could be redressed when they found that they were treated politely by their interviewees during the activity.

As mentioned earlier in Section 4.4.1.1 (Table 18), many students ranked their performance in the second street interview higher than in the first one. For example, Wai gave himself 0% for his performance in the first street interview whereas he gave himself 40% for the second street interview. Amy gave herself 80% for her first street interview whereas 100% for the second. With regard to the reason of improvement, Lily, Wan and Jessy regarded that their experience and success obtained in the previous interview task was an essential factor in improving their confidence for the future task. This finding can be interpreted that the success which these migrant students obtained in the previous interviews may have allowed them to gain a more positive view about their competence in speaking English, and therefore their confidence towards the next task was boosted accordingly. Also, students' successful experience in communicating with English speakers appeared to encourage them to take the initiative to repeat the tasks. As they became more familiar with the tasks, they were more confident in their actual performance.

As seen in Table 26, Eva commented that the street interview was a good benchmarking exercise in judging students' improvement of confidence in speaking English:

> Eva IN2 (25 Aug 2001): *"If you are not confident, then of course you will be scared and stand still. If you feel you will be able to do it, you will try."*

She felt that the interview task was difficult even for a near-native English speaker like her, and therefore if students could handle the interview independently, then their confidence may have been increased accordingly.

In general, Eva was rather impressed by the confidence of the young arrivals taking up the tasks. Also, she seemed to be surprised by the students' performance and independence in the second street interview because the degree of the difficulty of the task was substantially increased owing to the bad weather that day (see also Section 3.2.1.2.b.i).

As shown in Table 26, Ping believed that the street interviews had some positive impact on the migrant students' SpSE in English since most of them came to see their capability in learning English after the first street interview. Owing to this improvement of SpSE, Ping felt that it was legitimate for these teenagers to become more confident in handling similar kind of tasks in the second interview outing (i.e. improvement of TSE). According to Ping, it was also natural that students felt happy about themselves (e.g. a gain of GSE) when they found that their oral English was much better than they had expected before the outings (i.e. improvement of SpSE). Ping's comment shows that the three categories of self-esteem are sometimes interrelated. In other words, improvement in one

category of self-esteem may have caused some sort of positive influence on either/both of the other level(s) in the self-esteem hierarchy (see Section 2.7.3).

6.2.2 Planet Hollywood Restaurant visits

As the objective of the restaurant visits was to provide opportunities for the young arrivals to interact with English speakers, explore western dining culture, and to realize the importance of English in their daily life (see Section 3.2.1.2.b.ii), it was predicted that this activity would have impact on students' different kinds of self-esteem.

Table 27: Students' comments about the Planet Hollywood visits

Students	Date	Examples
1. **Amy**	IN3 (14 Mar 2001)	*"Although I only used some simple English to order my drink and made some polite responses to the waiters, I am very satisfied about my performance. Since then, I want to speak more English because it is really great fun to me. I am more confident in speaking English now for I know that people can understand my English."*
	IN6 (22 May 2001)	*"I could speak calmly in the second restaurant visit although the task was more difficult than the first one. For the second visit, I gave myself 90 marks (out of 100) to myself. For the first one, I just gave myself only 80 marks. Through this activity, I have learnt a lot about table manners. I think I can still remember them after a long time...It is very practical. I will visit the restaurant again when I have enough money because I am not afraid of speaking English anymore."*
2. **Ian**	IN5 (13 Mar 2001)	*"I didn't expect that I was the first one to place an order in English. Moreover, I had never realized how brave I could be... I was really surprised about my performance...I wasn't afraid of being laughed at by my classmates...I also asked the waiter where the restroom was...I asked the question myself... he could understand my English...I got a sense of achievement after the visit...I shared the experience with my parents because I had never expected my performance was so good. I was pleased with my quick responses to the waiter."*
3. **Jen**	D6 (10 Mar 2001)	*"Because I realized that all people in that restaurant spoke English. I believe my English standard will improve if I listen, speak and expose more to English. This restaurant visit offered me a chance to learn."*
4. **Joyce**	D9 (12 Mar 2001)	*"Last Saturday, I learnt some vocabulary items about dining cutlery. I was less afraid therefore I spoke louder than before. Since I was absent for the last time so I wanted to go to have a look. I think it is useful to improve English if we try to order food in English."*
5. **Natalie**	N8 (16 May 2001)	*"I was less afraid when I ordered my drink because I learnt how to say it in English... the waiter understood me... Ping didn't help me this time... I was less afraid because I got the experience... After I finished the main course, I ordered the dessert, a banana split on my own... I was much more confident this time."*
6. **Patrick**	IN4 (14 Mar 2001)	*"I wasn't afraid because I had practice in the preparation session. It was really important for me. I want to order food on my own in the future activity. I want to order the food from the menu. I have the confidence to do it."*
7. **Cindy**	IN4 (13 Mar 2001)	*"I learnt and see a lot of things... about table manners and politeness... I saw some of the props in the Hollywood movies and the setting was very beautiful... much more better that I expected."*
	IN8 (15 Mar 2001)	*"I wasn't frightened for the second visit...There's nothing to be afraid of....I was more afraid at the first time... because I had never been to the place before... but in the second time, I was more familiar to the place...I gave 60 marks for the first visit... but 80 marks for this time...I think I have got improvement in ordering food... I took more initiatives in doing the task."*
8. **Jessy**	D9 (23 Feb 2001)	*"I saw a lot of movie props, costumes and models of the*

		famous Hollywood film stars. The most unforgettable thing was the movie stars' handprints at the main entrance. The bartenders show was really interesting. Though I think the food wasn't so good, I still wanted to visit there once again because its service and environment was really wonderful. Yet the prices were a bit expensive. Anyway, I could enjoy myself, eat and learn something at the same time (It fulfilled all my three wishes). I felt so happy and satisfied with this activity."
9. Hei	IN4 (13 Mar 2001)	*"I wasn't afraid even to be the first one to place an order because I knew how to do it...I was eager to order something more if I really needed it...I was more confident than before since I had already learnt how to say it...It was an unforgettable experience for me because I could tour around the restaurant and learnt about the props used in the Hollywood movies."*
10. Lily (participated in preparation session)	IN4 (28 Mar 2001)	*"I feel that the restaurant session is practical...If I can study well, I can have a job in future. When my colleagues invite me to have lunch or dinner together, I will know how to use the table manners learnt in the morning session...I came back in the morning because I wanted to learn the expressions about dining and also the table manners."*
11. Wai	IN7 (19 Oct 2001)	*"I didn't want to join neither the restaurant visit nor the interview outings... I was afraid of going out... since I rarely went out... I was afraid of getting lost... I only knew a few places...I was very afraid when returning back home by myself. I only go out when I am familiar with the places."*
12. Wan (participated in preparation session only)	D9 (11 May 2001)	*"I think I have learnt some useful expressions in dining during the morning session."*
13. Yu	IN5 (12 Mar 2001)	*"Apart from the English expressions I have mentioned, the activity could broaden my horizon. I will feel more confident next time...I want to learn more English expressions if it suits my ability...I can cope with the table manners in the lesson...I can apply what I have learnt in the outing when I dine in western restaurants in future."*

A number of participants reflected that the Planet Hollywood Restaurant visits provided them with opportunities to dine in a western restaurant which was something they had never tried before. Yu and Cindy felt that the dining activities could broaden their horizons and enabled them to know more about western culture. Although Wan and Lily did not participate in the afternoon outing, they took part in the preparation session and felt that the topic was meaningful. As can be seen in Table 27 above, Wan stated that the learning

activities could enlighten her knowledge about the dining culture in the western world, while Lily felt that the preparation session was practical in the sense that it could equip her with table etiquette and appropriate expressions when dining in a western restaurant. Regarding the practicality of the outings, Ian commented:

> Ian IN5 (13 Mar 2001): *"It was quite practical...definitely it was useful in future...especially after I graduate, I can invite you teachers to dine in a western restaurant."*

These teenagers' feelings were understandable as it was probably the first time that they had learnt about the western food culture (i.e. cuisine, table etiquette) which made them feel sophisticated and knowledgeable. Moreover, these migrant students anticipated that there would be chances for them to dine in a western restaurant when they grew up, thus such activities could equip them from how to behave properly in front of their colleagues and acquaintances.

Regarding English learning, some learners reported that the visits provided a chance for them to use English authentically and meaningfully:

> Joyce D11 (April 2001): *"Today I have learnt some vocabulary items about dining cutlery...I think this lesson is very meaningful because it is related to our daily life. The lesson is not only practical but also very funny."*

> Yu IN5 (12 Mar 2001): *"Since we need to dine all the time, it is useful to learn the English expressions about dining."*

Since there is a lack of opportunity for these young arrivals to encounter real-life tasks in the regular English class, they may have perceived that the dining activity was a meaningful task as they had to be understood by the English speaking restaurant staff in order to obtain what they desired to have for their lunch.

Similar to the street interviews, the restaurant visits appeared to have some kind

of positive impact on these migrant students' GSE.   For example:

> Amy IN3 (14 Mar 2001): *"I was very proud of myself because I had my lunch in such a top class restaurant... I shared my experience with my friends in China"*

> Natalie IN8 (16 May 2001): *"My class teacher said that he had never gone to the Planet Hollywood because it was too expensive for him.   He said that we were so lucky to have lunch there...I also told my younger brothers and sisters about the restaurant visit, since they had never gone there before... My boss at McDonald's told me that he had heard about Jackie Chan's restaurant but he had never dined inside because he couldn't afford it. "*

From Amy and Natalie's expressions, it seemed that these teenagers were rather

proud of themselves for being invited to such a prestigious restaurant (i.e. Planet

Hollywood Restaurant).   Thus, they were enthusiastic about sharing their

experience with their siblings, parents, friends and colleagues about their

experience as they knew that the latter had not had this kind of experience

before.

Also, through the encounters with the restaurant staff, some students tended to

develop a more positive self-image about themselves:

> Hei IN4 (13 Mar 2001): *"It is a special restaurant.   The staff there were very kind to us."*

> Amy IN3 (14 Mar 2001): *"The staff in the restaurant were very kind and considered us as their VIPs.   I have never been treated so nicely in Hong Kong before...and this totally changes my attitudes towards Hong Kong people."*

As seen from the above responses, these migrant students enjoyed being

respected when they noticed that they were treated friendly by people in the

restaurant regardless their ethnicity or family background.   Also, it was likely

that students' GSE was boosted further after they had completed the task assigned by their tutors. As noted in Table 27, Ian was rather satisfied with his actual performance because he was the first one to finish the assigned task and took the initiative to ask the waiter extra questions. Amy, on the other hand, was pleased with herself when she found that her English was understood by the restaurant staff. Owing to this pleasant feeling, Amy's motivation to speak English seemed to have improved accordingly. In general, the responses lead us to infer that these migrant youths gained a sense of achievement after the outings. Furthermore, it was possible that these teenagers' SpSE improved to a certain extent when they noticed that their oral English was comprehensible by the English speaking staff in the Planet Hollywood Restaurant, and that was why they were so eager to share their happiness with their parents and friends.

Regarding students' TSE between the first and second restaurant visit, nine out of eleven participants reported that they became more confident in placing food orders in a western restaurant. Cindy also reported that her TSE was increased after she got more familiar with the environment. She took an active role in interacting with the restaurant staff and asked them extra questions in the second visit. Amy felt the dining activity was quite practical and she could memorize the table etiquette after practising in the restaurant. It is worth noting that Amy did not consider the dining activity as a pedagogic task but as a real world task which she was looking forward to experiencing again.

Most students seemed to have an improved TSE after the second dining activity (even though it was more demanding than the first one). This may due to the

fact that the learners had become more familiar with the task requirements and more equipped with the language skills (i.e. vocabulary, pronunciation, etc.) necessary for the task. Also, familiarization with the physical setting of the restaurant (i.e. environment, restaurant staff, etc.) may have reduced some of the anxiety and thus improved their confidence about the task.

As also noted in Table 27, Patrick appeared to believe that the preparation session before the outing played an important role in enhancing his confidence in accomplishing his task in the restaurant. Similarly, Ian reported that the preparation session was helpful for him. As he stated:

> Ian IN5 (13 Mar 2001): *"I wasn't afraid when I was placing the orders because I could manage it...actually I practised the expressions in the class...I preferred to practise the dialogues with my classmates before the actual performance."*
>
> Ian IN11 (3 Oct 2001): *"The task was suitable for my English ability provided I did my practice, otherwise, it would be too difficult for me."*

Ian felt that he would not have been so successful in taking up the task if he had not participated in the preparation session. This assumption also seems to apply in Yu's case, as he pointed out:

> Yu IN8 (14 May 2001): *"I didn't have much confidence ...I' have got very insufficient practice...The waiters didn't understand me...since he looked confused."*

Yu's comments suggest that the preparation session was important to familiarize the students with the task. Some students felt less secure if they had not had adequate practice in the preparation session and this feeling may have affected their confidence in the actual performance.

Regarding the comments from the EEP tutors about the restaurant visits, they are

listed in Table 28 below:

Table 28: Tutors' comments about Planet Hollywood visits

Tutors	Date	Examples
1. Ping	IN1 (3 Mar 2001)	*"Regarding the Global Self-Esteem, perhaps we have taken them to the places which they never have a chance to visit before. Most of the times, the outings can actually broaden their mind. I think, last time, when we took them to the Planet Hollywood, they thought that the food in that restaurant was very expensive. They were very happy because they could go there. I think, since they arrived in Hong Kong for such a long time, they never have the chance to explore this kind of place. I think it helps in improving their self-esteem. For oral proficiency, definitely it helps."*
	IN2 (12 Aug 2001)	*"For example, when we were going to visit the Planet Hollywood, the students had no ideas about how to order a glass of water or some pepper. At the beginning of the lesson, they didn't know anything about the topic so they had to practise. After the practice, they gained more confidence...when they arrived at the restaurant, they dared to speak up. At least, they knew the expressions so they were brave enough to speak. Of course, when they were on the bus, they would continue to ask me, "How to read this? Did I pronounce it correctly?" Because they knew that they would use the language items very soon and "We need to communicate with English speaking restaurant staff and so we need to speak well in order to get them understand us." In fact, they had their own requirement about themselves in outings. If there were no outings, they might have thought that what they had learnt were useless in daily life."*
2. Eva	IN2(25 Aug 2001)	*"Well, it's a socializing activity, for them to socialize, maybe among themselves and so with the teachers, if possible. And like I said as just to let them go somewhere they perhaps will not have a chance to do it. Their parents probably won't take them or financially not possible to do it. It just (let them) experience something new. Maybe we need to push them a little bit. Just say, the restaurant, you have to push them to order something in English. They might do it in Chinese otherwise. Just a chance to get them to experience and to practice something. I think it helps them to realize how important English can be and at certain time that you have to use English. It's more effective to use English, maybe."*

In Table 28, Eva perceived that the restaurant outings provided a chance for the

students to explore the importance of English in their daily life and enabled them

to use English in a realistic and meaningful context.   She felt that the visits had

offered time for the students to interact with their teachers and classmates, and also gave them a chance to explore an authentic western restaurant. However, apart from eating and exploring a new place, Eva did not regard the visits as something that enhanced students' self-confidence in speaking English.

Ping had a rather different view from Eva's on the restaurant outings. She believed that these migrant students were very pleased with themselves since they had the privilege to visit such a prestigious restaurant. In terms of their self-confidence in speaking English, Ping noticed that the students spoke quite loudly and fluently in the dining activities. As she described:

> Ping IN2 (12 Aug 2001): *"The students were more confident in the restaurant visits than the street interviews. They spoke more loudly. When they ordered their food, I don't know whether they had to do it or for other reasons, they spoke in a very loud voice. Maybe they needed to make their own orders otherwise they wouldn't have anything to eat therefore they spoke very loudly and fluently. I think the practice in the classroom was also very useful for them."*

According to Ping, the migrant students were equipped with the necessary skills in the preparation session therefore they became more confident in conducting the task. Moreover, she noticed that many students in her class were much more attentive during the restaurant visits (see Table 28). For example, Ping found that Ian was much braver in the dining activity compared to his performance in the classroom. He was the first one to place the order. Ping also observed that Jen showed a lot of interests in the visit. She spent quite some time in reading the English written on the restaurant brochure and asked Ping various questions about the restaurant. Ping also believed that the practical value of the dining tasks motivated the teenagers to make efforts in their English learning. She observed that many students practiced the vocabulary and expressions related to the dining activity on the bus as they realized that if

they could not use English to place the order properly, they would not have anything to eat.

6.2.3 PolyU visit

Slightly different from the street interviews and restaurant visits, the primary aim of the PolyU visit was not providing opportunities for the students to interact with English speakers but rather to serve as an initiative to encourage the students to think more positively about their future study as well as exploring the importance of English at university (see Section 3.2.1.2.b.iii). Thus, it was predicted that this activity would have more impact on students' GSE rather than on the other two kinds of self-esteem.

Table 29: Students' comments about the PolyU visit

Students	Date	Examples
1. Amy	D9 (2 Apr 2001)	*"I like the outing because this was the first time I had visited a university and was not required to wear our uniforms."*
	D10 (9 Apr 2001)	*"Although I don't think I can enter university but I have thought about my future during the visit...It is a must to have good English in order to get a place at university. Because if we want to build up a good relation in Hong Kong and foreign countries, we must be proficient in English. Also, we must have a good cultural understanding in order to have business with people from other countries"*
2. Ian	ABS	ABS
3. Jen	IN3 (4 Apr 2001)	*"After the visit, I am more confident to become a university student. I actually feel that it is not so difficult to enter university. There are no significant differences between the university students and me...I really want to be a university student now."*
4. Joyce	D12 (9 Apr 2001)	*"The university students seem to have a lot of freedom. Also, the campus is very quiet and clean. Before the visit, I didn't realize the importance of English at university but I realized the truth afterwards. I don't know whether I will enter university or not and I have never thought about it before the visit. Ping taught us many vocabulary items about occupations...I feel happy in the visit."*
5. Natalie	IN6 (4 Apr 2001)	*"I tell myself if I have the opportunity to enter PolyU, I will study Design."*
6. Patrick	IN3 (2 Apr 2001)	*"I realize the importance of English in university after the visit... I really want to be a university student."*
7. Cindy	IN5 (3 Apr 2001)	*"On that day, I thought about my further study.... There is a department called Languages and Foreign Studies in PolyU... I*

			want to have English language for my major study...We also had more time to chat with Eva during lunch. We chatted slowly and ate slowly."
8.	Jessy	D10 (30 Mar 2001)	*"I learnt a lot of things in the outing because Eva taught us about different occupations in the morning session...I found that some of the university signs were written in both English and Chinese and some of them were in pure English. So I think it is bad and embarrassing if we do not understand English at university. I must be proficient in English otherwise I shall become illiterate when I enter university in future...I also found that university student needed not wear school uniform and they were very free and mature... Miss Leung, I think most of us understood your intention for this visit, so I want to say Thank you!"*
		IN5 (3 Apr 2001)	*"I came back to the campus alone after all the classmates had gone... I wanted to wander around...since I wanted to know more about PolyU...I know that you want to encourage us and let us know we need to study hard now so we can enter university later. You also want to let us know we can have other choices even though we cannot enter university."*
9.	Hei	ABS	ABS
10.	Lily	D8 (2 April 2001)	*"I take part in this activity because I think it will be useful for me in future. Today's lesson is quite practical because I learn some vocabularies that I have never learnt before."*
11.	Wai	ABS	ABS
12.	Wan	D7 (9 Apr 2001)	*I have got some inspirations from the visit. I tell myself that I must work harder in order to enter university in future. In fact, it is not so difficult to enter university!"*
13.	Yu	IN6 (2 Apr 2001)	*"There are a lot of faculties in PolyU...I thought about my future after that visit...I have the determination to enter university...English is mainly used there...It's essential to have good English proficiency...because a lot of tutors there are foreigners...The students there are not special at all. If they can become university students. So why can't I?"*

Table 30: Teachers' comments about the PolyU visit

	Tutors	Date	Examples
1.	**Ping**	IN2(12 Aug 2001)	*"Jen was impressed by the PolyU campus... She told me that she wanted to enter university but she was not sure whether she could do it. We talked about careers at that lesson and she told me that she wanted to be a doctor in future. I asked whether she knew that it took a long time to study Medicine. She told me that she knew it and it was a must for her to have good English. She was worried about whether she could manage it but she really wanted to pursue her study."*
2.	**Eva**	IN1 (5 Apr 2001)	*"I think it's good to put them into the university environment before they get anything, but at least they think, okay, this is a university. There are different classes you can take...yes, a huge library or something ...Let them see the environment. I don't think they have really gone to a university if we don't take them there."*
		IN2 (25 Aug 2001)	*"I think the PolyU visit will be the most effective (in improving their motivation in learning English), it gives them to see another classroom in the sense, not the regular classroom and you will see how you are learning in*

		institutes. It's newer to them than the other activities …it is quite meaningful for them… It's more than a different world. It's where they can be, and probably where one thinks of going to."

