



STINT Teaching Sabbatical

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Department of Curriculum and Instruction

The Chinese University of Hong Kong



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Introduction

When I received the wonderful news about my acceptance as a Swedish Foundation for International Cooperation in Research and Higher Education Teaching (STINT) Sabbatical Fellow at the Chinese University of Hong Kong (CUHK), I quickly read all of the reports from former STINT scholars at CUHK. I took copious notes and considered how to best prepare myself academically and practically for the journey ahead. Once I arrived in Hong Kong, however, I realized how unique every STINT fellow's experience must be. I was reminded of the parable of the blind men and the elephant: every man describes the elephant based on the part he is feeling—the trunk, the tusks, the ears, and so on. This is how each STINT fellow may experience their time abroad, with each autumn tenure distinct in terms of teaching, meeting students, working with colleagues, making new contacts, navigating the academic milieu, seeing the city or country, struggling with the language, and more. This report presents my experience, one that I feel incredibly honoured to have had as a teacher and researcher, as well as a representative of my university and Sweden.

Preparation and planning

The information provided with the acceptance letter was clear and comprehensive. I had the good fortune to be invited to two departments at CUHK (the English Department and the Department of Curriculum and Instruction, CRI), so my first task was to return to the university website to review the courses and programmes offered by each in order to make a decision. I chose CRI in the Faculty of Education (FoE) as they provide education for pre- and in-service teachers of English, which closely aligns with my own teaching in Sweden. I was also keen to learn more about their doctoral programmes in the field. Early in January, I scheduled Zoom meetings with Ms. Olivia Kwok, my contact at the Office of Academic Links (for visiting scholars), and Prof. Barry Bai, my academic contact at CRI. I also contacted Ms. Angie Choi at CRI for practical queries and assistance with the work visa for me and the dependent visa for my husband. These initial meetings were key to a smooth process, especially as I then had an accident, resulting in a badly broken wrist and surgery, which prevented me from attending the STINT workshop in February. While it was disappointing to miss meeting other new fellows, the two most recent fellows at CUHK, Cecilia Engström-Mattisson and Ethan Nowak, each kindly met me online to share their experiences from Hong Kong.

My planning trip took place April 16–21. During that week, I first spent one day at CUHK meeting Olivia Kwok for a general orientation. She drove me around the large campus, giving me an overview of the buildings and sites of interest (as well as tips on good cafés). We also visited the history of CUHK exhibition. On another day, Barry Bai invited me to join him on teacher practicum visits. We travelled far out into the New Territories to visit in-service primary school teachers who were currently earning their teaching credentials at CRI. Observing lessons at two schools was both exciting and informative, as already then I started learning about how English is taught in Hong Kong. Additionally, Barry and I met on campus in the department to go over possibilities for autumn teaching, which we then followed up on via email after my return to Sweden. I had also been invited to present my research at a seminar in the department. This was a fantastic opportunity to introduce myself and my research, as well as Swedish teacher education for English teachers, to my future colleagues (about 16 attended).

An important part of the planning visits was finding housing for the autumn. Due to the fairly short period of five months, the main option was a serviced apartment. Olivia, Cecilia, and Ethan all recommended Grand Blossom Serviced Apartments in Hung Hom, very close to the East Rail metro line that runs directly to the university. I scheduled visits to both Grand Blossom and One Dundas (where other fellows had stayed) for comparison, choosing Grand Blossom for the convenience of public transportation, the facilities, and the vibrant neighborhood. Housing in Hong Kong is very

expensive, and the apartments are very small –and Grand Blossom was no exception. Still, my husband and I were happy with this choice and would recommend it to future fellows. The 29th floor apartment had a minimal kitchen and no instructions about recycling, using the water heater, etc., but offered great city views, plus a small glimpse of the harbor, in a bustling neighborhood with quirky shops, bakeries, street food, the Whampoa shopping center shaped like a huge boat, and a 15-minute walk to the promenade along the water. I also appreciated the many vegetarian restaurants in the area. Finally, the planning visit was key for exploring the city a bit, as I had never been to Hong Kong. I bought an Octopus card for locals (not the tourist card) at the airport that allowed me to easily and cheaply travel on all public transportation, as well as to make purchases at many shops and cafés. Getting a sense of the city, taking the Star Ferry to Hong Kong Island, and wandering around in my new neighborhood all added to the ease of the move in August.