As can be seen in Tables 29 and 30, the majority of respondents reported that they started to think about their future study during the visit, which they had not had any thoughts about before. As these teenagers toured around the PolyU campus and compared themselves with the university students, they noticed that the university students were just ordinary people like themselves. Thus, they believed that it would be possible for them to enter university if they studied hard. This awareness of potential success is important in establishing positive GSE because only when learners realize that they can learn and have the hope of being successful, will they begin to develop self-confidence and be willing to try new and more difficult tasks (Sencer, 1998:17). Once students become successful in their learning, their self-image is likely to be improved, the low self-esteem cycle may have been broken and a positive self-esteem cycle may take its place.

As from English learning, many students reflected that they not only learnt the vocabulary items about different occupations but also the importance of English in tertiary institutions in Hong Kong (when they were asked to find out some information from the signs on the PolyU campus). Thus, most of them appeared to be more determined to make efforts in their English learning in order to enter university. It is also interesting to note that some students in Eva's class seemed to be more responsive to their tutor in the PolyU classroom than in their own school classroom:

> Yu IN6 (2 Apr 2001): *"It is difficult for me to concentrate in class at our school because the classroom is too spacious… Since the classroom in PolyU is smaller, it is easier to hear Eva's voice."*

Wan D6 (2 Apr 2001): *"I could finally understand what Eva said in the lesson and I could comprehend her English better than before. Maybe this was because our distance was shortened during the PolyU visit!"*

Apparently, the physical setting of the classroom affected students' learning. As the size of the classroom was substantially reduced, the students could become more concentrated in class and their tutor's message could be conveyed to them more clearly. Similar to Yu and Wan, Lily also reported that Eva's voice was clearer in the PolyU classroom:

Lily IN5 (6 April 2001): *"I couldn't understand what Eva said in our school classroom but I could comprehend what she said in PolyU...Maybe She spoke louder...I was also braver than before. I felt that if I wasn't brave enough, I couldn't enter university in future...If I am too shy, I won't dare to ask for help even I don't understand the lessons."*

Lily D9 (28 April 2001): *"I spoke louder because I felt less frightened! I have changed my view to Eva after the visit. I feel more confident of speaking English in front of her."*

According to Lily, it seems that not only did Eva speak louder in PolyU, she herself also spoke up during the lesson. This can be partly interpreted as a sign of Lily's determination in making changes in her learning attitude as she perceived that confidence was a key to academic success (i.e. entering university). Also, Lily may have become less afraid of speaking English in front of Eva as she began to realize that Eva's friendly attitude to her students during the visit. Like Yu, Eva appeared to perceive that the physical setting of the classroom played a role in the learning process during the visit:

Eva IN1 (5 Apr 2001): *"Their attention was much more concentrated than other lessons. Maybe the classroom and the environment were different. They seemed to listen more attentively than before...They asked more questions... maybe it's a smaller room. There's a smaller number of people (i.e. Wai and Hei were absent). Since the room was smaller, we were closer to each other whereas in the school classroom, the distance between me and the students was further apart.... It's not usual for Lily asked me so many questions in class. It's because we were closer*

together...I was surprised that they answered me all in English but I was a bit disappointed in the sense that they gave me the same answer. They're all the same. But I was happy that they gave their answers in English, even when I said "You can answer in Chinese". I think all of them answered me in English."

Eva believed that students' concentration and participation were enhanced in the PolyU classroom. It can be partly interpreted that as the physical distance between teacher and students was shortened (owing to the smaller size of the PolyU classroom) and the number of students was reduced; the attention given to each student by Eva may have been increased accordingly. Also, a "cozy" feeling between the two parties may have been developed, which enabled the students to be less afraid of speaking English in class. Eva also reflected that the visit had provided a chance for her to chat with her students:

> Eva IN1 (5 Apr 2001): *"I asked them questions while we were having lunch...They also asked me some questions like 'How do you get to the university?' and 'What kind of degrees or courses can we study?'"*

It is worth noting that this was the first time for Eva to chat casually with her students during the outing. Some of them appeared to be surprised about Eva's change in behavior:

> Jessy IN5 (3 Apr 2001): *"Today, we had more chance to talk to Eva... at first, Cindy and I expected that Eva wouldn't go out from the classroom during the guided tour because both of us thought that she didn't like chatting with us... But this time, she came out so we could chat with her."*

> Lily IN5 (6 April 2001): *"I used to think that Eva didn't like to talk to us...but she did chat with us during the PolyU visit...she was nicer than before."*

The PolyU visit apparently provided a channel for the students and tutors to socialize with each other. By chatting with their teacher casually, the participants gained the sense that they were cared for by their tutors. Moreover,

Lily pointed out that the relationship with her classmates improved during the visit:

> Lily IN5 (6 April 2001): *"Amy and Natalie were nicer to me on that day...we had a chat during the guided tour...They rarely talked to me at the beginning of the term...I was really happy."*

As mentioned earlier (see Section 5.2.2.1.c), Natalie and Amy perceived that Lily and Wan did not like them (and vice versa). However, the PolyU visit appears to offer an opportunity for the students to communicate with each other and remove unnecessary misunderstanding and suspicion among them.

Both the EEP tutors agreed that by exploring the facilities at PolyU, students were inspired to think about their study plan or careers in future and to set short or long term targets for their own learning.

6.2.4 Trial ride on public transport

As stated earlier (see Section 3.2.1.2.b.iv), the main purpose of the tour was to familiarize students with the local transport system. Since no communicative tasks were involved, it was expected that the students would feel more relaxed and thus have more time to chat with their classmates and tutors during the outing. In Tables 31 and 32 below, responses from students and tutors about the tour are listed.

Table 31: Students' comments about the trial ride of public transport

Students	Date	Examples
1. Amy	IN4 (22 Feb 2001)	"I know more about Hong Kong. I know a few places during the tour and also know more about the public transport system...I still remember some details about it... the tour is quite beneficial to the migrant students because it can broaden our horizon."
2. Ian	IN4 (21 Feb 2001)	"I know the locations of different places in Hong Kong...I have also tried different public transport."
3. Jen	ABS	
4. Joyce	IN3 (21 Feb 2001)	"I know how to get to Tsim Sha Tsui from school after the outing and I remember the fees for some public transports...It is useful for us."
5. Natalie	IN4 (23 Feb 2001)	"I am more confident in taking public transport after the outing."
6. Patrick	IN3 (28 Feb 2001)	"I have never been to the Peak before, so I want to look around...I am more familiar with Hong Kong and its public transport system after the outing."
7. Cindy	IN3 (13 Feb 2001)	"I have never been to the Peak and never tried the Peak Tram... I was satisfied with this outing. The scenery was so beautiful... before this time, I only heard that the night scenery was very beautiful... I had never seen the scenery around the Peak...I knew some of the famous buildings in Hong Kong... I had never seen them before and I really wanted to see them... I only knew a little bit about Hong Kong's public transport system before the outing... Now, I know more about it... I seldom go out myself. I don't know which bus to take... I am not afraid of taking buses now...before that, I only knew how to get to Tsim Sha Tsui to see the Victoria Harbour.... now I know more, I can go to the Peak on my own."
8. Jessy	D8 (16 Feb 2001)	"The tour enables me to understand more about the public transport system and see the beautiful scenery around the Peak...I love the ferry cruise as well. I also like the tram and the Peak tram rides since I have never tried them before... I learn more about Hong Kong districts and also the names of some famous buildings there. I feel quite happy this time...the Peak tram ride is one of my most unforgettable memories after my arrival in Hong Kong."
9. Hei	ABS	
10. Lily	D11 (2 June 2001)	"We learn how to read from the maps and how to travell to Central, in addition, we had a chance to see the beautiful scenery around the Peak. The outing is very good and I hope there will be a similar outing in future."
11. Wai	IN1 (21 Feb 2001)	"I learn more about public transport system in Hong Kong. It is quite practical and useful for the migrant students ...It can also improve our relationship with teachers...I also chatted with you during the tour."
12. Wan	IN3 (27 Feb 2001)	"I have a better concept for the public transport system in Hong Kong. I am more confident in going out now...since I am more familiar with the direction after the tour... I am quite satisfied about it."
13. Yu	IN4 (20 Feb 2001)	"It is meaningful... the Peak is a famous place, and so it is worthwhile to have a look there... at least, we know when and where to pay the tram fares."

Table 32: **Teachers' comments about the trial ride of public transports**

Tutors	Date	Examples
1. Ping	IN1 (3 Mar 2001)	*"Some students thought that it was not necessary for them to use much English, so they could be more relaxed in the outing. It is also good for them since they live in Hong Kong and the outing really offers them a chance to have a trial ride on the these public transports... They told me that English was important in Hong Kong because they could see a lot of signs in the public transports are written in English."*
2. Eva	IN1 (5 Apr 2001)	*"It didn't give them that much chance to speak English. They just did some sight-seeing...I try to point out what we have learnt during the outing."*

The responses suggest that the majority of students perceived that the tour widened their knowledge about the local public facilities as well as different districts in Hong Kong.   Many students expressed a view that they would not be scared when going out on their own since they had gained more information (i.e. routes, fees, etc.) about the public transport system during the outing.   This sense is considered to be useful for these young arrivals as recent research (see Section 2.4.5) has revealed that the unfamiliarity with social resources is probably one of the major problems that prevent Mainland students from integrating with their peers and building up their self-esteem.

When the respondents were asked whether they were more familiar with their tutors after the tour, they said:

> Cindy IN3 (13 Feb 2001):   *"I had a little bit more time to talk to my tutors... I talked to Ping... I only talked to Eva for a while, but since she was not feeling well so I didn't want to bother her."*

> Yu IN4 (20 Feb 2001): *"I chatted with Eva and Ping...for a little while...I only asked Eva about English in the classroom but I asked her something very casual in the outing."*

> Wai IN1 (21 Feb 2001): *"It (the tour) can also improve our relationship with teachers...I also chatted with you during the tour."*

> Ping IN1 (3 Mar 2001): *"The teacher-student relationship improved because the students volunteered to talk with us on the way during the*

> *outing. As I remember, they sat next to us in the ferry on the way to the Peak. They asked me where I lived and which subjects I was studying. They also asked me if I had been to the Peak and some personal things. Then in return, I asked them some questions about their daily life."*

The above responses show that the outing was a chance for the students to socialize with their tutors and peers in a casual situation. As mentioned earlier, both the teachers and students should have felt more relaxed during the travelling time therefore they could chat with each other freely about their daily life and personal concerns. This kind of communication seems to be important in developing these young migrants' self-esteem (see Section 2.7.5.3) as many of them had difficulty in finding someone to listen to them, therefore they may have perceived that they were valued and cared for by their teachers who not just taught them English but also listened to them

Some students reflected that the Peak tour enabled them to communicate with their classmates:

> Wan IN3 (27 Feb 2001): *"I also had more time to communicate with my tutors and classmates...I enjoyed the trip very much and I took photos during the tour."*

> Lily IN4 (28 Mar 2001): *"Cindy and Jessy seldom spoke to Wan and I in school...when I spoke to them, they just ignored me...When I asked Amy something, she just responded to me in a very bad manner... But we started chatting with each other during the tour."*

Wan and Lily felt that Natalie and Amy did not like them. Thus, it was surprising to see they started chatting with one another when they were touring around the Peak. It could be partly interpreted that the novelty and excitement of the trip stirred up their interests to talk thus helping them to bond with their peers.

In addition, both the EEP tutors reflected that the tour enabled the participants to explore the importance of English in Hong Kong:

> Ping IN1 (3 Mar 2001): *"They told me that English was important in Hong Kong because they could see a lot of signs on the public transports are written in English"*

> Eva IN1 (5 Apr 2001): *"Some students saw the English sign on the (tram) door and tried to read it aloud. They asked me whether their pronunciation was correct. I explained to them…It's beneficial to them."*

As shown in the above, the young arrivals seemed to be alert to the importance of English as they noticed that English could be found almost everywhere during the tour. This may have been contrary to Eva's expectation because she originally thought that the Peak tour was not much related to English learning, other than to vocabulary teaching.

6.2.5 Visit to Pacific Place

The rationale of the visit was to enable the students to recognize the importance of English in Hong Kong, particularly when they noticed almost all the shop signs in Pacific Place were written in English (with no Chinese translation). In addition, by teaching these young arrivals the English vocabulary items and the map reading technique, it was hoped that they could use the shopping mall directory to locate positions and places. However, the activity was less successful than other outings mentioned above since several negative comments were reported by students and tutors (see Tables 33 and 34):

Table 33: Students' comments about the shopping mall visit

Students	Date	Examples
1. **Amy**	D13 (2 June 2001)	*"I have learnt some shop names and their locations in Pacific Place...It is not much different from other shopping malls I have visited before. There are more shops with their big brand names...I don't like this activity because it is too boring."*
2. **Ian**	D12 (2 June 2001)	*"I learnt how to use a shopping directory as well as some vocabulary items about shopping... I don't like the activity very much because I needed to walk for a whole day. Because of running out of time, we could not afford to explore the things in detail. Besides, some of our classmates missed the gathering time. The only good thing I found in this outing was that we got a chance to visit a big shopping mall."*
3. **Jen**	D8 (2 June 2001)	*"I have learnt some new words and how to use the shopping mall directory...I enjoy the outing very much."*
4. **Joyce**	D14 (2 June 2001)	*"We learnt some vocabulary items this morning. I participated in the outing since I had never been to Pacific Place before. Ping also taught us how to use the shopping directory...There were also many new things for us to explore. We learnt different vocabulary items about various kinds of shops and were asked to find a few different shops in the mall."*
5. **Natalie**	D13 (2 June 2001)	*"I understand your intention of organizing this visit, that is, to enable us to know all the shop signs are written in English and there are many foreigners at Pacific Place...However, I don't like it too much and it is the most boring outing."*
6. **Patrick**	IN8 (4 June 2001)	*"I could use English to ask whether the table was available in the food court...The lady asked Hei and I to wait for a while...Hei told me to ask the lady. I asked Hei to do it himself but he said that he had tried before. He asked whether the person had finished or not but that person did not respond to him...I did it naturally because I wanted to have this table. There were so many people around. I didn't know when we could start our lunch if I hadn't asked that lady.*
7. **Cindy**	D17 (2 June 2001)	*"Because I want to learn more about the MTR. It is useful. Sometimes I take the MTR so it is good to know about the route to Admiralty and how to have an interchange to the Hong Kong side...I know only a few places so I want to explore more to broaden my mind... Today, I saw many new things as I walked around the shopping mall...I also learnt how to read the directory and find the shops. I think it is useful for me in future."*
	IN9 (5 June 2001)	*"It prepares us for the future...sometimes when I go to a shop, maybe all the shop signs are written in English so I need to learn it and prepare for the future…English is important in this shopping mall because people there speak English... It will be a disadvantage if I don't know English there."*
8. **Hei**	D15 (July 2001)	*"Oral English is important since we always need to go outside such as shopping at Pacific Place."*

9.	Jessy	D14 (2 June 2001)	*"We learnt the names of the facilities inside the shopping mall in the preparation session. I think they are quite practical because we can use these terms in our daily life...I think there is a big difference between Pacific Place and other shopping malls...Most of the shop signs are written in English only. There are a lot of tourists and even the shop assistants know how to speak English...Though I have learnt some of the English terms before, it is better to experience the practical use of them on my own."*
10.	Lily	IN9 (6 June 2001):	*"People there were nice and helpful...Most of the shop signs were written in English. I realized the importance of English in Hong Kong...I also knew the route to get back home and I am more confident to go out on my own after this outing."*
		D12 (9 June 2001)	*"I don't like this outing because it is not so interesting. It seems that I haven't learnt much English today."*
11.	Wai	IN3 (10 July 2001)	*"There are more foreigners...more things to buy...The things there are more expensive... Most of the shop signs are written in English...I have learnt how to read the map so that I won't be afraid of getting lost...Pacific Place is bigger...and there is more English."*
12.	Wan	D10 (June 2001)	*"I have learnt how to use the map...I enjoy the outing because I have learnt something practical."*
13.	Yu	IN9 (4 June 2001)	*"The activity is useful...The map reading part is practical especially when I am travelling to other countries...I know how to get back home from the Admiralty by the MTR on my own...I can use the directory to locate the shops...If there is anybody who wants to buy expensive things, I can take them there for I know how to take the MTR now."*

Table 34: Teachers' comments about the shopping mall visit

	Tutors	Date	Examples
1.	Ping	IN2 (12 Aug 2001)	*"In the shopping mall, they noticed most of the signs were written in English... then, they began to realize that English was very important in Hong Kong. Jen told me, "We can find a lot of English around, they are almost everywhere. I haven't realized it until now." I said, "It is natural, because you only move around where you live where there is little English. If you go to Tsim Sha Tsui, Admiralty and Central, then you will see English everywhere"... They want to learn English if they find that it is useful. If they think that it is useless, they don't have the motivation to learn."*
2.	Eva	IN2 (25 Aug 2001)	*"I begin to think whether the shopping experience is that useful for them. I think maybe not as useful as we have thought. Probably it's the only one I think it's less useful."*

As can be seen in Tables 33 and 34, four students (i.e. Amy, Natalie, Lily and Ian) and one tutor (i.e. Eva) stated that the outing was not very enjoyable or

meaningful. Since no authentic shopping was involved (owing to financial constraints), the excitement of the activity may have been reduced to a certain extent. As pointed out by Ian, because of the time limit, the students did not have sufficient time to explore the shops, which probably made some of them feel disappointed. Moreover, the time spent in waiting for Jessy and Cindy (i.e. they missed the gathering time) possibly made many students feel irritated or bored. Natalie also considered the outing as the most boring outing for a special reason:

> Natalie D14 (9 June 2001): *"I felt bored as I thought that it was the last outing for us!"*

Natalie's comment may suggest that her learning enthusiasm was affected by her emotional state again, and her frustration about the outing probably came from a fear of missing her classmates and tutors in the EEP.

However, many participants considered the tour as a meaningful outing (see Tables 33 and 34 above) since they learnt how to use the directory to locate different places in the mall. For instance, six of them found the map reading skill especially useful, and they felt less frightened when they went to unfamiliar places.

In addition, many participants (6 out of 13) seemed to realize the importance of English in Hong Kong after the shopping activity because they noticed that almost all the shop signs in Pacific Place were written in English only, and it would be a disadvantage for them if they did not know English. Also, Ping

believed that the visit may have alerted these young arrivals to the importance of English in Hong Kong and thus enhanced their motivation to learn the language.

Although the students were not required to conduct any conversations with English speakers during the tour, Hei and Patrick initiated a short talk with foreigners when finding seats in the food court (see Table 33 above). Patrick perceived that his encounter with the Filipino lady was "natural" and found the importance of survival English. Although Lily mentioned that she had not learnt much English during the tour, she was impressed by the friendliness of the people in Pacific Place when she asked them for the directions to the MTR station. Such findings may have helped these young migrants to develop a better self-image and reduced their feeling of inferiority (see Section 4.2).

Some students reflected that they were more confident about taking the public transport after the outing and they dared to go home on their own. Jessy, who was late in the gathering, had a special feeling towards the outing:

> Jessy D14 (2 June 2001): *"I felt sorry for my classmates and teachers…and I began to understand the importance of punctuality. I will become a more responsible person since I don't want others to worry about me…Cindy and I kept looking around, resting, playing and listening to the piano performance in Pacific Place and we missed the gathering time. It made all the teachers, classmates… wait for us. Some of them even walked around the shopping mall for seeking us. We felt so embarrassed and wanted to make our apologies to them!"*

Jessy mentioned that she had learnt the importance of punctuality during team visits. She probably appreciated that her teachers and classmates had spent considerable time waiting and searching for Cindy and her in Pacific Place.

6.2.6 Preparation sessions

As can be seen in Table 35 below, all the young migrants perceived that preparation sessions before the outings were useful because they equipped them with necessary language skills for the actual tasks.

Table 35: Students' comments about the preparation sessions before the EEP outings

Students	Date	Examples
1. Amy	IN7(22 May 2001)	*"I think the preparation session before the dining activity is useful. I am less afraid of speaking English in front of people after the practice in the preparation session."*
2. Ian	IN10 (10 July 2001)	*"I wasn't so successful in the first street interview because I didn't have enough preparation before the outing. However, for the second one …I got more familiar with the questions since I practised the dialogues a lot of times during the preparation session."*
3. Jen	IN2 (19 Jan 2001)	*"The preparation session was useful for me… I was less afraid of the interview task in the afternoon."*
4. Joyce	IN4 (3 Mar 2001)	*"I like having the preparation sessions. I know how to handle the task … I will be much calmer … and less frightened."*
5. Natalie	IN10(13 July 2001)	*"The preparation session related to the street interview task in the afternoon…I learnt different country names in the morning session therefore I could spell the names in the actual interview task."*
6. Patrick	IN4 (14 Mar 2001)	*"My confidence improved when I was talking to the waiters because I had got a lot of practice in the preparation session."*
7. Cindy	IN8 (15 May 2001)	*"Without the preparation session in the morning, I think nobody will dare to speak up in the afternoon… perhaps I will try a bit, but I will encounter more difficulties in pronouncing the words."*
8. Hei	IN2 (6 Feb 2001)	*"Because I have enough preparation in the morning, I wasn't afraid of talking to the English speakers in the street interview."*
9. Jessy	D5 (12 Jan 2001)	*"Eva asked us to have some practice in the preparation session. I didn't feel scared and even could spoke fluent English after I practised the dialogues with Eva."*
10. Lily	IN3 (16 Mar 2001)	*"It isn't so good if we just go out and don't have any preparation sessions in the morning."*
11. Wai	IN9 (10 July 2001)	*"I was late in the morning session so I didn't know what to do in the street interview."*
12. Wan	IN2 (14 Feb 2001)	*"I think the preparation session was useful because it provided us with adequate practice as some dialogues in the street interviews were quite difficult."*
13. Yu	IN8 (14 May 2001)	*"The preparation sessions really affected my performance in the outings… It improved my confidence a lot."*

Also, Ping agreed that the preparation sessions were important in improving students' TSE in both street interviews and restaurant visits. By making reference to the restaurant visits, Ping pointed out that although the time between the first and the second visits was short, the students showed a noticeable improvement in their TSE, which was probably due to the preparation session before the outing. As she explained:

> Ping IN2 (12 Aug 2001): *"Before the visit, the students actually had no ideas about how to order a glass of water or some pepper. They didn't know anything about the topic so they had to do a lot of practice. However, after the preparation session, they were more confident about themselves. They dared to speak up because they had already learnt how to respond to the situations... They spoke very loudly and their English was very fluent. The preparation session was really useful to them."*

These comments suggest that the preparation session before each outing played an important role in improving students' TSE by equipping the students with the necessary skills as well as familiarizing them with the context of the tasks (Education Department, 2002; Dennis, 2003). Furthermore, as students had a chance to rehearse the task in the safety of a classroom, they may have found transferring language study into language use in the real world task much easier (Harmer, 2003a:26). This finding also matches Dunlap's (2002:123 and 137) suggestion that students' self-confidence towards particular learning activities will benefit when their teachers ensure their mastery of the necessary prerequisite skills required for assignments before moving on to more difficult tasks. It is largely true that if learners are encouraged to explore and experiment with their tasks while their teachers promise to support them and provide them assistance during the learning process, their confidence about the tasks will be increased accordingly.

6.2.7 Conclusion

After reviewing the feedback from both the EEP tutors and students, the outings in the EEP seem to have some positive impact on the migrant students' self-esteem by providing them with successful adventures and new situations in using English outside the classroom, enabling them to be aware of how they were valued by other people inside or outside school as well as allowing them to realize that they could become successful if they made efforts in study (i.e. Sections 2.7.5.2 and 2.7.5.4).

In general, students' GSE appeared to be enhanced after participating in these outings. This can be partly interpreted as that they may have developed a sense of accomplishment after they had completed the tasks that offered a real challenge to them (Hong Kong Education Department, 2002 and Katz, 2006). It was also observed that the young arrivals tended to have a better self-image when they were given chances to communicate with people from different cultures during the EEP outings (e.g. street interviews and restaurant visits). It is possible that these adolescents' GSE was built up when they noticed that they were treated respectfully by people outside school (i.e. foreigners in street interviews, restaurant staff) during the outings (Alderman, 1999; Law, 2001 and Thorson, 2003). Also, the outings provided considerable time for the students to chat and eat with their tutors, and this could have built up a positive student-teacher relationship, which made the learners feel that they were cared for by their EEP tutors (Law, 2001 and Mortimore et al., 2002). This positive climate may have had an influence in improving these adolescents' GSE to a certain degree.

During the outside activities, students were often required to complete different communicative tasks. Thus, their SpSE towards learning English may have been improved when they found that they were capable of completing the tasks in English. Although some students may have felt that there was room for improvement in their performance, they still felt confident that they could do better in the following outings.

It is interesting to note that although the difficulty of the task in some outings was increased (i.e. the second restaurant visit tended to be more demanding for the participants could have their own choice in ordering their food), the students' TSE seemed to be unaffected, since the learners were already equipped with the necessary skills from the previous tasks as well as in the preparation sessions, therefore they had confidence in taking up the tasks in similar contexts (Dunlap, 2002: 123-144).

With respect to language learning, it appears that the EEP outings provided chances for the migrant students to practise English in authentic and meaningful situations as well as alerting them to the importance of English in Hong Kong, which should have heightened their motivation to learn English. Satisfaction from the outcome of the learning activities such as pride, enjoyment or praise from their tutors may also have promoted their motivation in the learning process (Dörnyei, 2001:110).

In terms of Natural Approach language practice (Krashen and Terrell, 1983 and 1995), the EEP outings served to lower the affective filter of students in several

ways. First, the themes were on real-life topics which catered for these migrant youths' interests and needs. Second, the outings also provided ample time for the EEP tutors and students to develop a friendly feeling through casual chats with each other during lunch and the travelling time. Furthermore, through the assistance offered by the EEP tutors and their fellow-classmates during the outings, a mutual trust was established between teachers and students and students and students. All these three aspects were intended to create an interesting and positive learning climate to lower the affective filter of students and thus accelerate acquisition of English by these adolescents.

6.3 Support from EEP teachers

One of the most commonly mentioned aspects throughout the participants' interviews and diaries was the influence of the EEP teachers in reshaping their self-esteem and their attitudes in learning English. A majority of the students reported that they were reluctant to speak English before they took part in the EEP because they had little chance to speak English in their regular English class. Moreover, they were afraid of making mistakes and being scolded by their English teachers. However, many respondents admitted a considerable change in their perception regarding making mistakes after attending the programme:

> Amy IN1 (11 Jan 2001): *"Ping has never scolded me for mistakes. Instead, she will assist me to correct my mistakes. That's really important for me."*

> Amy IN9 (10 Oct 2001): *Ping has never pressed us to answer her questions. I will raise my hand if I know the answers and I won't feel embarrassed if I make mistakes."*

Natalie IN2 (11 Jan 2001): *"I won't be afraid of making mistakes since I know that Ping will help me to correct it*

Joyce IN3 (21 Feb 2001): *"Ping is very nice to me...I am not afraid of making mistakes before her because she will teach me again."*

Jessy D3 (10 Dec 2000): *"Eva was very patient in correcting our mistakes."*

Wai IN7 (19 Oct 2001): *"Our tutor has never punished me for my mistakes. Instead, she helps me to correct them."*

Ping also emphasized that teacher's technique in handling students' mistakes seemed to be important in helping students to be resilient from mistakes and failure:

Ping IN1 (17 Mar 2001): *"Even though their answers were not correct, I would give them encouragement. I would tell them, 'It is okay or it is quite good'. By doing this, they realize that it is not a big deal if they make mistakes... Most of the time, when they answer questions, they don't mind making mistakes ...for they know that I will never scold them or laugh at them."*

In the views of the respondents, teachers' attitudes towards mistakes were important in improving their confidence in using English and increasing their motivation in learning. The migrant students became more active and less afraid of speaking English in the EEP classes after they found that their EEP tutors would not make them feel ashamed of themselves for making mistakes. This finding is in line with the literature that students' fear of making mistakes will be diminished as they recognize that their teachers will not punish them or humiliate them. Further, teachers' appreciation of their efforts appeared to encourage the migrant students to make more attempts during the learning process (see Section 2.7.5.3).

Also, teachers' empathy and respect towards these teenagers seemed to be another factor in improving their confidence in learning English. As some of them stated:

> Jen IN2 (19 Jan 2001): *"I am not afraid of speaking English in the EEP lessons because Ping was so nice to us... She doesn't look down on the migrant children."*

> Jessy D4 (16 Dec 2000): *"It is a happy thing to be able to attend Eva's lessons... Eva never looks down upon us. I feel relaxed in attending her lessons. I have learnt a lot of things from her."*

These data basically support the literature that as students are made certain that their difficulties in learning English are empathized with and their performance will not be compared with their peers by their teachers, they will become more confident and motivated in their learning. In addition, some students noticed that their EEP tutors cared much about their study:

> Amy D3 (9 Dec 2000): *"Whenever we find something unclear, Ping will explain to us and correct our pronunciation. I feel very happy."*

> Ian IN11 (3 Oct 2001): *"Since there were only few people there. Ping paid special attention to us."*

One possible explanation is that the small class size of the EEP enabled the EEP tutors to give more personal attention to the students, and this gave the migrant students an impression that they were valued and respected by their teachers, thus leading to a more positive self image.

Interestingly, Ping and Eva had a rather different opinion concerning the teacher-student relationship:

> Eva IN1 (5 Apr 2001): *"At most times, I still speak English to them outside the classroom... I don't like to speak to them in Chinese. You know, it's good... Maybe in the way they don't like to talk to me as much because they have to use English. If they want to talk to me, they have to use*

English...I still keep my distance. I don't really like to be too closed to my students, otherwise like I have said before, it's pretty hard to teach them. Sometimes, I still have to have enough discipline in the class for them to be quiet if they are too destructive, so I still keep my distance."

Ping IN1 (17 Mar 2001): *"Jen usually asks me questions during the recess. She is very cheerful when she asks me questions. She will ask me a lot of questions. .. I will explain to her again. I think this helps with my teaching as well as their learning."*

According to Eva, she deliberately kept a distance from her students because she believed that it would be difficult for her to maintain the discipline in class when getting too close to them. Moreover, Eva's insistence on speaking English during recess and outings may have also discouraged the migrant students from approaching or chatting to her. As some students stated:

Hei IN6 (4 May 2001): *"I won't chat with Eva because she speaks English all the time. I don't think my English is good enough to talk to her."*

Amy IN4 (22 Feb 2001): *"It is good that Eva doesn't chat to me because she always speaks English."*

In contrast, Ping's character made her a more approachable teacher, and she received the comments from the students like that:

Joyce D3 (12 Jan 2001): *"I feel very happy to attend Ping's lessons because she always smiles in the class."*

Natalie IN11 (18 Oct 2001): *"Ping is very nice to me. She is very patient to us... She cared about us and there is no generation gap between us."*

Hei IN3 (21 Feb 2001): *"I think Ping is better than Eva. Ping is more energetic."*

Lily IN3 (16 Mar 2001): *"I talk to Ping most of the time...She likes telling jokes."*

Lily IN4 (28 Mar 2001): *"Eva just teaches according to the schedule and she doesn't talk about other things...I want her to talk more about herself or to share some jokes with us."*

Ping's friendliness, humorous character and her openness in communicating with her students seemed to be an advantage in developing a positive relationship with them. Unlike Eva, Ping was open to share her personal life with the students whenever there were opportunities, and this may have developed a friendly relationship with them. Since Ping spoke Cantonese when talking to her students outside class, the young migrants found it more comfortable to talk to her. However, some migrant students seemed to understand that a certain distance should be maintained between teachers and students inside classroom:

> Amy IN9 (10 Oct 2001): *"I prefer chatting to Ping during the outings since I understand that she needs to keep the discipline in the classroom."*

Amy seemed to have similar worries to those of Eva that her classmates may have taken advantage of the friendly atmosphere in Ping's class to breach the school discipline. On the other hand, although Eva appeared to be distant and cool to her students, some students had a positive impression of her:

> Cindy IN2 (8 Jan 2001): *"Eva is different from other ordinary teachers... She is friendlier... I like her... I feel that she is quite close to us...although she seldom chats to us."*

> Cindy IN11 (5 Oct 2001): *"I miss Eva very much... I have got a lot of good feelings towards her... She is good in all aspects...for my first impression, she is very tough. Her English is so beautiful that I will be very happy if my English is half as good as hers... she is the best English teacher I have ever met."*

Cindy appreciated Eva's character and her English. One possible reason is that Eva's family background was similar to these migrant students', therefore it is understandable that some of them may have developed an intimate feeling with her. Additionally, Cindy made comparison between Eva and Ping:

> Cindy IN8 (18 May 2001): *"I was a little bit angry with Ping. She didn't do anything to stop her group from cheating during the games... It wasn't fair for Ping to give her students marks even though they made a mistake."*

> Cindy IN11 (5 Oct 2001): *"Ping just treats her students as primary school kids. She explains almost every word if they don't understand what she says...She uses a lot more Chinese in class than Eva. Her English is not as fluent as Eva's...since I am getting used to Eva's English, so that is why I criticize Ping's English."*

To Cindy, fairness seems to be one of the important qualities for a good teacher. Moreover, Cindy appeared to recognize that her classmates should be responsible for their own learning, rather than being solely dependent on their tutors.

Lily preferred Ping's teaching at first but she changed her mind after some time:

> Lily IN4 (28 Mar 2001): *"I prefer Ping's teaching method... since she uses Chinese to explain the difficult words to her students... We can't understand Eva's explanation sometimes because she mainly uses English during the lessons."*

> Lily IN7 (21 May 2001): *"Eva speaks English throughout the whole lesson whereas Ping sometimes uses Chinese in her explanation...Eva's teaching method can help us to familiarize with English...I think Eva's teaching method is better than Ping's."*

Lily's change in opinion may have been owing to the fact that she had made more contact with Eva during the PolyU visit (see Section 6.2.3) and thus began to understand Eva's intention in speaking English throughout the programme. Also, it can be partly interpreted to mean that Lily's motivation in learning English was increased to a certain extent, therefore she began to appreciate the chance given by Eva (in practicing listening and speaking skills of English) inside and outside the classroom.

The findings above indicate that the encouragement of EEP tutors helped the migrant students to take part in the tasks, which were completely new to them. As some of them stated:

Joyce IN5 (28 Mar 2001): *"I was reluctant to participate in the dining trip because my friends didn't want to go. I joined the outing at last because Ping had encouraged me to do so."*

Lily IN7 (7 June 2001): *"I took part in the Pacific Place visit because of my tutor's encouragement."*

As predicted in the literature (see Section 2.7.5.3), teachers' encouragement played a role in lessening students' fear of failure so that they are willing to take part in more challenging tasks during the learning process. However, teachers' influence on these teenagers' decision making seemed to be undermined by peer pressure in some occasions:

Jessy IN2 (9 Jan 2001): *"My classmates' influence is greater than that from my teachers when I am making decision about taking part in the EEP outings."*

Wai IN1 (21 Feb 2001): *"My decision is always affected by Hei rather than my teachers."*

The degree of attachment to their peers and teachers seems to be an important factor in determining which side the adolescents took when making decisions. The physical presence of the EEP tutors can also be a kind of encouragement to these teenagers:

Joyce D9 (12 Mar 2001): *"Luckily, Ping was sitting beside me and I knew that she would offer assistance to me therefore I felt less frightened."*

Ian IN3 (5 Feb 2001): *"I prefer Ping standing next to me...because she can help me to answer the questions, which I can't understand."*

Wan IN7 (21 May 2001): *"I wasn't afraid of the first street interview because Eva was standing next to me."*

Lily IN7 (21 May 2001): *"I wasn't scared in the first street interview since my tutor was standing next to me."*

Cindy D10 (3 July 2001): *"I wasn't afraid in the street interview...because my teacher was there, there's nothing to be scared of."*

The companionship of the EEP tutors seemed to make the young migrants feel more secure and confident when they were performing their tasks. As can be seen in Section 2.7.5.3, the literature also provides evidence that learners' confidence in performing particular tasks can be associated with their prediction of the immediate assistance and support given by their teachers (Dunlap, 2002; Harmer, 2003a; Law, 2001; Miller, 2000; Sencer, 1998). This feeling is particularly important for the learners since it can fuel them with sufficient courage to make attempts in more challenging tasks in future.

The data of the present study seem to indicate that verbal encouragement from the EEP tutors could boost students' self-confidence when they were performing the actual task:

> Natalie D12 (12 May 2001): *"I was afraid to place my order in English. Actually, I knew how to order the food but when it came to my turn, I was so nervous that I didn't know how to speak. I was very upset. However, with Ping's encouragement, I could handle it."*

> Wan IN2 (14 Feb 2001): *"My confidence level in the first street interview was raised because of Eva's verbal encouragement on the spot."*

> Lily IN11 (12 Oct 2001): *"I will be much more confident with my teacher's encouragement... My motivation in learning English will also be improved to some extent."*

This finding seems to match with the literature (see Sections 2.7.5.3 and 3.2.1.2.d), which suggests that teachers' verbal encouragement helps in cultivating a positive climate in learning as well as in developing students' self-confidence when performing the tasks. This positive atmosphere is essential for encouraging learners to persist with more difficult tasks and with less fear of failure. This can also be explained in terms of the Natural Approach (see Section 3.2.1.1.a) that the roles of the EEP teachers were essential in

assisting students to acquire the target language not only because they provided

sufficient comprehensible input to students but also helped to lower their

affective filter by establishing a good teacher-student and student-student rapport

so that the latter could practice the target language without fear of being

humiliated by their teachers or being laughed at by their fellow-classmates for

their mistakes.

Furthermore, the participants tended to perceive their EEP tutors as their role

models in learning English since their teachers' family background and problems

in learning English were similar to theirs:

> Jessy IN2 (9 Jan 2001): *"My experience is similar to Eva's. Both of us are immigrants and come from poor family...I think I will try my best... so that I will be as successful as Eva one day."*

> Ian IN1 (24 Nov 2000): *"I think our tutors are very smart. Their English is really good... Their learning experience...really encourages me. Especially after listening to Eva's story in the U.S. ...I have a strong feeling that I can achieve the same."*

> Joyce IN1 (2 Jan 2001): *"Eva's experience really encourages me to work harder in my study."*

> Jen IN5 (12 July 2001): *"Eva's experience in the U.S. really encourages me to try hard in my study. I also want to study overseas one day."*

> Jen IN6 (7 Sept 2001): *"I want to follow my EEP teachers' examples. I really envy their success therefore I decide to make efforts in learning English."*

It is worth noting that relatively more students regarded Eva as their role model

than Ping because there was a close similarity between Eva's background and

their situations (i.e. Eva had migrated to the U.S. when she was a teenager, and

difficulties in learning English had been a major adjustment problem for her).

Thus, Eva's success in study and career probably not only induced a more

positive self image of these young arrivals but also encouraged them to better themselves by studying hard.

Another interesting thing to note is that Jen regarded the researcher as her role model in learning:

> Jen IN2 (19 Jan 2001): *"You can speak fluent English, I envy you very much."*
>
> Jen IN3 (4 Apr 2001): *"I think your English is good...I noticed that in the street interview when two foreigners were asking for the direction to Star Ferry...You are my idol."*
>
> Jen IN5 (12 July 2001): *"As you are the coordinator of this course, I think you are even more successful than the two EEP tutors. I think you are more superior to them...I envy you because you can speak fluent English...Whenever I watch the English TV channels, I think of you. I hope my oral English will be as good as yours one day. I will feel guilty if I don't try hard to learn English because you have been working hard for organizing the EEP for us."*

Jen's reflections seem to suggest that she was rather impressed by the researcher's competence in English as well as by her effort in organizing the programme for the migrant students. Jen also regarded the researcher as a role model to follow since she perceived that the researcher was more successful (i.e. the organizer of the EEP) than the EEP tutors. It is worth noting that Jen appeared to display some sort of determination in making effort in her study as she did not want to let the researcher down.

In general, these findings seem to agree with the literature (see Sections 2.7.5.3 and 3.2.1.2.d) that a positive and realistic role model is important in enhancing students' self-esteem as it helps the learners to establish a better understanding of

their own challenges (so that they can prepare for them) if they want to be as successful as their teachers in future.

Regarding their relationship to the researcher of the present study, a majority of the student informants (i.e. 10 out of 12) reported that they enjoyed talking to her:

Table 36: Students' comments related to the researcher

Students	Date	Examples
1. Amy	D8 (10 Mar 2001)	*"I am very happy. But the happiest thing is that you bought us lunch at McDonald's. It was not because of the meal but because we think you treat us very good and you always care for us. All these words are true. I seldom praise people. But I still need to say to you "Thank you, Miss Leung"."*
	IN8 (5 June 2001)	*"I enjoy knowing you... I like to have people to talk to me."*
	D14 (9 June 2001)	*"I hope you will greet us whenever you meet us again in future. I hope that you will think of us even after this course."*
	IN10 (10 Oct 2001)	*"I love having interviews with you because I like chatting to people. I think you can understand me better by talking to me. I like to be understood by people since I don't want to talk to my father. My mother is too busy to talk to me. I can't communicate with my sisters and brothers because they are too young to understand me."*
2. Ian	IN11 (3 Oct 2001)	*"It is a good thing to have you talking to me because you can understand my situations more."*
3. Jen	IN2 (19 Jan 2001)	*"I am grateful to you. I think you really care about the migrant students...that is why I am willing to share with you my problems about my mother."*
	D6 (10 Mar 2001)	*"Thanks for being so concern about us. Thank you."*
4. Joyce	IN6 (26 Apr 2001)	*"I just think that you want to know my progress in English so I will revise what I have learnt in the previous EEP lesson before seeing you."*
5. Natalie	D4 (12 Jan 2001)	*"You have accepted our opinions so that we can have a small revision at the beginning of each lesson. It is very useful to us. Thank you so much".*
	IN11 (8 Oct 2001)	*"I chat to you just like a friend. There are no gaps between us. I trust you really."*
6. Patrick	IN7 (14 May 2001)	*"It is useful when you talk to me because you can understand my situations."*
7. Cindy	IN11 (5 Oct 2001)	*"Actually I didn't want to answer most of your questions ...I didn't want to use my brain... It is really troublesome because I need to behave myself when I am interviewed by you...It is really tiring for doing the reflections...I need to learn to be not so straightforward or I need to say the same things in another way... No, I*

			didn't lie to you, no worries...all of them were truth... I don't want to be understood by people...because I am afraid that I will be betrayed by people...but I don't think you will betray me...For the new comers next year, I think you can try to interview them to see whether they want to join the Saturday class. If yes, then, you can start the programme...I think the purpose of these interviews is to ensure whether there is any improvement in our learning and whether you have given some assistance to us...I think in some way, our relationship is improved during the interviews."
8.	Hei	IN2 (6 Feb 2001)	*"Sometimes, I feel bored to be interviewed by you because I need to sit still."*
		IN8 (10 Oct 2001)	*"I like to be interviewed by you. You can encourage me and make me feel more relaxed. I can tell you about my family problems and other unhappy things."*
9.	Jessy	D2 (Oct 2000)	*"Since I trust you, so I am willing to tell you everything honestly. I hope you will trust me, too...I only tell you the truth as I treat you as my friend."*
		IN1 (15 Nov 2000)	*"I feel a little pity about myself ...please help me by just talking to me."*
		D10 (30 Mar 2001)	*"Miss, I think many people understood your intention for visiting PolyU, so I want to say "Thank you!" for your concern about us! Sorry for my late submission of this diary!"*
10.	Lily	IN11 (12 Oct 2001)	*"You always chat to me because you want to know more about us. It is good for the new migrant students in the coming years... By talking to us, you can have some more information about how to help the migrant students to improve their English."*
11.	Wai	IN7 (19 Oct 2001)	*"I think it is useful for you to talk to the migrant students for the coming years... You can understand more about their situations... I think you understand me... a little bit. I want people to understand me...I have never talked to other teachers about my situations... I don't want to talk about it... I won't talk to my friends in detail...I don't feel uneasy when talking to you."*
12.	Wan	D12 (July 2001)	*"It is good to listen more to our suggestions and to organize more activities which are meaningful and useful for us in learning. This will also make us learn in a more serious manner."*
13.	Yu	IN8 (14 May 2001)	*"I think I have benefited from talking with you... just like sometimes you ask me about my problems in learning English."*

As can be seen in Table 36, there were a few reasons why the migrant students liked talking with the researcher of the present study. One possible reason was that these teenagers needed to have someone to listen to them, talk to them and understand their difficulties and situations in Hong Kong. Also, these teenagers probably perceived that the researcher was very much concerned about their

situations and difficulties, and this may have encouraged them to trust her and

share their problems with her.

Amy expressed a hope that the researcher would still chat to her even after the

EEP:

> Amy D13 (2 June 2001): *"I hope you will still come to see us and talk to us when we are promoted to Secondary 2 because I really want to have more people to care about me, I am afraid of loneliness."*

After a few months when Amy promoted to Secondary 2, she commented that

she was pleased to share her feelings with the researcher because she was unable

to find anyone to listen to her problems at home (see also Table 36 above).

As shown in Table 36, although Wai mentioned that he wanted to be understood

by other people, he did not feel at ease in telling his teachers and classmates

about his problems in Hong Kong.   However, he was quite willing to share his

difficulties with the researcher and believed that his information would be

helpful to the new migrant students the following year.   In addition, some

students (i.e. Natalie and Wan) expressed a view that they were respected by the

researcher because she often asked for their comments and suggestions about the

EEP.   They mentioned that they felt particularly happy when their opinions

were accepted.

It seems that the migrant students trusted the researcher, treated her as their

friend and were willing to share their problems as well as learning experience

with her.   This finding also supports the interpretation that the interviewing

process may have a positive impact on promoting the interviewees' GSE, since

one of the mainstays of the interviewing technique has been termed "rapport" or the researchers' achievement of sufficient sympathy and/or empathy with the interviewees so that the informants will be willing to share critical and/or intimate data with them (Lincoln, 2001; Manson, 2002). In such cases, the researchers often act more like a friend than a disciplinarian or teacher when communicating with their informants in order to tap authentic interactions during the research process (Lit, 2001:8). As discussed in Section 2.7.5, self-esteem for the adolescents is based on how others (i.e. family, friends, teachers, and other adults) respond to them (Alderman, 1999; Katz, 2006; Law, 2001; Lawrence, 2005; Watkins, 1995) and actively listen to them (Watkins, 1995); there might be chances that these teenagers' GSE would be substantially increased by interacting with the researcher during the interviews since they had difficulties finding someone to listen to their problems (see previous paragraphs). As Watkins (1995:78) explains:

> The low self-esteem child has typically no adult figure to whom they can really talk. The simple act of listening to and showing really concern for the child's problems can be a boost to self-esteem.

Similarly, Dunlap (2002:137) points out that students' GSE will be enhanced when adults send messages such as "You can express your feelings", "I love you and care for you willingly" or when adults listen attentively to what they say, ask them for their suggestions, take their views and opinions seriously, and give them meaningful and realistic feedback (Branden, 1995; Grant and Gillette, 2006; Katz, 2006; Lawrence, 2005). In my study, actions similar to the above may have had an effect in making these young arrivals feel that they were valued, loved and accepted and thus they responded more positively. As Farber and Burgess (2002:13) suggest:

> Kids need a wide spectrum of support not only from their parents but also from other positive trustworthy adults. The support of caring adults who spend time with and listen to them can help young people learn about responsibility and respect as well as gain confidence.

However, not all the teenagers liked to be interviewed by the researcher. As noted in Table 36, Hei mentioned about the unnaturalness of sitting still in the interview room and Joyce mistakenly believed that the researcher wanted to check her progress in her English therefore she did a revision every time before the interviews. Cindy stated that she did not like attending the interviews because she was too tired to make reflections after the EEP lessons. She claimed that although she did not tell lies when responding to the researcher's interview questions, she did not want to be too straightforward when making comments on the course. Nevertheless, Cindy appeared to feel that by talking to the researcher, she had developed a closer relationship with her as she believed that the researcher was a trustworthy adult.

Like other self-report data collection methods, there is a possibility that the student informants responded to the researcher's questions (i.e. about their relationship with the researcher or how they perceived the student-researcher interview) in a way that they thought would please her (Covey, 2002; Dirks, 1999; Kvitastein, 2006; Punch, 2002). Thus, to minimize this bias, the researcher tried to be as neutral as possible in presenting the interview questions (Tyler, 2006). Also, as noted in Section 3.2.4.4, in order not to be too affiliated with the student informants (Porter, 2004), the researcher had intentionally excluded herself from the EEP classroom teaching. Also, when explaining the rationale of the present research to the young arrivals at the beginning of the EEP,

she emphasized the importance of their frankness in expressing their views because only by doing so, could the programme be improved to suit the needs of students from China in the coming years. Thus, by taking these precautions at the beginning stage of the data collection, it was hoped that the tendency to please the researcher could be sufficiently reduced.

In this section, I have discussed how the support and interaction with the EEP tutors and the researcher of the present study may have impacted on these migrant youths' self-esteem. In the next section, I will present the findings with regard to the influence of these teenagers' peers on their self-concept, as well as on their learning in more detail.

6.4 Peer support

Many students reported that they were influenced by their peers' opinions when making decisions in the EEP activities (see Table 37 below):

Table 37: Students' comments on their decisions about taking part in the EEP activities

Students	Date	Examples
1. **Amy**	IN3 (14 Mar 2001)	*"I joined the dining activity because Jen asked me to go with her."*
2. **Ian**	D11 (11 May 2001)	*"I would like to take part in the outing since there are so many classmates participating in it... I feel happy whenever going out with my friends."*
	IN3 (5 Feb 2001)	*"All of my friends participated in the street interview...I wouldn't go if none of them wouldn't have participated in it."*
	IN11 (3 Oct 2001)	*"I certainly won't join the course if my friends don't take part in it."*
3. **Jen**	IN4 (6 Apr 2001)	*"I wasn't so willing to join the PolyU visit at first but after the encouragement of the researcher, I took part in it."*
4. **Joyce**	IN5 (28 Mar 2001)	*"I was reluctant to participate in the dining trip because my friends did not want to go."*
	D10 (30 Mar 2001)	*"At first I saw many classmates didn't want to go for the PolyU visit, so I didn't want to go, too. But later, they asked me to go together therefore I changed my mind again."*

5.	**Natalie**	D7 (15 Feb 2001)	*"I was interested in the outing (public transports in Hong Kong) and that was why I participated in it."*
6.	**Patrick**	IN2 (12 Feb 2001)	*"I wouldn't join the street interviews if my friends wouldn't have taken part in it."*
7.	**Cindy**	IN2 (8 Jan 2001)	*"Although I will participate in the outing even if Jessy won't participate in it, I really want to have my best friend to be my companion."*
8.	**Jessy**	IN2 (9 Jan 2001)	*"My classmates' influence is greater than that from my teachers when I am making decision about taking part in the EEP outings...I took part in the street interview because my classmates grasped me to do so"*
9.	**Hei**	D7 (17 Feb 2001)	*"There was a visit to the Peak. I did not participate in it because I didn't want to go."*
10.	**Lily**	IN7 (21 May 2001)	*"Wan didn't join the restaurant visit so I didn't want to go too."*
11.	**Wai**	IN1 (21 Feb 2001)	*"Hei asked me not to take part in the outing, so I didn't go for the trial ride...My decision is always affected by Hei rather than my teachers."*
		IN10 (10 July 2001)	*"I joined the second street interview because Ian asked me to go."*
12.	**Yu**	IN11 (10 Oct 2001)	*"I wouldn't join the EEP if Patrick would not have accompanied me."*

In Table 37, five (out of 13) young arrivals said that they remained impartial to their peers' opinions when making decisions about taking part in the EEP activities. Interestingly, although Cindy pointed out that she would in any case take part in any EEP activities useful to her; she still hoped that Jessy could go along with her.

As can be seen in Table 37, eight students claimed that they would not have taken part in the EEP or its outings if their friends had not accompanied them. Among these students, Wai, Joyce and Ian appeared to be more dependent on their peers, as they mentioned more than once that their decisions were frequently influenced by their friends. Wai and Joyce were affected by their peers in such a way that they would give up their chance to participate in an outing which they had thought was valuable to them (in order to follow their friends). Yu and Ian seemed to be seriously affected by their friends because both of them claimed that they would not have participated in the course if their

friends had not accompanied them. This indicates that peer support was an important factor in determining the success of the EEP, since students' participation very much depended on whether their peers were keen on the activities.

In general, most of the EEP participants appeared to feel obligated to help their fellow classmates in improving their English. Many of them encouraged their classmates to take part in the learning activities, or offered immediate assistance whenever their friends had difficulties in learning English. For example, Natalie often monitored Joyce's progress by asking her questions relating to what they had learnt in the EEP; she was also willing to offer assistance to Joyce in learning (see Section 5.2.2.2.c). Ian chased Wai immediately when he noticed that Wai suddenly disappeared from the group during the second restaurant visit. Ian explained that he wanted Wai to participate in the outing because:

> Ian IN7 (2 May 2001): *"I think the outing was valuable for us."*

Many students reported that their TSE was increased owing to the encouragement and support of their EEP classmates (see Table 38 below).

Table 38: Students' comments about encouragement from their EEP classmates

Students	Date	Examples
1. Amy	IN3 (14 Mar 2001)	*"I am not afraid of the dining activity because of the support and encouragement given by my EEP classmates."*
2. Ian	IN10 (10 July 2001)	*"Patrick's encouragement and assistance were especially important when I am performing the interview tasks in the first few times but as soon as I became more familiar with the task, I could finish them on my own."*
3. Jen	IN4 (8 May 2001)	*"Whenever I am absent for the EEP lesson, I will ask my classmates about the content of the lesson afterwards. They are willing to help me."*
4. Joyce	IN6 (26 Apr 2001)	*"At first, I was quite reluctant to answer any questions in the games but with my friends' encouragement, I was more confident to try."*

5.	Natalie	D15 (July 2001)	*"My EEP classmates are very helpful and this is another cause for my improvement of English during the EEP."*
6.	Patrick	IN4 (14 Mar 2001)	*"Since I am quite familiar with my EEP classmates, I know that they will help me if I have any problems."*
7.	Cindy	IN11 (5 Oct 2001)	*"I can ask Jessy if I don't understand Eva's English. We can guess together."*
8.	Hei	IN8 (10 Oct 2001)	*"Whenever I have any difficulties during the EEP outings, I will ask my classmates for help."*
9.	Jessy	D5 (12 Jan 2001)	*"I was so frightened that I really couldn't think of anything when I started the first interview. I needed Cindy to give me some hints and asked her to stand beside me."*
10.	Lily	IN6 (2 May 2001)	*"If I don't know any words during the EEP lessons, I will ask my classmates for help."*
11.	Wai	IN9 (10 July 2001)	*"I was late for the preparation session for the second street interview. At first, I didn't know how to do it but after asking Ian for assistance, I had confidence to manage it...I would like to give my thanks to Ian because he really gave me a lot of encouragement and standing next to me during the street interview...I will also give my thanks to all my EEP classmates...for their encouragement so that I can gain some progress in my English."*
12.	Wan	IN4 (29 Mar 2001)	*"There should be nothing to be afraid of since my classmates are going with me and they will help me if I have any difficulties during the restaurant outing."*
13.	Yu	D4 (16 Dec 2000)	*"I won't be afraid if I don't know how to respond to my teacher's questions because I know that my classmates are willing to help me."*

As can be seen in Table 38 above, many students mentioned that their EEP classmates were willing to help whenever they had difficulties in understanding or responding to their tutors in English.   Natalie and Wai believed that their improvement in English was partly because of the support from their EEP classmates.   Also, more than half of the subjects reported that they were more confident in doing the tasks during the outings owing to peer encouragement and assistance.   For instance, Jessy, Wai and Wan stated that they would be more confident when having their friends standing next to them when they were performing the tasks.   The physical presence of their peers was likely to help these teenagers in developing a positive self-esteem and a sense of security which could assist them in making better use of their abilities in accomplishing the tasks assigned by their tutors (Dunlap, 2002:120).   For Ian, peer support

seemed to be particularly useful in performing the task the first few times. When he got familiar with the tasks, he could complete the tasks without the assistance of his classmates. This may be due to the fact that the support and encouragement of his peers affected his sense of achievement, his motivation to achieve more and his self-efficacy in such a way that he could face new challenges independently (Williams and Burden, 2002:98).

Peer support was also facilitated by the small class size. The class size of the EEP (i.e. six to seven students) tended to be another important factor relating to learners' confidence in a language classroom as all the participants stated that they were less frightened of speaking English in the EEP than in a normal English class (about 40 students). Some of the examples are as follows:

> Lily IN1 (16 Jan 2001): *"I am reluctant to answer my teacher's questions because there are so many people in the regular English class. I feel embarrassed if I make mistakes...I am not afraid in the EEP because there are fewer people"*

> Jessy IN3 (19 Feb 2001): *"It is really embarrassing when making mistakes in a normal English lesson. I feel a lot of pressure because there are many clever students and I have a sense of inferiority ...However, I am not afraid of making mistakes in the EEP because there are fewer students. Also, we have similar background and we are all friends."*

> Amy IN3 (14 Mar 2001): *"I am afraid of answering my teacher's questions in the regular English class since there are so many people there. I feel embarrassed if I don't know the answers. I am less frightened in the EEP since there are only a few students."*

These young arrivals agreed that the smaller the class size, the less they felt embarrassed when making mistakes, and the more confident they would be when speaking English. As Brown (2001:178) points out:

> The important advantage offered by small class is the security of a smaller group of students where each individual is not so starkly on public display,

vulnerable to what the student may perceive as criticism and rejection… reticent students become vocal participants in the process.

The small groupings of the EEP are helpful to encourage the adolescents engaging in the English speaking activities because they tended not to be under so much pressure than they had been in the regular class (Harmer, 2003a and Thorson, 2003).   Jessy highlighted that since all the students in the EEP were migrants from China and they had similar learning problems, they would be more empathetic and tolerant when their classmates made mistakes.   This sense of empathy may have made the teenagers feel less threatened in speaking English during the course.   Also, of course, because of the small class size of the EEP, the students may have had more chance to socialize or make new friends within the group.   As Yu said:

> Yu IN11 (10 Oct 2001): *"Since the EEP class is small, we got along with each other quite well...As we all come from China, our problems must be quite similar.   It is good to study together and exchange our ideas in the EEP."*

Yu emphasized that the smaller class size of the EEP enabled the migrant students to get familiar with each other more easily.   As mentioned earlier (see Sections 2.7.5.4) self-esteem for adolescents can depend on peer relations and the teenagers' perceptions of how their peers value them or accept them (Dunlap, 2002; Williams and Burden, 2002), thus by facilitating the development of friendship among these migrant students, their GSE may have been promoted accordingly.   In terms of language learning, this kind of friendliness also helped students to lower their affective filter (see Section 3.2.1.1.a, the Natural Approach) and made them more "open to the input" (Krashen, 1987:3).   Also, the mutual respect established with their fellow-classmates made them be less

concerned with the possibility of failure in using the target language as they understood that they would not be laughed at by their EEP classmates.

In this section, we have discussed how peer support and small class size may have lowered these young arrivals' anxiety levels when making mistakes so that they could make better use of their abilities and became more involved in the learning activities. In the next section, I will discuss the impact of games on students' self-esteem in English learning.

6.5 Games and competitions

Another commonly expressed view among the students was that games and competitions in the EEP enhanced their learning in English (see Table 39 below):

Table 39: Students' comments about games in the EEP

Students	Date	Examples
1. Amy	IN3 (16 Feb 2001)	*"I like games because I like challenges."*
	IN6 (22 May 2001)	*"I am not worried about winning and losing."*
	IN8 (13 July 2001)	*"Sometimes I am not so concentrated in the EEP lessons unless there are games to play. I think games are important in improving my English."*
2. Ian	IN2 (21 Dec 2000)	*"I like games very much because I like to compete with other people... we don't have games in the regular English lessons...I don't mind when I lose because it doesn't matter about winning or losing in the games. I am a very optimistic person and I won't be unhappy about things...I will be very happy if I win... It doesn't matter about having gifts or not... I like competing with people... We had games in China, too... Teachers in China always emphasized about competitions in learning English."*
	D14 (7 July 2001)	*"Games and competitions are my favourite activities in the EEP. I love games most because they can make the lessons more enjoyable and easier to learn. I am more motivated in memorizing the new words taught in the lessons when I am playing games. I believe we can remember things easily through games.*
3. Jen	D10 (14 July 2001)	*"My most favourite activity in the EEP is playing games with my classmates. It is good for me because the competition is not too keen."*

4.	Joyce	IN9 (13 July 2001)	*"My favourite activity in the EEP is playing games with my classmates…it doesn't matter if I lose in the games. But I will feel happy if I win. I know that I have learnt something during the games."*
		D16 (July 2001)	*"The regular lessons are more boring than the EEP because there are no games to play. There are many funny games on Saturdays, so I love attending the EEP more. Through games we can learn and play as well. I enjoy playing games especially after learning some boring stuff. They really help us to relax."*
5.	Natalie	IN5 (30 Mar 2001)	*"I like the EEP games because they make the lessons less boring. I don't care about winning or losing."*
6.	Patrick	IN1 (22 Dec 2000)	*"We can compete with each other during the games…They make the lessons more interesting…I will put more efforts during the lessons when I know that there will be competitions about the learning content... I don't mind about winning or losing."*
		IN2 (12 Feb 2001):	*"Whenever there are games, I will be more concentrated in the EEP lessons. I love games and competitions and I like to learn English through games."*
7.	Cindy	IN10 (3 July 2001)	*"It is not a big deal for me, really... Should I cry if I lose in the games? I can't survive in society if I act like this... I really don't care about winning or losing in the games."*
		D19 (7 July 2001)	*"Games and outings are my favourite activities in the EEP. Games can help to enhance my memory and outings can train our oral skills. So I love them both."*
8.	Hei	IN1 (21 Dec 2000)	*"I like games because I like competitions. We were encouraged to have competitions in China... I won't care about winning or losing. I will be happy when I win but I won't be unhappy if I lose."*
		IN2 (6 Feb 2001)	*"I like to have a large group of classmates to play the games. I like competing with my classmates. I had games before in China."*
9.	Jessy	IN3 (19 Feb 2001)	*"I like games and competitions…It is exciting…I will be more serious to learn if there are competitions."*
		IN6 (3 Apr 2001)	*"We can improve ourselves by competing with others in the games."*
		IN1 (15 Nov 2001)	*"Although I have learnt most of the content in China, I didn't feel bored in the last lesson because there were games to play…I like competitions because I feel excited every time I compete with my classmates…I won't feel upset if I lose …I will make more effort next time... I will be happier if I win...I will be proud of myself...I won't feel losing face when I lose the competitions."*
10.	Lily	IN2 (13 Feb 2001):	*"I think I can learn more through competitions and it is funnier…We suggested our English teachers to play games when I was in China."*
		IN5 (6 Apr 2001)	*"We can learn some vocabulary items through the spelling games…Combining two groups together will be more enjoyable and exciting."*
		IN11 (12 Oct 2001)	*"I like the games in the EEP because I can learn with fun…I won't feel upset if I lose...It doesn't matter...I will be happy if I win because I have tried my best."*
11.	Wai	IN7 (19 Oct 2001)	*"I like games because it's a fun for me. I don't care about winning or losing. I won't feel losing face if I lose in the games because I accept what I have performed. I won't be too happy if I win...If no games, I will be bored."*
12.	Wan	IN4 (29 Mar 2001)	*"I like games because they can make the lessons more exciting.*

		We will get more involved since everyone wants to win."
	D12 (July 2001)	"Games are my favourite activities in the EEP because I can make use of the chance to test how much knowledge I have absorbed in the lessons. It is also very exciting to compete with other classmates."
13. Yu	IN2 (15 Jan 2001):	"Games are useful ... in breaking the dead silence of our EEP class. I prefer playing games in the lessons... because it can motivate the whole class in learning English... There must be winners and losers... I will make another attempt next time if I lose...I will be happy if I win because at least I know my ability is not so bad."
	IN3 (7 Feb 2001)	"If there are no competitions, we will not have any improvement...When there are games to play, everyone will become energetic...It is hard to explain. Most students prefer playing to studying...I feel a bit relaxed (when I am playing games)."
	IN7 (3 May 2001)	"The EEP helps to enhance my confidence in learning...For example, I won't feel shy when I am playing games with my classmates."

The participants found that the EEP games not only served as an icebreaker in the lessons, but also aroused their interests and motivated them to play an active role during the learning process. It is worth noting that although Hei and Wai often claimed that they were bored in the classroom sessions, they were motivated by the EEP games:

> Hei IN3 (21 Feb 2001): *"I don't pay attention in the EEP because I feel bored most of the time. I want to have more games to play during the lessons."*

> Hei IN6 (4 May 2001): *"Games make the lessons less boring and I am more concentrated during the games...I want to compete with other people. It doesn't matter about winning or losing as I have just tried my best. I have a sense of belonging in the games since we need to compete with the other team."*

> Hei D15 (July 2001): *"I think it is better to add more games so that the students won't feel so bored."*

> Wai IN2 (13 Feb 2001): *"I like to have games in the EEP because there is no need to concentrate on studying during the games. At least I can play for a while. I prefer having more people in the competitions. We can compete with the other team... and having more people means more fun...Of course, I like to have games in my learning...During the games, I get more involved and less sleepy. I can learn at the same time. It can refresh my memory for the vocabulary items learnt in the lessons...I will be more confident of speaking English during the games."*

> Wai IN5 (27 Apr 2001): *"I think all my classmates like playing the EEP games."*

Although both Hei and Wai suggested that the enjoyment and excitement in the games increased their motivation in class, Hei's perception was slightly different from Wai's. Hei's major concern seemed to be having fun in the competitions. He also admitted that a sense of belonging was developed during the competitions with Ping's group. Other than solely relating games to enjoyment and fun, Wai also associated the benefits of the EEP games with his learning. Wai noticed that the games had some sort of positive effect in enhancing his memory of the vocabulary items taught in the EEP, and also on his confidence in speaking English in front of the class.

Jessy and Joyce mentioned that the EEP games provided more chances to speak English:

> Jessy IN6 (3 Apr 2001): *"I speak more English when I am playing the games. During the games, we are often required to use English to respond to our tutor and classmates or ask them questions in order to score a mark."*

> Joyce IN6 (26 Apr 2001): *"Because of the games, I have more chance to speak English in class. I am not afraid of speaking English in front of my classmates now."*

Joyce's confidence in speaking English was improved as she had more opportunities to speak English in front of her classmates during the games. Similarly, Yu reported that the relaxing atmosphere in the games made him feel less nervous in speaking English:

> Yu IN7 (3 May 2001): *"I feel shy even when I speak Cantonese in front of my classmates; however, I don't feel shy at all even when I speak English during the games."*

As can be seen in Table 40 below, Ping's opinion about games seemed to match with the students. She also believed that the EEP games provided chances for the students to practise English, thus helped them to develop their self-esteem in learning English.

Table 40: Tutors' comments about games in the EEP

Tutors	Date	Examples
1. Ping	IN2 (12 Aug 2001)	*"They didn't know how to spell or pronounce the words at first, but after they had had some practice or played the spelling games for a few times, they could remember most of them (the words) and therefore their confidence was built up...After the games, they could remember more vocabulary items. When I asked them to say and spell the words again, they replied with more confidence...Games are important in learning English since the learners need to speak English during the process. They need to have a lot of practice before they get ready for the competitions. Games are quite useful in improving their oral English."*
2. Eva	IN1 (5 Apr 2001)	*"It doesn't seem that it is so important for them to win. It's just something fun. Winning games or not, I don't think they care that much. It's not something that will damage their confidence level if they don't win. And the whole environment wasn't structured like that. I don't think we created that kind of environment that they must win or something like that."*

In general, these data seem to support the interpretation that the games in the EEP provided opportunities for the teenagers to practise their oral English and to work together in groups to solve problems and complete tasks. They also added an enjoyable, competitive and non-threatening element in English learning, which may have enhanced the students' SpSE and at the same time eliminated their fear of making mistakes when speaking English in class. In terms of Krashen's Natural Approach (1987:3-4), the affective filter of the students was lowered since they were so involved in the EEP games that they could temporarily forget the risks (i.e. the possibility of making mistakes) they would run in using English.

Regarding the development of GSE, many respondents reported that they enjoyed a sense of achievement when they won the games:

> Yu IN2 (15 Jan 2001): *"I know I am a capable person when I win the games."*

> Amy D10 (9 Apr 2001): *"I always know that I will win...I am clever because I have won the spelling competition in the EEP."*

Games and competitions appeared to strengthen the self-confidence of those adolescents who were able to win. As noted in Section 3.2.1.2.a, as the learners became successful in the games, they perceived themselves as skillful and were likely to gain self-esteem in other learning activities

Based on the reflections in Table 39 above, it seems that the majority of migrant students did not consider that games and competitions in the EEP had exerted too much pressure on them, even though they might have risked losing. They claimed that they would not treat it seriously or feel ashamed of themselves because they understood that they had already made efforts during the competitions. However, Jessy and Lily mentioned that they were slightly disappointed when they lost in the games:

> Lily IN2 (13 Feb 2001): *"If I lose, I hope I can win next time... I won't cry but I will feel that I am not good enough...It is normal to have this feeling when people lose... However, I still want to have games in my lessons."*

> Jessy IN3 (19 Feb 2001): *"I will be nervous in the competitions sometimes. When there are something that I don't know, I will be afraid...because I will lose my face if I don't know the answers...If I make any mistakes in the games, I will ask my EEP tutors or classmates about the reasons so that I can improve my English...I won't be too unhappy after all."*

The comments imply that although some students may have got upset when losing in the games, it did not exert a long lasting negative impact on their

self-esteem since they appeared to understand that people have to fail in some occasions in their life, and they believed that they could learn from the mistakes and would make improvement next time. This finding seems to be somehow different from the common view that Chinese people are very much concerned about their face and feel ashamed about losing (Rosenberg, 2004:1). This result may have been due to the EEP tutors' skillfulness in dealing with students who failed to get any scores in the games. As Eva explained in Table 40, the EEP tutors deliberately treated the winning or losing issues lightheartedly (rather than over-emphasizing success or triumph and humiliating learners for their failure) and gave positive reinforcement for students' efforts in participating in the games (see Jen and Eva's quotes in Tables 39 and 40 above respectively). This finding suggests that teacher can strengthen students' self-esteem by letting them know that his or her love and support remains unchanged regardless of their success or failure in the competitions. He or she can also encourage the students to use the knowledge gained from overcoming past difficulties to help cope with new crises or problems in learning. This act may also help the adolescents to maintain a healthy self-esteem by assisting them in coping with defeat and at the same time help to mitigate the "face-losing" effects.

Regarding mixing with another group during games and competitions, different opinions were found among the students. Most of the students preferred combining with the other class when playing the games. Some of the examples are:

> Ian D6 (3 Feb 2001): *"We were mixed with the other class during this lesson. I think it is better because it will become more competitive... It is more fun if there are more people in contributing creative ideas to the*

lesson. I love to learn through this way and hope we can have more games in future."

Yu IN3 (7 Feb 2001): *"I prefer mixing with another class...It will be more exciting...and challenging."*

Lily IN2 (13 Feb 2001): *"I want to combine the two classes in playing the games...It will be more competitive and challenging."*

Cindy IN8 (15 May 2001): *"They don't have any competitive spirits at all. They cheated, of course, it is disgusting. We were so honest but they cheated...that was why I got so upset...It was so unfair...I still want to mix with them provided they were not so cunning. There will be more fun ... and it is more enjoyable for more people participating in the games."*

The respondents seemed to be more active when competing with the other group as the competitions became much keener and more exciting. Cindy, however, appeared to be irritated by Ping's team as she found that they had cheated in the games. Similar comment was also found in Lily's interview:

Lily IN6 (2 May 2001): *"Last lesson, we didn't give any hints to our team members during the game. However, Ping's students discussed the answers with each other so I felt that it was not fair...I would like to have more people to play the game together if they are not so dishonest. But if they are very cunning, then it's better to play within our own group."*

The majority of students enjoyed mixing with the other group when playing the EEP games. They preferred to have fair play with their classmates, otherwise, the fun of the games would have been destroyed and they would have come to consider their opponents as enemies. As noted in Section 2.7.5.2, it is likely that every student needs to be respected and treated equally (Branden, 2006:1). By promoting fair play spirit in the games, qualities such as self-confidence, consideration and empathy can also be developed.

In contrast, some students preferred to have games within their own group:

> Natalie IN10 (13 July 2001): *"I prefer playing games within our group rather than combining the two classes...It will be very boring when combined with the other class since I don't get along well with them."*

> Amy IN3 (16 Feb 2001): *"I like games but I don't like to play with the other group because I don't like some of the classmates."*

> Jessy D7 (2 Feb 2001): *"The worst thing is that we needed to combine the two classes together. I really hate them and they also hate me very much...I feel so angry and upset."*

Students' preference for mixing with another group during the learning activities seemed to be associated with their perceptions of their relationship with their classmates. If the students did not like each other, forcing them to compete with each other may have posed nervous and insecure feelings during the competitions as they would be threatened by the idea that their opponents would laugh at them for mistakes. It is interesting to note, however, that Jessy and Amy changed their perceptions towards the other team after a time:

> Jessy IN3 (19 Feb 2001): *"I like to combine with the other group when playing in this spelling game... We wrote what we had learnt, and the other group also contributed to the class."*

> Jessy D11 (7 Apr 2001): *"We combined the classes when playing the game. Although it seemed that many people cheated in the game, there were also people who really tried their best to complete the tasks...the lesson today was quite relaxing."*

> Amy IN6 (22 May 2001): *"I have changed my attitudes to the other group. I preferred mixing with Eva's group now. It will make the games more competitive."*

Jessy and Amy's responses appeared to confirm the assumption that students' attitudes to one another may have affected the degree of enjoyment and relaxation during the games. In addition, the closer the relationship among the students, the more readiness they showed in the learning activities. For

example, Amy seemed to enjoy playing with Eva's group as her relationship with them improved.

6.6 Conclusion to Chapter 6—Answer for Research Question 2: If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?

In this chapter, I have discussed four elements (i.e. outings, support and encouragement from EEP staff, peer support and games), which were found to have positive impact on the subjects' self-esteem in the study.   However, these elements should not be regarded as discrete and isolated factors, but rather interrelated elements contributing to a broader and holistic picture of how these migrant students from China reacted in the learning context of the present research.   For example, games and outings alone in the programme may not have been sufficient to guarantee any positive impact on students' self-esteem. It was through the support and encouragement of their tutors and classmates that these young arrivals may have developed the confidence to make attempts in the adventurous and challenging activities.   In general, the results generated from the present study seem to support Choi, Lee and Gan's (1999) and Law's (2001) views that a wider range of learning activities or a more caring learning atmosphere may have a positive effect in cultivating positive feelings as well as on social adjustment.   Interestingly, the role of factors such as teacher and peer support and small class size in facilitating these young migrants' English learning in the EEP seems to fit neatly with Vygotsky's sociocultural theory, particularly the "zone of proximal development" (ZPD) (Vygotsky, 1978 and

1986).   Vygotsky (1978:86) defined ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers".   In other words, through the guidance provided by the learners' teachers, and assistance offered by their more competent peers, the learners may be able to achieve more than learning by themselves.   In addition, Vygotsky (1978 and 1986) also recommended small group sizes, as peer-support and teacher-student interaction will then be enhanced.

It is also worth noting that although the elements mentioned above may be interpreted differently by each individual learner (Williams and Burden, 2002: 139), it is still worthwhile taking these elements into consideration during the pedagogic planning of language instruction as they contribute to the key building blocks for boosting these migrant students' self-esteem.

This chapter, together with Chapters 4 and 5, have addressed the two research questions of the present study:

- Research Question 1: Can an English Enhancement Programme improve the self-esteem of a group of the Secondary 1 migrant students from China?

- Research Question 2: If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?

In the next chapter, I will present the conclusion, discuss the limitations of the research, and make recommendations for teachers and policy makers as well as for future research directions.

Chapter 7

CONCLUSION

7.1 Introduction

This chapter begins with a summary of the major findings of the present study. It then discusses the implications of these results from the pedagogical and policymaking perspectives. It next analyzes the limitations of the present research. Finally, it suggests some potential further research avenues.

7.2 Major findings

The research questions were derived from the rationale of the study to explore whether a group of migrant students' self-esteem can be improved through an English Enhancement Programme in a school context, and what elements in the programme have positive impact on the migrant youths' self-esteem (i.e. Section 1.5). Thus, the first question is concerned with the impact of EEP on its participants' self-esteem while the second question focuses on exploring the elements which may have positive effects on promoting these young arrivals' self-esteem:

- Research Question 1: Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?

- Research Question 2: If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?

In this section, the major findings of the present study will be briefly reviewed.

7.2.1 Research Question 1: Can an English Enhancement Programme improve the self-esteem of a group of Secondary 1 migrant students from China?

In response to the first research question, there was a general agreement from the students', tutors' and external examiners' comments that the Mainland students demonstrated a noticeable improvement in their GSE, SpSE and TSE (see Chapters 4 and 5).

Regarding their GSE, the majority of the student informants reported that they had a more positive self-concept after joining the EEP (see Section 4.3). They indicated that they had gained a sense of achievement after completing the learning tasks assigned by their EEP teachers inside or outside the classroom, and had a feeling that their EEP classmates, tutors, the researcher of the study, as well as people outside school, had treated them with empathy and respect. It is hoped that this is partly due to the design of the EEP curriculum, which aimed at motivating these teenagers to learn English by attending to their affective needs, i.e. by giving positive reinforcement; building on their successful experiences and caring about their self-esteem (see Section 2.9).

Concerning their SpSE, a majority of the migrant students tended to have a more positive self-evaluation regarding their capability in English learning and were more confident in using English inside and outside the classroom (see Section 4.4). It may be interpreted that the improved GSE of these students (mentioned above) had a considerable influence on their English learning, leading to an increase in their SpSE.

In terms of TSE, the young arrivals seemed to be less threatened in taking up the tasks (street interviews and restaurant visits), more relaxed in interacting with English speakers and more enthusiastic in completing the assigned tasks on their own (Section 4.5). This point can be interpreted to mean that the rehearsals for the assigned tasks in the preparation sessions, as well as the repeated opportunities to take part in outings with the same topic (i.e. street interviews and restaurant visits were scheduled twice in the course) appear to have had a positive impact on these teenagers' self-esteem in using English.

The present study also demonstrated that these migrant students' learning experience inside and outside school might have had an influence on their development of TSE. For instance, these teenagers' TSE was likely to have been enhanced when they experienced meaningful accomplishments and had worked hard to meet the goals of the tasks assigned by their tutors during the outings.

7.2.2 Research Question 2: If yes, what elements in the programme contribute most to improve the self-esteem of a group of Secondary 1 migrant students from China?

To answer the second research question, four themes emerged from the analysis of the subjects' diaries and interviews and EEP tutors' comments indicating that outings, encouragement from teachers, peer support and games may, to a certain extent, have influenced these adolescents' self-esteem positively.

Regarding the outings, all subjects reported that they had a more positive self-perception after completing the learning tasks assigned by their EEP tutors. Furthermore, they showed that their GSE was improved when they realized that they had been respected and treated kindly by tutors as well as people outside school. In addition, the EEP outings provided these teenagers with ample opportunities to practise their English in authentic and meaningful situations, as well as allowing them to recognize the importance of English in Hong Kong society. Furthermore, the successful experience gained in interacting with English speakers during these outside activities seems to have enhanced the young migrants' motivation to learn English.

The findings also suggest that preparation sessions before the EEP outings may have had a considerable effect in enhancing the migrant students' TSE as they provided ample opportunities for them to practise the necessary skills and become familiar with the task situations. Since these students had a chance to rehearse their tasks in a safety classroom situation, they found the tasks much easier and thus their confidence towards the outings was improved correspondingly.

With respect to teachers' encouragement, it was frequently found that encouragement and assistance from the EEP tutors were important in enhancing the subjects' confidence in speaking English. According to the students, the kindness and patience of their tutors not only encouraged them to learn attentively during the programme, but also fuelled them with courage to make

attempts in using English inside and outside the classroom without fear of making mistakes.

In addition, because of the small class size, the EEP tutors had more time to take care of the individual learning needs of these migrant students, such as giving feedback on their performance as well as offering assistance for their difficulties in English learning, thus making these young arrivals feel that they were valued and cared for by their tutors. Also, these Mainland students' SpSE in speaking English was gradually improved since they had more chance to interact with their tutors in English owing to the smaller class size of the EEP.

Moreover, the role model of the EEP teachers appeared to be another essential factor in enhancing the young migrants' self-esteem. A majority of them perceived that they would be as successful as their EEP tutors if they made efforts in their study. Interestingly, many students were particularly impressed by Eva's success as their family background and experience closely resembled theirs. Furthermore, the rapport established between the subjects and the researcher seemed to have had a positive influence in promoting students' self-esteem, especially when they realized that they were respected and cared about by the researcher of the study.

Concerning peer influence, most of the learners reported that encouragement and support from their peers were important in eliminating their fear of making mistakes in class and also in enhancing their confidence in speaking English inside or outside the classroom. Also, many participants indicated that they felt

less threatened in speaking English during the EEP lessons because there were fewer people in class

As far as the games and competitions were concerned, the majority of the subjects reflected that they were more confident to use English in the EEP lessons, as they were more relaxed when fully engaged in the games. They also felt that games and competitions supplied them with abundant opportunities to practise the language items they had learnt in the EEP lessons, which probably improved their English proficiency and thus enhanced their self-esteem towards English learning.

In terms of the theoretical framework underpinning the EEP (see Section 3.2.1.1.a), the key components of the course (i.e. peer support, teachers' encouragement and understanding, enjoyable; and interesting activities inside/outside classroom) seemed to help to lower the affective filter (see the Natural Approach, Krashen and Terrell, 1983 and 1995) of the young migrants so that they could fully utilize the comprehensible input they received for language acquisition. This occurred probably because these adolescents felt motivated, relaxed, or confident and did not consider the EEP class to be a place where their weaknesses would be revealed. The result of their little concern with the possibility of failure in language acquisition might also allow them to be more involved in the activities so that they temporarily forgot the fear of using English (Krashen, 1987, 3-4) and therefore their SpSE increased accordingly.

With respect to the resiliency theory mentioned in Section 2.7.5.5, it seems that the presence of the above elements (i.e. outings, encouragement from teachers, peer support and games) assists these migrant students in fostering personal resiliency and strengthening their protective factors by developing a closer relationship with their classmates, teachers and the local community, thus enabling these young people to become well-functioning and healthy individuals in the face of adversity.

7.3 Implications and recommendations

7.3.1 Pedagogical implications

The intention of this thesis is to link the findings in order to draw implications from them and suggests practical pedagogical applications to improve migrant students' self-esteem. The significance of the results reported in this study lies in the implications for the provision of a more accommodative English learning context for young migrants who possess comparatively low self-esteem.

For self-esteem to be effectively promoted in an English Enhancement Programme for migrant students, various elements should be included. With the information which has been presented thus far, it is important to consider that outings, encouragement from teachers (or other significant adults), peer support and games may have positive impact on these young arrivals' self-esteem. It would be feasible if teachers or curriculum designers of the English Enhancement Programme take into account the following considerations in

expanding their curriculums, changing teaching and learning contexts (i.e. methods, atmosphere, environment and etc.) and making decisions about what to retain, what to add, when and how to teach, and how to evaluate in the course in order to better cater for these young migrants' needs (Law, 2001:30).

7.3.1.1 Outings

Our results suggest that outings and visits provide ample opportunities for the migrant students to practise English in meaningful and authentic situations, and increase their interests and motivation in learning. It is consistent with Lee's (2001:43) suggestion that teachers should select teaching themes according to young arrivals' interests and daily life in order to arouse their motivation in learning. According to the Natural Approach (Krashen, 1988; Krashen and Terrell, 1983 and 1995, see also Section 3.2.1.1.a), students with high motivation tend to have a lower affective filter, which encourages more comprehensible intake which is believed to be beneficial for language learning. In addition, our results indicated that the EEP outings not only offered chances for teachers and young arrivals to become acquainted with each other but also provided opportunities for them to explore the local environment and public facilities.

Also, preparation sessions should be organized before outings in order to provide students with opportunities to practise the language skills and familiarize them with the contexts of the tasks. As the students are equipped with the skills necessary for the success of the tasks, they will be able to handle the real-life communicative tasks with ease and confidence.

7.3.1.2 Roles of teachers

The findings in the present study lead us to infer that migrant students who have the support of teachers are likely to develop positive self-esteem and make better use of their abilities towards their language learning (see Section 6.3):

- Our results indicated that the EEP tutors' encouragement and assistance to the young arrivals inside class and during the outings were useful in enhancing their self-perceptions, particularly when students experienced difficulties in their learning. This agrees with the literature that the kind of warm, caring and embracing climate provided by teachers enables students to become actively involved in learning and encourages them individually and collectively to pursue, accomplish, and attain worthwhile ends (Brophy, 2004 and Brown, 2001).

- As reflected in the results of the present study, the student informants seemed to develop a more positive attitude about themselves when they noticed that the EEP tutors and the researcher showed concern about their learning problems and personal life. This finding matches with the literature (see Sections 2.7.5.2 and 3.2.1.2.d) that offering opportunities to strengthen teacher-student relationship by learning how best to communicate with students, listening to their learning needs and difficulties, and guiding them when they are having trouble is a fruitful method of keeping students engaged and progressing in their learning process, as well as an essential way to develop a healthy self-esteem among adolescents. As Lawrence (2005:26-27) concludes:

a child's level of attainment is related to the quality of the relationship he/she has with his/her teacher. This relationship depends on the teacher's ability to empathize with the child. Empathy means knowing what it feels like to be the child, and is often referred to as 'getting one's wavelength'. One way of establishing empathy is through listening to feelings and reflecting them.

- In the present study, many students expressed the view that the physical presence of their teachers was a kind of encouragement and support to them, especially when they were performing a challenging learning task. This is consistent with the literature (see Section 3.2.1.2.d) that showing our support by standing near our students and showing interests in their work can enhance their confidence in doing the tasks as they understand that their teachers will intervene if problems arise (Montgomery, 1998:160).

- The student informants seemed to feel a sense of inferiority when they observed that their regular English teacher had ignored them in class. Also, some of the young arrivals felt upset when they perceived that one of the EEP tutors (i.e. Ping) showed a preference to her group during the EEP games. This finding agrees with the literature (see Sections 2.7.5.2 and 3.2.1.2.d) that being fair to each student and accepting each of them as having immense worth and deserving respect for their individual abilities and interests, cultures and beliefs are believed to be important in building students' self-esteem.

- A majority of the migrant students in our study indicated that they felt more confident about their future after listening to their tutors' life history.

Some of them believed that they could be as successful as their tutors if they studied hard. This result agrees with the literature (see Section 3.2.1.2.d) that teacher's sharing of his or her life-story or learning experience with students (especially when the students see themselves have a similar background to his/hers) is useful for strengthening self-esteem of students who have been categorized as learning disabled or remedial since they may gain insight and information about how to become a successful learner by comparing their efforts or performance to that of their teacher models (Alderman, 1999; Brophy, 2004, Henson and Eller, 1999; Lee, 2001).

Basically, the message to teachers to be derived from this research is that more successful learning outcomes are likely to result from teachers gearing their efforts to improving students' self-esteem in the class (Williams and Burden, 2002:101). As Lawrence (2005:38) states:

> No programmes or exercises will make the slightest difference to children's self-esteem unless the teacher conducting them possesses the qualities of acceptance, genuineness and empathy.

This is also in line with Krashen's (1988: 23-24) explanation that students who like their teacher may seek out intake by volunteering to respond to her questions, as well as being more accepting of her as a source of intake for comprehensible input (see also Section 3.2.1.1.a). Positive attitudes toward the teacher may also be manifestations of self-confidence and/or motivation, which may result in better learning of the target language.

7.3.1.3 Small class size

Our findings resonate with Gilstrap's (2003) suggestion that a smaller class size enhances teachers' ability to interact with their students, respond to their affective needs and learning problems; thus helping to enhance their self-esteem. This study also indicates that small class size may enhance communication and understanding between students (Law, 2001:31) and may eventually lead to an improvement in their self-concept since peer relationship is a vital element in determining adolescents' self-esteem (Section 2.7.5.3).

7.3.1.4 Role of programme coordinators/ curriculum designers

It will be feasible if teachers-in-charge of the language programme can actively talk to students and ask for their opinions and suggestions about the courses as our findings show that listening to learners' feedback about the course not only can improve teaching and learning, but also assists learners in reinforcing self-esteem. This result is consistent with the literature that children will feel that they are valued when adults listen attentively to what they say and ask them for their suggestions (Dunlap, 2002; Law, 2001; Lawrence, 2005).

7.3.1.5 Peer support

The present research reflects the usefulness of peer help in the learning process (Sections 4.3.2.1.b and 6.4). By doing so, the friendship between the young arrivals is enhanced thus leading to a higher self-concept about themselves (i.e.

as peers are a central source of self-esteem for adolescents, see also Section 2.7.5.3). This finding also supports the Affective Filter Hypothesis (Krashen, 1988; Krashen and Terrell, 1983 and 1995) that students who feel at ease in the classroom will be more confident and less anxious (i.e. the affective filter is down) since they do not consider the language class to be a place where their weaknesses will be revealed. They therefore ease to worry about the possibility of failure in using the target language.

Also, as shown in the findings, some students may have felt a sense of inferiority when interacting with their more competent counterparts (see Section 5.2.2.1.a), thus, when allocating students into different groups, teachers should be sensitive to the relationship between students, as well as to the ability of students, so that the weaker ones can be supported and assisted by their fellow classmates without any feelings of being alienated by their over-knowledgeable peers (Harmer, 2003a).

7.3.1.6 Games and competitions

The findings of the present study agree qualitatively well with the literature (see Section 3.2.1.2.a) and suggest that games and competitions, if carefully planned and used during lessons, can be useful in increasing students' motivation and interests in the learning process as well as lowering the affective filters of the learners when speaking English (Krashen, 1988; Krashen and Terrell, 1983 and 1995; Harmer, 2003a; Montgomery, 1998). Our results further suggest that teachers have to be sensitive to their students' English competence (i.e. what

their students are already doing well) and use this professional judgment to create a learning environment in which each learner can have a chance to succeed. Thus when conducting games in the class, teachers should start with simpler or easier tasks for less able students and then proceed with more difficult ones gradually. For more able students, teachers can invite them to try the more challenging questions. Also, our findings agree with the literature that teachers should treat the mistakes made by their students lightheartedly and give positive reinforcement for their students' efforts in participating in the games instead of humiliating them for their failure as this may help to eradicate the "face-losing" effects for the teenagers (see Section 2.7.5.2).

Our results also suggest that by giving positive reinforcement (i.e. praise, encouragement, etc.) and recognition to our students, a positive attitude and a sense of ownership can be developed in the learning process. Moreover, students' self-esteem and sense of belonging will be enhanced if teachers are able to handle the losing and winning effects with caution in the games.

7.3.1.7 Conclusion

I would like to believe the most significant contribution to this study lies in the use of an English Enhancement Programme in enhancing migrant students' self-esteem, however, the curriculum design of the EEP in the present study is not a universal recipe to suit all. As teachers or curriculum designers, we need to select appropriate elements according to different needs and interests of the

migrant youths, and implement them cautiously in our programmes in order to enhance their self-esteem (Wong, 2001b: 52).

7.3.2 Recommendations for school policy

● **Allocation policy**

As reflected in the present study as well as the literature, being above average age in class tends to be a major difficulty that negatively impacts on these Mainland migrant students' overall self-esteem (see Sections 2.4.2.5 and 3.4.1.2.b). Thus, school administrators should be cautious in making the decision of allocating these students to different classes. Although, academic results will inevitably be the major criterion for class allocation, concerns about the age difference between the migrant students and their local counterparts should not be neglected (particularly when downgrading these migrant students by more than one year).

● **Familiarization with the public transport system**

The data from this study presents a view that a number of the young arrivals were unfamiliar with the public transport system in Hong Kong, which may hindered their access to social services/facilities as well as their participation in certain outside learning activities. This problem not only affects their learning but also is considered to be one of the major psychological problems that prevent them from integrating with their peers and the community, which seriously affects their self-esteem (see also

Section 2.4.5).   Thus, it is recommended that programme designers of schools or social organizations should arrange activities and outings in order to familiarize migrant students with the public transport system or social facilities so that their adjustment with the new environment in Hong Kong can be enhanced.   Additionally, the teachers-in-charge of the programmes should find out whether their students need a pick-up service for the outside learning activities.

- **More intensive monitoring measures of the government funding for the migrant students from China**

    As indicated in the present study that not all schools will utilize the funding from the government [i.e. School-Based Support Scheme (SBSS) Grant] to organize English programmes for migrant students.   A number of school administrators claimed that they had used the SBSS grant for installing audio-video equipment rather than for setting up English programmes or other activities for the adjustment of these teenagers, regardless of instructions from the Education Bureau (i.e. schools need to use at least 50% of the funding to set up English courses for Mainland students). Thus, more intensive monitoring measures should be enforced by the government in order to "maintain a balanced use of the Grant and to ensure that all migrant students from China with adjustment needs have the opportunity to benefit from the support services" (Education and Manpower Bureau, 2005: Appendix III).

● **Allowing a flexible arrangement of the SBSS Grant**

The data in the study show that a considerable number of the migrant students from China are suffering from financial problems (see Section 4.2) which may prevent them from taking part in learning programmes and activities since their parents may not be able to afford the extra expenses involved in these activities. Thus, it would be feasible if schools are allowed to use the grant in more flexible ways such as sponsoring meals or transportation fees for these students. However, as mentioned in the above paragraph, a closer monitoring is needed in order to make sure the grant is used genuinely and meaningfully.

From the reflections of the student informants in Section 4.2, it is clear that many Chinese migrant children are facing a number of difficulties that may negatively impact their GSE.   Some of these problems are adjustment problems (i.e. communication problems, poor relationship with local classmates, learning difficulties, problems in accessing social services/facilities, etc.) while others may due to the financial situations of their families (i.e. poor living conditions, lack of parental support/care).   Thus, it is recommended that teachers or school counsellors take the initiative to approach these young arrivals, listen to their problems and offer assistance/referrals where appropriate so that their stress can be handled or channelled successfully.

7.3.3 Conclusion to 7.3

The pedagogical and school policy recommendations made in Sections 7.3.1 and 7.3.2 above drawn from the present study are in line with the concepts of the

resiliency theory discussed in Section 2.7.5.5 that the more the protective factors in a migrant child's life, the more the child will become well-functioning in the face of chronic adversities.   Although it is rather difficult to eliminate the risk factors encountered by migrant youths like chronic poverty, inadequate family support and discriminatory maltreatment from the local society (i.e. Sections 2.2 to 2.4), at least, we can help to foster these young migrants' personal resiliency by strengthening some of the protective factors through developing a harmonious student-student and teacher-student relationship; providing opportunities for the young migrants to be familiarized with the social resources and services, and facilitating them in making contact with people in the community through various learning activities inside and outside classroom with the hope that they can become more emotionally equipped when facing stressful situations in their daily life.

7.4 Limitations of the study

The present study, which has focused on a qualitative exploration of the elements that may have a positive impact on learners' self-esteem in the learning context of an English Enhancement Programme of Secondary 1 migrant students from China, inevitably has certain limitations that have to be kept in mind in the use and interpretations of the findings:

- An apparent limitation of qualitative case study research such as this is the relatively small sample size of the research subjects.   Because of the small sample size, it is difficult to generalize findings and make bold claims about

them, however, when comparing the characteristics of the EEP participants with those of participants in the Hispanic and Turkish studies reviewed in Sections 2.2 and 2.3, as well as the local studies on the newly arrived children from China, the problems and challenges encountered by our student informants (i.e. Appendices 3-15) seem to be very typical of migrant groups worldwide, indicating that the present study projects certain insights for educators and teachers in designing programmes, which cater for enhancing young migrants' self-esteem.

● The data for the present research were largely based on self-report methods (i.e. interviews and diaries) tapping the voice and feelings of the students; therefore readers of this report should take into account the informants' credibility issues arising from the retrospection data through interviews and diaries when interpreting the results of this thesis (Burns, 1997; Lawrence, 2005). Another drawback of using interviews and diaries is that the data generated basically rely on the informants' subjective stances, and the researcher can only access factors of which the informants are aware (Gan, 2003; Lawrence, 2005). Nevertheless, multiple data sources have been used in order to allow triangulation of the results, thus improving the reliability and validity of the data and findings in the present study (see Sections 3.2.4.1, 3.2.4.3 and 3.4.1.2.c). Lawrence (2005:16) states the use of self-report methods in tapping into respondents' self-esteem are not 100 per cent reliable, however, in the present state of knowledge they are probably the simplest to use, and are useful as long as we are aware of their limitations.

- We cannot eliminate all factors which may implicitly play a part on the subjects' self-confidence in using English, however, all students reflected that they were rarely given any opportunities to speak/listen to English in their regular class and were not exposed to any English in their daily life (e.g. watching English TV channels, other private English tutorial classes, interaction with native speakers of English) and they seemed certain that their improvement of self-esteem was mainly due to the EEP. As Choi, Lee and Gan, (1999:22) point out, if the subjects have not taken part in any English remedial courses or if they can differentiate the intervention under research from other courses clearly, then the reliability of the data is enhanced.

- Since self-esteem is a personality factor, which probably interrelates and interacts with other learner variables (i.e. motivation, attitudes, learning style, affective states, etc.) (Ellis, 1994; Larsen-Freeman and Long, 1991), there may be chances that the self-esteem of the learners had been influenced directly or indirectly by the EEP or by other elements unrelated to the present study. Nevertheless, whenever the student informants were tapped about the change of their self-esteem, they were requested to elaborate their views in further detail in order to allow the researcher of the present study to explore whether the existing EEP or other outside factors were the major causes of these changes.

Although the findings of the present study should be interpreted with care owing to the limitations mentioned above, and generalizability tends to be limited to

similar research circumstances; this study employs a triangulation of different data sources and provides data which are consistent with some previous literature and findings, suggesting that it may reflect the realities in some language learning situations. Therefore practical implications in language teaching and learning, as discussed above, are likely to be derived from it.

7.5 Suggestions for future research

The present study not only suggests that a certain kind of English Enhancement Programme can serve the purpose of improving migrant students' self-esteem, it also opens several avenues for further research:

- **More longitudinal qualitative research on self-esteem in second/foreign language learning contexts**

  Although the present research is longitudinal in nature, however, owing to limited intervention time (i.e. only one year), only a small number of elements have been identified to be important in improving learners' self-esteem in an English learning context. It would be worthwhile to extend the intervention time and hopefully more detail concerning learners' development of self-esteem could be uncovered. In addition, with the intervention time lengthened, a more discernable change of students' self-esteem could be detected.

- **Extending the scope of the study to a larger sampling size**

  The sample of this research was of a rather limited and small scale (i.e. Section 7.4) and was a convenience sampling in nature. A possible increase of the sample size in the research would be beneficial in gathering more evidence from a larger number of informants to better understand and interpret different elements which may have a positive impact on migrant students' self-esteem.

- **Research on self-esteem in other socially disadvantaged groups**

  This study has mainly focused on the changes of self-esteem of a group of Secondary 1 migrant students from China possibly brought about by an English Enhancement Programme. It would be interesting to extend the study to other minority groups or learners who are considered to have self-esteem problems (i.e. students in Band 3 schools, academically low achievers, etc.) to see whether similar elements will be reported to have a positive influence on their self-esteem. For example, to what extent will the findings in this study occur among newly arrived migrant students from South and Southeast Asia or low academic achieving students in Hong Kong? Explorations of these issues should be fascinating and of significance as it will provide us a better understanding of how these elements impact on the self-esteem of these children and adolescents.

- **Research on small class teaching**

  Recently, the controversial issue about small class teaching for quality education has become a source of debate between the government and the

Hong Kong Professional Teachers Union (Hong Kong Professional Teachers Union, 2004; Lai, 2005; Li, 2006) in Hong Kong. It would be well worth carrying out more longitudinal studies to investigate the potential benefits of small class teaching on students' general academic achievement, as well as its impact on learners' self-esteem in the Hong Kong setting.

7.6 Conclusion on Chapter 7

There are undoubtedly many factors affecting migrant students' self-esteem, which have not been covered or even adverted to in this thesis. What I have attempted to grasp here is how far a particular English Enhancement Programme, when implemented in a small group of Secondary 1 newly arrived migrant students from China, may have impacted on their self-esteem (i.e. GSE, SpSE and TSE). I have tried to present this study with integrity, but I am conscious that there are some limitations in this research. Nevertheless, if I have enabled the readers of this thesis to critically reflect, revisit or even reconstruct their practice in some small way as a consequence of my effort, then I would consider this research journey to have been fruitful and worthwhile.

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Appendices

Appendix 1: Questionnaire to School Teachers

Part I

The following is a preliminary syllabus outline for the migrant students from China who are studying Secondary 1 (i.e. 11-15years old) in Hong Kong. We assumed that they have a very limited proficiency in English (i.e. beginners). Please read the syllabus outline below and <u>circle</u> the number according to appropriateness of the topics or activities of the lessons to these students.

Lesson	Module	Unit	Task	#Suitability of the Topics or Activities	Remarks
1.	About Me	Greeting and Self Introduction	● Greeting people appropriately ● Introducing myself	1 2 3 4 5 _____ Not Very Suitable Suitable	
2.	Alphabet	The Letter Family (1)	● Recognizing capital and small letters	1 2 3 4 5 _____ Not Very Suitable Suitable	

3.		The Alphabet	The Letter Family (2)	• Using a dictionary	1 2 3 4 5 _____ Not Very Suitable Suitable	
4.	***	The Alphabet	Visiting Library	• Searching books in the library	1 2 3 4 5 _____ Not Very Suitable Suitable	
5.		At School	Things in the Classroom	• Identifying the objects in the classroom • Describing what they have in their schoolbags	1 2 3 4 5 _____ Not Very Suitable Suitable	
6.		At School	Things in the classroom	• Count from 1 to 20 • Count a list of classroom objects • Ask questions about the quantities of the objects in the classroom by using "How many……?"	1 2 3 4 5 _____ Not Very Suitable Suitable	

7.	At School	Following Instructions	● Following simple classroom instructions	1 2 3 4 5 _____ Not Very Suitable Suitable	
8.	At School	Asking things from other people (1)	● Obtaining objects from other classmates in the classroom ● Use appropriate expressions to reply requests, e.g. "Yes, here you are." ● Using common replies to express thanks, e.g. "Thank you."	1 2 3 4 5 _____ Not Very Suitable Suitable	
9.	At School	Asking things from other people (2)	● Identifying different shapes ● Obtaining objects from other classmates in the classroom ● Use appropriate expressions to reply requests, e.g. "Yes, here you are."	1 2 3 4 5 _____ Not Very Suitable Suitable	

			● Using common replies to express thanks, e.g. "Thank you."		
10.	About Me	My Family and Friends	● Describing my Family and friends	1 2 3 4 5 _____ Not Very Suitable Suitable	
11. ***	About Me	My Friends (Visiting an Elder's Home)	● Describing people	1 2 3 4 5 _____ Not Very Suitable Suitable	
12.	About Me	My Birthday	● Identifying the months ● Telling others about their birthday ● Asking other people about their birthday	1 2 3 4 5 _____ Not Very Suitable Suitable	
13.	About Me	My Ability	● Describing things that I can do	1 2 3 4 5 _____ Not Very Suitable Suitable	

14.	About Me	My Future Career	● Identifying different occupations in society ● Telling other people about my future career	1 2 3 4 5 _____ Not Very Suitable Suitable	
15.	About Me	My Body	● Identifying different parts of body ● Describing ways to keep our body clean	1 2 3 4 5 _____ Not Very Suitable Suitable	
16.	About Me	My Favourite Food	● Identifying different kinds of food ● Asking about people's favorite food ● Describing likes and dislikes	1 2 3 4 5 _____ Not Very Suitable Suitable	
17.	Activities and Places	In the Restaurant--Table Manners	● Identifying the dining utensils Using appropriate table manners when dining	1 2 3 4 5 _____ Not Very Suitable Suitable	

18.	Activities and Places	In the Restaurant--Ordering Food	● Making simple orders in the restaurant	1 2 3 4 5 _____ Not Very Suitable Suitable	
19. ***	Activities and Places	In the Restaurant--Visiting Planet Hollywood Restaurant	● Using appropriate table manners when dining ● Placing simple orders in the restaurant	1 2 3 4 5 _____ Not Very Suitable Suitable	
20.	Activities and Places	Shopping	● Asking about the price by using "How much?" ● Bargaining about the price	1 2 3 4 5 _____ Not Very Suitable Suitable	

***: outings or visit

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Part II.

Please put a <u>tick</u> if you think that the following options should be added to the above syllabus:

1 (   ) Asking the directions
2 (   ) Animals
3 (   ) Colour
4 (   ) Clothes
5 (   ) Hobbies
6 (   ) Time
7 (   ) Public Transports
8 (   ) Others:

_____
 _

_____
 _

Part III

Please feel free to give any comments on the above syllabus outline (i.e. topics, sequences of the topics, activities):

_____
_____
_____
_____
_____
_____

Thank you

Appendix 2: Letter for Approval

Ms XXX,
Flat X, X/F, XX Hse,
X, XXX Street,
XX, Hong Kong.

The Supervisor,
XXX School,
XX, XX Street,
XXX,
Hong Kong.
1st September, 1999.

Dear Sir,

Programme for Newly Arrivals from China and Educational Research

The programme of the Newly Arrivals from China (NAC) has been conducted for the past two years under my supervision with a proven record of success and recognition and praise from students, parents and teachers; these positive responses have been gathered from questionnaires and interviews with students and teachers in the past.

Appreciating that the programme will benefit those students who are desperately in need of additional help in English, I strongly believe this programme will assist the Newly Arrivals from China (NAC) in learning English. In fact, my past experience in helping these students has also initiated my interests in research work in self-esteem and foreign language learning, which is currently undertaken as my research project in my MPhil studies in the Polytechnic University of Hong Kong.

I wish therefore to apply for your approval to conduct my research (in the topic mentioned earlier) for the NAC programme in the coming years. I have strong belief that the findings of my research will also contribute to the improvement of self-esteem among students not necessarily focused in our school.

Thank you for your assistance.

Yours sincerely,

XXX
(Teacher-in-Charge of the NAC Programme)

Appendix 3: Student Profile--Amy

Amy was fifteen years old at the time when the study was conducted.   She had been living in Hong Kong for six months.   Her parents had asked her to come to Hong Kong because she was the only child left behind in China.   Amy's father was a security guard and her mother was a part-time construction worker.   Both of them had primary education only.   Amy had two brothers and two sisters.   She stated that she did not have "a cozy feeling" with her family members and was "not getting used to living with them" because she had been living with her grandparents in China for many years.

Her home was on a public housing estate in Tze Wan Shan, and she described her living conditions as "acceptable".   She indicated that her family probably had some financial problems because four out of five children were attending schools and this had become "a big burden" for her parents.

After spending six months in Hong Kong, Amy felt that Hong Kong was not a "good place to live" and that was why she wanted to "go back to China".   She further pointed out that she had "hardly made any friends" in Hong Kong therefore she often felt "lonely" and missed her friends in China.   According to Amy, although she wrote to her friends frequently, she had a feeling of being "distanced" from them.   She said that she had a "Mainland Chinese accent" when she spoke Cantonese and she sometimes had a feeling of being discriminated against by local people because of her accent.   She stated that she this gave her a "painful feeling".

Amy reported that the EDB had helped her to find a school place but she had to repeat Secondary 1. Regarding her learning in school, Amy indicated that she had difficulties in using complex Chinese characters because she had used simplified ones up until now in China. English, she felt, was "the worst part of all [her] learning". She had started learning English one year ago and she was "totally got lost" in the lessons. Concerning her teachers in Hong Kong, she commented that they were nice people and she enjoyed talking to them.

Amy missed her hometown very much, but she was able to "accept the reality" that she was now living in Hong Kong. On the positive side, she remarked that the public transport system and job opportunities in Hong Kong were better than in China.

Amy attended the EEP frequently. She said that she took part in it EEP because she "wanted to learn more English".

Appendix 4: Student Profile--Ian

Ian was thirteen years old at the time when the study was conducted. He had arrived in Hong Kong two months before for family reunion and study reasons. His father was a businessman and his mother was a housewife. He had a 7-year-old sister. He indicated that although he had a good relationship with his family members, he missed his grandparents and friends in the Mainland. He regretted coming to Hong Kong because he had lived in China for eleven years and thus had "a strong feeling about it". He had had seven good friends in China, and they had been together for eight years. He added that he had "lost lots of friends and relatives" after coming to Hong Kong, and he contacted them every Saturday by IDD.

Ian's father was renting a 500-square-feet flat in Kowloon Bay. Ian said that he was "not really happy at the very beginning" because he had to wait for the lift when he went out. He also felt that the apartment was "barely acceptable" because it was "much smaller than the one in China."

Ian had gained a place in his present school with the assistance of the EDB. Concerning his relationship with his classmates, he said that almost all his classmates were from China therefore he had a good relationship with them. Ian reported that the local students were very friendly to him, and he had made a lot of new friends through playing football. After studying only a few months in Hong Kong, Ian felt that he had developed "a sense of belonging" to his school. He commented that his teachers were "much kinder than those in

China" because they often talked to him and never scolded him loudly and openly.

Ian felt that English was the most difficult subject for him because he had started learning it when he was in Primary 4. He had not paid much attention in the English lessons in China, therefore he found it difficult to understand his English teacher in Hong Kong. Ian further pointed out that his English teachers in China always put their emphasis on "discrete words", so he encountered difficulties in "understanding sentences". According to Ian, although his father had hired a private tutor for him, he only helped him with his written English homework, but not with oral English. Regarding the importance of English, Ian believed that English was a "useful tool in communicating with people from different countries". He wanted to improve his oral English because his father hoped that he would study in Canada.

Ian described the public transport system in Hong Kong as "advanced and convenient", however, he did not "dare to go out" by himself. He explained that he was afraid of "getting the wrong bus" since he could not "understand the signs at the bus stop".

In general, Ian described himself as "an optimistic person" and he did not mind telling people that he came from the Mainland. He said that there were "pros and cons" in moving to Hong Kong, for example, "the living environment was much cleaner and the public transport system was more convenient. However, the living conditions and learning atmosphere were worse than in China".

Ian said that he had joined the EEP because he wanted to improve his English, but he was also doing it to keep some of his friends company.

Appendix 5: Student Profile--Jen

Jen was sixteen years old at the time when the study was conducted. She had arrived in Hong Kong four months earlier. Her father had died when she was twelve years old; her mother had completed only primary education in the Mainland. She had come to Hong Kong with Jen's elder brother eleven years earlier than Jen, and was working as a cleaner in a fast food shop. Jen's elder brother owned a small business, which was sponsored by their mother.

Jen was living with her family on a public housing estate in Kowloon Bay. She was unhappy with her living conditions because her apartment was very small. She did not enjoy a good relationship with her mother because she resented her mother for leaving her alone in China for so many years. She also commented that her mother had missed the deadline for applying for CSSA (Comprehensive Social Security Assistance), and now their family financial situation was "in great danger".

Jen explained that she had had finding a school, and eventually, she asked for assistance from the EDB. She was then very disappointed because she was downgraded by one year and she was afraid of being laughed at by her local classmates. Regarding learning, she reported that she did not have any difficulties in using complex Chinese characters, but did have difficulties with English.

Jen had high expectations of herself because she had decided she wanted to become a doctor after the death of her father. She said that English was

important to get a place in medical school. Jen added that she liked English when she started learning it in Secondary 1 in China and she had had high marks in examinations.

After a few days of school in Hong Kong, Jen had run away from school with another migrant student. She explained that she was very depressed because she could not understand her English teacher in the lessons and she was jealous of other classmates from China because they could understand what the teacher said. She complained that she would have had better English if her mother had taken her to Hong Kong eleven years earlier. She was worried about her future because her English was not "good enough" to enter the Medical Faculty at university.

Regarding her relationship with her classmates, Jen said that she had made some new friends in school, but she seldom shared her own problems to them. She said that she still missed her friends and grandmother in China because no one in Hong Kong could understand her. Jen further pointed out that she did not have a close relationship with her local teachers and she was not eager to share her problems with them.

Jen wished she could have come to Hong Kong earlier because she had not been happy in China; she had felt left alone, and had missed her mother very much. She said that she liked living in Hong Kong because of its "cleaner environment, more convenient public transport system, better shopping facilities, more educated citizens and better job opportunities".

Jen participated in the EEP because she wanted to improve her oral English. She was very upset because she had to accompany her mother to China sometimes on Saturdays and thus missed a few EEP lessons.

Appendix 6: Student Profile--Joyce

Joyce was fifteen years old at the time when the research was conducted. She had arrived in Hong Kong one month earlier. Her father was sixty-three years old and unemployed; her mother was forty-three years old and was a cleaner in a restaurant at a monthly salary of $6000. Joyce's father had been unable to find a wife in Hong Kong had therefore gone back to China for matchmaking. Joyce's mother had moved to Hong Kong three years earlier than Joyce. During Joyce's mother's absence, her father had gone back to China in order to look after his children. Finally, Joyce had come to Hong Kong with her elder sister and younger brother – because, according to her, there would be better study and job opportunities in Hong Kong. Although her family was suffering from financial problems, they had not applied for CSSA.

Joyce was living in a shared flat with her family. Their room was about 200 square feet and cost $3200 per month. Her father paid the living expenses by renting his properties in China. Joyce said that she did like staying at home because her living environment was dirty and crowded. She reported having a good relationship with her parents, but argued frequently with her sister and brother.

Regarding her learning, Joyce had been allocated to her present school with the assistance of the EDB. She did not have problems in learning complex Chinese characters, but did have problems with English and Maths. According to Joyce, English was the most difficult subject for her because she had not started learning it until Primary 3. She added that her English teachers in China mainly

used Cantonese in class, whereas her teacher in Hong Kong used more English. Joyce felt that her pronunciation was poor, and she dared not to speak English in class since she was afraid of making mistakes in front of her classmates. She also felt that she did not understand her English teacher because her vocabulary was limited.

Concerning her relationship with her peers, Joyce said that she had not had many friends in China, so she did not feel too sad when she came to Hong Kong. She had a good relationship with some of the Mainland students in her class, and whenever she had difficulties, she would ask for their assistance. She would go shopping with them whenever she did not want to stay at home. According to Joyce, she was satisfied with her school because her teachers were kind and her classmates were friendly to her. However, Joyce sated that she kept very quiet in class because she had a "Mainland accent" when she spoke Cantonese.

Joyce knew only the way to school because she was not familiar with the public transport system in Hong Kong. She wanted to explore more, but her parents did not allow her to do so because they were afraid she would be bullied by "gangsters".

Joyce explained that she wanted to improve her English vocabulary by joining the EEP. She also wanted to improve her oral English so that she could communicate with English speakers. Joyce was sometimes absent for the EEP because of her part-time job at McDonald's.

Appendix 7: Student Profile--Natalie

Natalie was sixteen years old at the time when the study was conducted. She had been in Hong Kong for one year. She explained that the reasons for her coming were to be her family as well as to have a more "promising career in the future".

Natalie's father had completed his lower secondary education in Hong Kong. He was fifty-one and working as a porter at a monthly salary of $4000. Her mother had completed her primary schooling in China. She was thirty and had arrived in Hong Kong two years earlier. She was working as a cook in a dessert shop in Hung Hom at a monthly salary of $6000. According to Natalie, her father could not find a wife in Hong Kong therefore he had gone back to China to get married. He was both an alcoholic and a gambler. He was often in debt, so her mother had become the bread winner for the family. Natalie lived in a 70-square-feet room in To Kwa Wan with her parents and her younger sister and brother. She stated that she was not accustomed to living with her parents because she had been brought up by her grandmother for more than ten years.

Natalie described her living conditions as "crowded" and "inconvenient" since they needed to share the toilet and kitchen with three other families. She added that her parents frequently argued with each other because her father was a "bad tempered man" who was often drunk and came home late every night. Natalie did not know what to do about the problem, so most of the time, she did not want to stay at home most of the time. She indicated that she missed her friends and relatives in China very much because they had been "really kind" to her.

Natalie stated that she had a feeling of being discriminated against when she was seeking schools with her mother. She said that she and her mother had spent several days looking. Most of the schools asked for her academic reports, but then did not offer her any interviews. Finally, they sought assistance from the EDB, found a place, but she had been downgraded by two years in her school. She indicated that she felt "embarrassed" at being older than her classmates.

Natalie described her relationship with her classmates from China (i.e. Amy and Jen) as good, but had communication problems with the local students because she was not proficient in Cantonese. She regretted coming to Hong Kong because she missed her friends in China: they had been "well acquainted" with one another for a long time. She contacted them by calling them or writing to them frequently. Natalie felt generally satisfied with her current school because the teachers there had organized a lot of activities to help Mainland students adjust to the life in Hong Kong. A counselling service was also available for them whenever they were in need of help. Regarding her relationship with the local teachers, Natalie said that she had a good relationship with two teachers (i.e. her class teacher and the teacher-researcher) who showed great concernabout her personal problems. According to Natalie, she trusted and respected them and they were her "guardian angels" as well as the "only comfort" she could find in Hong Kong.

Natalie considered English to be the most difficult subject since she had started learning English only when she was Primary 4 in China. She had "only learnt some new words" from her primary school teachers. She had lost all her

motivation in learning English since she was in Secondary 1 in China because she did not like her English teacher's teaching method. Natalie said that she "was not paying much attention" during the English lessons at the moment in Hong Kong because she felt English was "too difficult" for her. She also indicated that she had some problems in learning complex Chinese characters.

Natalie commented that although the learning environment and job opportunities were better in Hong Kong than in China, she regretted coming here. She "hated" living in Hong Kong since her life here was "harsh and unhappy". Everything in Hong Kong was "strange" to her and people were not friendly. She also felt that the public transport system was "too complicated" and she did not dare to go out because she was afraid of getting lost.

Natalie was sometimes absent for the EEP because of her part-time job at McDonald's. She participated in the programme because she wanted to improve her English since she had been told that English was important in finding jobs in Hong Kong. Natalie wanted to be a cashier when she grew up, and she thought that English would be very important in communicating with foreign customers. Natalie also felt it would be "fun" to talk to English speakers.

Appendix 8: Student Profile--Patrick

Patrick was fifteen years old at the time when the study was conducted. He had arrived in Hong Kong for family reunion reasons one year earlier. His father was a part-time electrician and his mother was a housewife. He had a younger brother studying in China who was looked after by relatives. Patrick was living with his parents and grandparents in a temporary squatter hut in Kowloon City, and he felt that his living conditions were "acceptable". His parents frequently scolded him for being late from school. He explained that he had gone to play football with his friends, but his parents did not trust him and they would follow him to the sports centre next door to see whether he was playing with "gangsters" for family reunion reason or not. Patrick's relationship with his father had become worse since his father had become a part-time worker. He tended to quarrel with Patrick whenever he was not at work.

Patrick said that he did not mind having been downgraded by one year in his present school. He explained that he had problems in learning English and writing complex Chinese characters; he was, however, satisfied with his school because his teachers and classmates were friendly to him and he was not experiencing any discrimination there. Furthermore, there were school social workers there to take care of him and other Mainland students.

According to Patrick, he was happy to have come to Hong Kong. He commented that Hong Kong was an "advanced", "energetic" and "wealthy" city with a convenient public transport system. He was eager to try all means of

public transport but his parents did not allow him to go out since they thought that it was very dangerous for him to stray on the streets.

Patrick was a frequent participant in the EEP. He explained that he took part in the course because he wanted to improve his English in order to catch up with his local classmates. He added that English was important, and was everywhere in Hong Kong. He also felt that he needed to be proficient in English if he wanted to find a good job in Hong Kong.

Appendix 9: Student Profile--Cindy

Cindy was fifteen years old at the time when the research was conducted. She had arrived in Hong Kong for family reunion and study reasons one month earlier. Her father had completed only primary education in China, whereas her mother had finished upper secondary. Her father was forty-nine and working as a cook in a small restaurant at a monthly salary of $8000. Her mother was thirty-eight and had arrived in Hong Kong two years earlier. She worked as a janitor in a kindergarten at a salary of $6000. Cindy had an elder brother who worked in a small tea-shop at a salary of $4000. They were living in a shared flat in To Kwa Wan. According to Cindy, their room was about 100 square feet and she had "only two drawers" to store her belongings She said that she did not mind sharing the toilet and kitchen with five other families, but she was worried about her family's financial situation since her parents had spent a lot of money bringing her to Hong Kong. Cindy said that she frequently argued with her parents because she thought that it was unfair that she should do all the housework alone.

Cindy regretted coming to Hong Kong because she did not have any friends here Hong Kong and sometimes she felt very lonely. She missed her best friend in China so much that she had visited her a few times after her arrival in Hong Kong.

She had not had problems finding a school, however, she felt ashamed of being downgraded by two years, and was afraid of being laughed at by her classmates.

Cindy added that she did not have a close relationship with her classmates, but she was not experiencing any discrimination at school.

Cindy did not report any problems in learning. She had started learning English when she was in Primary 3, and she found that the English standard in her current school was lower than what she had expected before coming to Hong Kong. Cindy had been told that English was very important in finding jobs in Hong Kong. She stated that she realized its importance as an international language when she watched TV and that was why she was a frequent participant in the EEP.

Cindy said that she would return to China as soon as she had obtained her Hong Kong identity card. She explained that she did not want to stay in Hong Kong because of the "complicated public transport system, heavy traffic, air pollution problems, crowded living conditions and high unemployment rate" there.

Appendix 10: Student Profile--Hei

Hei was twelve years old at the time when the study was conducted. He had arrived in Hong Kong for family reunion reason three months earlier. His father was thirty-seven and was a construction worker; his mother was also thirty-seven and a housewife. Hei was living with his parents and elder brother in a self-owned apartment in Diamond Hill. According to Hei, he had a "harmonious" relationship with his family. Although the financial and living situation of his family had been better in China, it was still "fine" for them in Hong Kong. Hei indicated that he missed his friends in China so much that he frequently contacted them by IDD calls, and often went back to China to visit them.

Hei had finished Secondary 1 before his arrival in Hong Kong. However, his father asked him to repeat Primary 6 or Secondary 1 as he thought that his son's English was not good. Finally, Hei was downgraded by one year in his current school. According to Hei, although he had studied in an "elite school" in China and began to learn English when he was in Primary 4, he was not able to understand his native English teachers in China. Hei explained that he had a "big problem" in learning English at his current school because he could not understand his English teacher properly and had little chance to practise his oral English during the lessons.

Hei indicated that his relationship with his local schoolmates was good, and he was glad to have some other Mainland students in his class. He added that he

was accustomed to his school life in Hong Kong.   He said that his teachers were very kind to him and did put any pressure on him regarding his study.

Hei felt that he had been deceived by TV programmes in China that portrayed Hong Kong as "a wonderful place to live".   He was disappointed when he found a "totally different picture".   He described Hong Kong as a "crowded and busy city" with "a high unemployment rate" and poor "living standard".   Hei regretted coming to Hong Kong because it was a "totally a strange place" to him. He had "only made a few friends there" therefore he missed his friends in China very much.

Hei felt that although the public transport system was "convenient" and people were "friendly" in Hong Kong, he dared not go out alone because he was afraid of getting lost.   Fortunately, he was a "very positive" person and he would look at the "good side" of his life.   He indicated that the most important thing for him at the moment was studying, and he would try his best to improve his academic results.

Hei explained that he participated in the EEP because he wanted to improve his English which was very important for studying and finding jobs in Hong Kong. He further explained that he wanted to be a businessman when he grew up, therefore it was useful for him to have good English communicative skills. However, he was frequently absent from the EEP.   He admitted that he was "too lazy to get up on Saturdays".

Appendix 11: Student Profile--Jessy

Jessy was fourteen years old at the time when the research was conducted. She had arrived in Hong Kong one month earlier for family reunion reasons. Both of her parents had completed only primary education. Her father was about seventy years old and retired. According to Jessy, her father was not able to find a girlfriend in Hong Kong as he was poor and was "not well-educated". He went back to Shenzhen and married her mother when he was middle aged; her mother was much younger than her father. She hadcame to Hong Kong three years before and was working as a cleaner at the airport. Jessy described her mother as being discriminated against in her workplace, and being given the "tough jobs all the time". Jessy further noted that her family was suffering from financial problems because of their low family income (i.e. $4000) and the high cost of living in Hong Kong.

Jessy was living in a shared flat in Kowloon City with her parents and two sisters. She said that she had a harmonious relationship with her sisters. They usually went to the public library to do their homework because their room was "very small and the families living next door were very noisy".

According to Jessy, she was not disappointed at being downgraded by two years. She always told herself to "work hard and cherish the learning opportunities" although she had difficulties with both English and complex Chinese characters. Regarding the relationship with her peers, Jessy felt that she "got along well" with her classmates but she still "missed her friends in China".

In addition to finding the cost of living problematic, Jessy indicated that she had not adjusted to the heavy traffic in Hong Kong. However, she did not regret coming to Hong Kong because there were "a lot more study and job opportunities" opening to her.

Jessy attended the EEP frequently. According to Jessy, she participated in the EEP because her best friend, had Cindy, asked her to accompany her. She also wanted to learn some everyday English so that she could understand English TV programmes. She felt that she would not be so afraid of talking to English speakers if she knew some colloquial English.

Appendix 12: Student Profile--Lily

Lily was fourteen years old at the time when the study was conducted. She had arrived in Hong Kong for family reunion reasons two weeks earlier. Lily's father was about seventy and retired; her mother was only forty-six. Both of them completed their lower secondary education in China. There was a big difference between the ages of her parents. Her father had married her mother with the assistance of a match-maker in China. Lily's mother was a cook in a fast food shop in Tsim Sha Tsui at a monthly salary of $6500. Lily had two sisters, one of whom was in Primary 4 and the other in Secondary 3 in Hong Kong. The whole family relied on their mother's salary. Lily had believed that she had a "well-off family" in Hong Kong, and had not been aware of the dire financial situation of her parents before her arrival.

Lily and her family lived in a shared flat in To Kwa Wan. According to Lily, she was "extremely upset and could not help crying" on the first day of her arrival when she found out that she had to live in an 80-square-feet room with all her family members. In China she had lived in a four-bedroomed house, but now she had to share the toilet and kitchen with three other families (about twenty people). She added that she and her sisters did not like staying at home because there was so little space for them to move around.

Lily said that she was not accustomed to living with her father and rarely spoke to him. She had a good relationship with her mother and elder sister, but she argued with her younger sister.

She had not wanted to come to Hong Kong because she had a lot of good friends in China -- they had all cried when they knew that Lily had to leave them. She missed them very much and wrote to them twice a week. She had made only two friends in her class after her arrival, and she felt that some of her classmates did not want to talk to her and "ignored" her. Lily stated that she had a feeling of being discriminated against in Hong Kong, therefore she was not willing to tell people that she was a migrant from the Mainland.

Lily said that she had difficulties in finding a school. Then, with the assistance of the EDB, she was then allocated to a Band 5 (the lowest banding) school which she described as "a not very good" school. She mentioned that some of the teachers were "not nice" to her. They would not praise her even if she performed well in class, but would scold her publicly if she could not finish her class work. Lily was not satisfied with her school and wanted to change to another school at some point.

Lily had started learning "simple" English in Primary 3. In China, she was told that English was very important for finding jobs in Hong Kong. She did not mind repeating Secondary 1 because her English was "much poorer" than that of the local students.

Lily stated that she would not have come to Hong Kong if she had known her living and studying conditions would be "so bad". In the course of later interviews, Lily told the researcher that she had wanted to commit suicide when

she finally found out that her real mother died after giving birth to her, and the

woman she had known as her mother for years was actually her step-mother.

Appendix 13: Student Profile--Wai

Wai was seventeen years old at the time when the study was conducted. He had arrived in Hong Kong three months earlier. His father was unemployed due to sickness (and indeed died during the period of the EEP) only. His mother had arrived in Hong Kong two years earlier than Wai and his younger brother; she was unemployed at the time. Wai mentioned that his family was suffering from financial problems, and they could afford to rent only a shared flat in To Kwa Wan. In spite of that, Wai said that he was "really happy" that he could finally be reunited with his family.

He stated that he had had problems in finding a school and had been downgraded by two years. According to Wai, English was the most difficult subject for him because his vocabulary was limited and he could not understand what his teacher was saying during English lessons. He also had communication problems with his local classmates because he was not proficient in Cantonese. Wai added that he would try his best to make the adjustments necessary to address his living, learning and communication problems.

Due to his family situation, Wai seldom came to the researcher's interviews and rarely submitted his diaries. He was absent for a long time after his father's death. He told the researcher that the financial situation of his family had become even worse after his father's death, and was then introduced to a part-time job by one of the researcher's friends.

Appendix 14: Student Profile--Wan

Wan was thirteen years old at the time when the study was conducted.   She had come to Hong Kong a month earlier for family reunion and study reasons.   Her father was a part-time construction worker at a monthly salary of $4000, and her mother was a housewife.   Both of them finished their lower secondary education.   Wan had a younger brother who was being looked after by her aunt in China.   Wan reported that she seldom talked to her father because she was not accustomed to living with him.   She was not happy with her living conditions in Hong Kong because she was living in a shared flat in To Kwa Wan.

Wan had not experienced any problems in finding a school place because of the assistance of the EDB.   However, she had difficulties with English and Maths because she could not adjust to the teaching styles of her teachers.   Moreover, she could not write complex Chinese characters well.   Although she had a good relationship with some of the Mainland students in class, she still missed her friends in China.   Wan said that she was afraid of being discriminated against by local teachers.

Wan regretted coming to Hong Kong because she loved her hometown and missed her relatives and friends in the Mainland.   She stated that she felt unsafe living in Hong Kong because it was a strange place to her.   She was unfamiliar with the public transport system, so she was afraid of getting lost.   However, she described herself as a "positive person" and she said she would adjust to her present situation.

Wan was a frequent participant in the EEP, and said she was taking part in it because she wanted to improve her English.

Appendix 15: Student Profile--Yu

Yu was fifteen years old at the time when the research was conducted. He had arrived in Hong Kong two months earlier for family reunion reasons. Yu's parents had completed their lower secondary education in China. His father was a decoration worker at a monthly salary of 10,000, and his mother was a housewife. Yu's elder brother was studying in China.

Yu lived in an apartment owned by his father in To Kwa Wan. He said that he could adjust to the new living conditions although his house in China had been much bigger than the apartment in Hong Kong. Yu mentioned that he had a good relationship with his parents.

Yu had not experienced any difficulties in finding a school. Although he was downgraded by one year, he still had some problems with English. He explained that he had learnt English for just one year in China and that his vocabulary was very limited and his listening and speaking skills poor. He wanted to improve his English because he perceived it as "a useful tool in learning, computing, job hunting and communicating with foreigners". He also reported that he could not write proper complex Chinese characters because he had never used them in China. He described having a good relationship with his local classmates, and did not feel discriminated against by anyone in school.

Yu mentioned that he did not dare go out alone because he was not familiar with the public transport system and was afraid of getting lost. Although he could

not adjust to the busy life in Hong Kong when he first arrived, he did not regret coming as "everyone had to follow his fate".

Yu had 100% EEP attendance.   He explained that he joined the EEP because he had learned English for only one year therefore he "wanted to learn more about it".

Appendix 16: Interview Questions for Student Informants

1. How do you feel about this lesson (or outing)? Why do you have such a feeling?

2. Do you think you have any improvement in your English? Which area(s), for example, reading, writing, listening or speaking, do you think you have improvement?

3. Do you have any positive feelings about yourself after this lesson? If yes, in which way?

4. Can you think of anything in the programme which is/are important in improving the perception of yourself?

Appendix 17: Teaching Journal

Date:_____   Lesson (   ): _____   Teacher: _____

Name of Student	**Students' Performance**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

General Comments:

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Appendix 18: Ping's Teaching Journals about Natalie

	Date	Lesson	Comments
1.	9-12-2000	Orientation	She was a bit shy but is rather confident when reading aloud the sentences that she made for introducing herself. She did mind that she couldn't go to Secondary 3 as other students at her age (She told me during the break.). She wasn't so active in the lesson but she was attentive.
2.	16-12-2001	Dictionary	In this lesson, she was much more willing to answer questions than the previous one. I could see that she tried hard to finish the tasks.
3.	13-1-2001	Street Interview I (Classroom)	She didn't have much confidence in speaking to English speakers. She was worried about the interview. She was afraid that they couldn't understand what she said. At the end of the lesson, she could speak quite fluently.
4.	13-1-2001	Street Interview I (Outing1)	She initiated the interviews, and she tried very hard to interview as many as English speakers as she could. She was cheerful to the foreigners and always smiled. She wasn't nervous although she said she was. Apart from her mispronunciation of some words, her speech was good.
5.	20-1-2001	School Hunting/Following Instructions	She was willing to finish the tasks seriously. She showed confidence when she presented the vocabulary items in class. But she wasn't so good at the vowels.
6.	3-2-2001	Time and Dates	ABS
7.	17-2-2001	Transportation (Classroom)	She was quiet in the lesson. Maybe she found that the map was complicated. Sometimes she pronounced words like "tram", "Peak", "minibuses", "Admiralty" wrongly but she was willing to practise them repeatedly.
8.	17-2-2001	Transportation (Outing 2)	She was quite active in the outing. She asked me questions about English. When we sat in the Peak tram, she saw the name of the tram stops. She asked me what they meant.
9.	10-3-2001	Restaurant I (Classroom)	She was interested in the topic, and she told me that she really wanted to join the outing. She was cooperative. She had left before practising the dialogues in the Conversation Sheet.
10.	10-3-2001	Restaurant I (Outing 3)	ABS
11.	31-3-2001	Occupations (Outing 4)	She was interested in the topic, and she told me that she would like to be a painter or an artist in future. She was cooperative. She did quite well in telling us her future career with good grammar.
12.	31-3-2001	PolyU Visit (Outing 5)	She tried hard to fill in the worksheets. She was interested in the visit. She asked me information about PolyU, but she said it was more likely that she couldn't enter university.
13.	07-04-2001	Revision	She was attentive, cooperative and willing to answer my questions. She could remember the meaning of the words but she couldn't pronounce them all correctly.
14.	28-4-2001	Describing People	She was attentive and cooperative. She was glad when I asked her to draw some parts of bodies on the blackboard. She had some difficulties in pronouncing the words e.g. "ankle", "medium", "average", although she tried hard to memorize them.
15.	12-5-2001	Restaurant II (Classroom)	She was attentive. She couldn't remember the words that we introduced in the previous lesson. She was quite active to write the answers on the blackboard. She was willing to try and guess the answers as well.
16.	12-5-2001	Restaurant II (Outing 6)	She didn't go to the restaurant last time. She was interested in the activity. She was confident in ordering food, drinks and the dessert in English. She showed interests and asked questions about the English names of things on the table e.g. salt and pepper, different types of sugar, etc.
17.	2-6-2001	Shopping (Classroom)	She was attentive but I could see that she had some difficulties in pronouncing the words. She told me that the words were very difficult and she always forgot how to pronounce them correctly.

18.	2-6-2001	Shopping (Outing 7)	She laughed at the man who spoke very loudly on the phone in the MTR. She was attentive and was eager to finish the assigned tasks. She offered assistance to her classmates for the vocabulary items.
19.	9-6-2001	Street Interview II (Classroom)	She was attentive in the lesson. Again she was interested in the souvenirs very much. She could remember the three questions asked in the first street interview. She was also interested in asking a few more questions apart from the three. She showed confident when she practised the dialogue with Amy.
20.	30-6-2001	Street Interview II (Outing 8)	She wasn't as active as she was in the first street interview. Last time she initiated the interview, and she tried very hard to interview as many as foreigners as she could. I asked her the reason why she wasn't very active this time. She told me that she wasn't in the mood. She also said that the English speakers were not in good mood as well because not many of them were willing to be interviewed because of the bad weather. However, her performance was better when compared with the first interview. She was much more confident in delivering her speech. She asked the questions "Would you mind answering a few questions for me?" with less hesitations and uncertainty.

Appendix 19: Ping's Teaching Journals about Joyce

	Date	Lesson	Comments
1.	9-12-2000	Orientation	She was very shy and her English is not very good. She wasn't confident when answering questions. I think she probably couldn't understand all taught in the lesson. She pronounced the alphabets and words like "live" and "years" incorrectly. She was eager to learn and attentive.
2.	16-12-2001	Dictionary	She had some difficulties in using the dictionary at the very beginning. At the end, she could manage to use the dictionary and found different meanings of words.
3.	13-1-2001	Street Interview I (Classroom)	She had some difficulties in reading the conversation sheet. She was afraid of speaking to foreigners. At the end of the lesson, she couldn't read the conversation sheet fluently, and she spoke too softly.
4.	13-1-2001	Street Interview I (Outing1)	She didn't start interviewing until I asked her to do so. She was not confident in speaking to foreigners. When she talked to the foreigners, they couldn't hear her because she spoke in a very soft voice. She mispronounced some important words e.g. "where", 'How long'. In fact, I think she could have made it if she had practised the dialogue more and if she had had much more confidence to talk to the foreigners.
5.	20-1-2001	School Hunting/Following Instructions	Absent
6.	3-2-2001	Time and Dates	She was less shy than she was in the previous lessons. Her voice was louder when she answered questions. It seemed that she was a bit much confident in telling the answers.
7.	17-2-2001	Transportation (Classroom)	I deliberately asked her to answer simple questions for fear that she would lose interests and confidence in answering questions. I found that she was much more confident in telling met the answers, although sometimes she wasn't sure of the pronunciation of words.
8.	17-2-2001	Transportation (Outing 2)	She didn't say a lot of thing during the outing as she was shy. When I asked her about her opinions on the outing, she said she liked it.
9.	10-3-2001	Restaurant I (Classroom)	She was attentive. I asked Patrick to practise the dialogues in the Conversation Sheet with her. She was cooperative and practised the dialogue seriously.
10.	10-3-2001	Restaurant I (Outing 3)	ABS
11.	31-3-2001	Occupations (Outing 4)	She was attentive and quite confident today. She told me that she would like to be a teacher in future. She was interested in the pictures of occupations as well. She had some difficulties in telling her future career, but she tried very hard to do so.
12.	31-3-2001	PolyU Visit (Outing 5)	She had some difficulties in filling in the answers, but she tried her best to finish it. She was interested in the visit and told me that she thought PolyU was big and famous.
13.	07-04-2001	Revision	She was a bit shy in this lesson. Maybe this was because she couldn't remember most of the things taught. I asked her how much she could remember after the lesson during the recess. She told me that it was difficult for her to remember all the vocabulary and language taught, she could only remember some.
14.	28-4-2001	Describing People	She was shy in the lesson. She performed quite well when I asked her to write the words concerning the parts of body that she knew. She was confident and wrote some words on the blackboard. However, when she was asked to say longer phrases e.g. "touch your … with your …" and some other sentences, she was not confident to say the whole thing.
15.	12-5-2001	Restaurant II (Classroom)	She was shy partly when combined with Eva's group. She was very attentive although I think she could only understand part of the things I taught. She was a bit embarrassed when she was always picked by the other group. But when I practised the dialogue with her, she showed some confidence and

			her voice was much louder than before.
16.	12-5-2001	Restaurant II (Outing 6)	She performed very well in this outing, especially after she was praised by Eva. I could see that she was much more confident in speaking English, and her voice was a lot louder than before. I remember that she smiled a lot when she speaks English. Before this outing, she was very shy and embarrassed when speaking English. Her voice was so soft that we couldn't hear her. It was a big improvement. Although her pronunciation was not very accurate, she dared to speak up.
17.	2-6-2001	Shopping (Classroom)	She was very hardworking and attentive during the lesson. She copied all the words introduced. She had some difficulties in pronouncing the words like "information", "entertainment", etc. For the worksheet, she did quite well and got many answers correct.
18.	2-6-2001	Shopping (Outing 7)	On the way to Admiralty, I asked her about the things which I had introduced in the morning session. She could recall some words. She could also remember how to pronounce "Admiralty". She was very attentive and concentrated on her tasks. She knew a lot of vocabulary items and was confident to offer assistance to Jen in spelling the words.
19.	9-6-2001	Street Interview II (Classroom)	She was attentive. She was not very eager to answer questions concerning the country names but she showed interests when I showed her the souvenirs. Although she still had some problems in reading aloud the conversation, she performed better than she was in the first street interview. Again, she had some difficulties in pronouncing the question "Would you mind answering a few questions for me?"
20.	30-6-2001	Street Interview II (Outing 8)	Again this time, it was me to ask her to start interviewing. But this time, she showed less shy and embarrassed. Although I could see that she was still nervous when she was talking to foreigners, her voice was much louder than it was in the first street interview. The foreigners and I could hear what she said clearly. She still mispronounced the word "where" but I could see that she had much more confidence in talking to foreigners this time than she was in the first interview. After the interview I praised her on her satisfactory performance. I could see that she was rather happy about her own performance.

Appendix 20: Eva's Teaching Journals about Wai

	Date	Lesson	Comments
1.	9-12-2000	Orientation	Rather shy and quiet in class.
2.	16-12-2000	Dictionary	Slow with the dictionary, but knew how to use it. Shy in class. Needed to push him to get him to participate.
3.	13-1-2001	Street Interview I (Classroom)	Seemed distracted and tired at the beginning. I "picked on" him quite a lot just to wake him up. Did quite well in class.
4.	13-1-2001	Street Interview I (Outing1)	Only accompanied him on one interview. His voice was low thus not so clear. The foreigner he interviewed was very "talkative". I hope it did not "scare" Wai.
5.	20-1-2001	School Hunting/Following Instructions	He was reluctant to speak at the beginning. But after pushing him a little, he seemed to be better.
6.	3-2-2001	Time and Dates	Again he was shy. I think he answered questions with hesitation because he wasn't confident in his pronunciation. However, he was quite active in the games.
7.	17-2-2001	Transportation	Mostly talked with Hei during the lesson.
8.	17-2-2001	Transportation (Outing 2)	
9.	10-3-2001	Restaurant I (Classroom)	ABS
10.	10-3-2001	Restaurant I (Outing 3)	ABS
11.	31-3-2001	Occupations (Outing 4)	ABS
12.	31-3-2001	PolyU Visit (Outing 5)	ABS
13.	07-04-2001	Revision	Seem tired in class, although still paid quite good attention. He is falling behind the other students by missing several lessons and with a lower level of English to start with.
14.	28-4-2001	Describing People	ABS
15.	12-5-2001	Restaurant II (Classroom)	He was very shy and not very confident in speaking English but he was cooperative throughout the lesson. He had some difficulties in pronouncing some words e.g. "would", "French fries", etc.
16.	12-5-2001	Restaurant II (Outing 6)	I can't remember a lot about his performance in the restaurant. I would like to say that again, he was rather shy. I think he had the ability to make the order fluently but he was too shy.
17.	2-6-2001	Shopping (Classroom)	Got lost in the class. Did not understand the lesson. Gave him some extra help during the recess time.
18.	2-6-2001	Shopping (Outing 7)	Hardly did anything during the exercise. Only followed.
19.	9-6-2001	Street Interview II (Classroom)	ABS
20.	30-6-2001	Street Interview II (Outing 8)	Interview two foreigners with Ian standing next to him. Could finish the interviews on his own. Improvement in confidence and voice a lot louder than before. Amused when found one foreigner could speak Putonghua.

Appendix 21: Street Interview Rating Sheet

Name of the student:
Observer: **Date:**

I. Comparison between the first and second street interviews

Improvement						
1. Loudness of voice	-2	-1	0	1	2	NA
2. Approach to foreigners	-2	-1	0	1	2	NA
3. Eye contact to foreigners	-2	-1	0	1	2	NA
4. Independence (less dependent on teacher)	-2	-1	0	1	2	NA
5. Calmness in speaking English	-2	-1	0	1	2	NA
6. Fluency in English	-2	-1	0	1	2	NA

Keys: 2: significant regression   -1: some regression   0: no change   1: some improvement
2: significant improvement   NA: Cannot be identified

II. General Comments of the self-esteem and performance of the student:

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Appendix 22: Transcription Samples of Street Interviews

Cindy

First Street Interview

Cindy: What should I do (ask Eva in Putonghua)?
Eva: They only want to ask you three questions for their English class.
Interviewee: So the first question must be my name?   John.   How about the second question?
Cindy: (reading from notes) Where do you come from?
Interviewee: I live in Hong Kong.
Cindy: (Looking at notes) How long have you been in Hong Kong?
Interviewee: Four years.
Interviewee: Where do you come from?
Eva: China.
Interviewee: So you are teaching English here?
Eva: Yes.   I've been staying here for a long long time.
Cindy: Thank you.
Interviewee: Thank you.

Second Street Interview

Cindy: I am doing a street interview.   My name's Cindy.
Interviewee: Nice to meet you.
Cindy: Nice to meet you.   Would you mind answering a few questions for me, please?
Interviewee: Yes.
Cindy: What's your name?
Interviewee: Murray.
Cindy: Can you spell it for me, please?
Interviewee: M-u-r-r-a-y
Cindy: How are you, where do you come from?
Interviewee: Denmark
Cindy: Can you spell it for me, please?
Interviewee: D-e-n-m-a-r-k
Cindy: How long have you been to Hong Kong?
Interviewee: One year.
Cindy: One year.   Thank you very much.

*Cindy did not refer to the notes during the whole interview

Wai

First Street Interview

Wai: Hello.
Interviewee: What's your name?   Richard.
Wai: (continued to read from the notes without looking at the interviewee) I'm doing a street…
Interviewee: Yes.
Wai: (continue to look at his notes) street interview. Would you mind answering a few questions for me? (reading from the notes slowly)
Interviewee: Yes.   You ought to speak louder.
Wai: May I have your name?
Interviewee: Richard.
Wai: Can you spell?
Interviewee: Richard.   R-i-c-h-a-r-d.   D (paused) D (look at Wai's interview worksheet), D for David.
Wai: Where do you come from? (referred to notes again)
Interviewee: United States, Florida.   Florida.   F-l-o-r-i-d-a.   D. D. (write for Wai) You have a trouble with D.
Wai: How long have you been in Hong Kong? (reading from the notes)
Interviewee: Now?   Since Wednesday.   W-e-d-n-e-s-d-a-y.
Wai: Thank you very much.

*Wai seldom had eye contact with his interviewee

Second Street Interview

Wai: I'm a student.   My name is Lau Chi Wai.   I'm doing a street interview. Will you answer a few questions for me? (reading from notes)
Interviewee: All right.
Wai: May I have your name?
Interviewee: My name is Spencer.
Wai: Can you spell it for me, please?
Interviewee: Spencer.   S-p-e-n-c-e-r.
Wai: Where do you come from? (refer to notes occasionally)
Interviewee: I come from Chicago.   Chicago.   C-h-i-c-a-g-o.
Wai: How long have you been in Hong Kong?
Interviewee: I've been in Hong Kong for two days.
Wai: Thank you very much.

*Wai had more eye contact with the interviewee during the conversation