Upon my arrival in August 2023, the Chairperson of CRI, Prof. Hongbiao Yin, warmly welcomed me the second day of my fellowship at CUHK. He then sent a mail to the entire department informing them of my arrival and providing information about my office and email. I was included on their webpage as a Teaching Staff (Honorary). My office was located on the 7th floor in one of the two main buildings of the department. While I was mostly alone in my office, several visiting professors shared it with me over the term in different periods, including Prof. Rod Ellis and Prof. Garry Falloon.

Tasks and responsibilities

My main tasks and responsibilities revolved around co-teaching and collaboration with my academic contact and closest colleague Prof. Barry Bai. Together with Barry, I co-taught two courses running 14 weeks each and joined several sessions on the MA programme thesis course. During the term, we also had regular meetings, often with interesting discussions, for example, on the size of the classes (52 students on a compulsory course is too much), evening classes for working teachers, the pressures of publishing extensively while also teaching many courses, the Hong Kong school system, and his many in-service training and research projects based in schools. Barry also invited working teachers to conduct sessions with the students. Below I outline the courses we taught.

○ PGDP Subject Curriculum and Teaching (Major: English)

This course was for in-service local primary teachers who needed their qualifications for teaching English. We had 23 students who were motivated but not knowledgeable about teaching and learning English. The course ran in the evenings, once a week for 2 ½ hours during Weeks 36-49. I taught four sessions covering these topics: issues in lesson planning, motivating students to read, teaching vocabulary and grammar, and activities for students during and after writing. I conducted warm-up activities and co-assessed the final oral group presentations during the final seminars. I observed all of Barry's teaching (except for when I was in Singapore for the mid-term workshop). Due to the smaller size of the class, I connected more individually with the students, who were very curious about Sweden and the Swedish school. Prior to one seminar, when Barry was away for an annual trip to York with other students, I conducted an online survey with the students to determine what they wanted to know about teaching grammar and vocabulary to inform my planning. Following the seminar, I had them write exit tickets on what they learned and what they still wanted to know. Some of their comments on what they learned included:

- *I learnt how to make the lesson visible/visual with other elements.*
- *Definitely about my own English. I think I got a 'level up' today.*
- *I learnt about different kinds of nouns and games to teach them.*
- *One thing I learnt was using images in the lesson to enrich the class content.*

After the seminar, I took the post-it notes with what they wanted to learn more about and created a document with useful links and resources for them to find out more about those topics.

○ **ENLT 6803 Reading and Writing – Teaching and Learning**

This course was comprised of 52 students taking the course as an elective for the MA in TESOL (mostly students from mainland China) or as a mandatory course for the MA in ELT (mostly local students from Hong Kong). These students were experienced but not qualified teachers in both primary and secondary schools. We met the students during Weeks 36-51 for a seminar lasting two to three hours in the evening from 6.30 pm. The focus was on practical methods of teaching and some theory. Activities included group discussions, role-play, worksheets, drama exercises, and oral presentations by students. I taught four sessions covering these topics: using practical tools to learn about students' interests, activities for students during and after writing, connecting reading and writing, and self-regulation through writing portfolios. I conducted warm-up activities and co-assessed the final oral group presentations during the final seminars. When I was not teaching myself, I observed Barry's teaching, attending all of the seminars.



Teaching on the course ENLT 6803 Reading and Writing – Teaching and Learning

○ **MA in TESOL Programme students**

For this course, I joined several sessions with different tasks.

- 1) The introduction seminar for Barry's nine students writing theses within four topic areas related to motivation and self-regulated learning.
- 2) I solely taught a seminar on how to write a literature review. While offered to all 42 MA students, only 17 showed up as it was optional. Following the seminar, I asked the students to complete an online evaluation. Some responses included:
 - *I think it's excellent!*
 - *Thank you very much for today's two talks.*
 - *Thank you very much*
 - *Thank you for the conducive and information session. I really like it. Hope to learn more from you!*
 - *Very informative and helpful introduction. Thank you so much!*
- 3) I conducted two tutorial sessions on writing research proposals: one for Prof. Scott Aubrey's ten students, and one for Barry's nine students, with individual tutoring for each student.

In addition to co-teaching with Barry, he invited me to participate in three workshops as part of his research for the Centre for Language Education and Multiliteracies Research (CLEMR) SCOLAR English Alliance. SCOLAR refers to the Standing Committee on Language Education and Research. These workshops are in-service training for working teachers in topics such as writing and drama.

Activities during the Teaching Sabbatical

Connecting with staff and students

One of my main activities during the term was connecting one-on-one with staff and students at CUHK. Prior to my departure, I carefully read about the work of all my future colleagues in CRI as well as identified researchers at other universities whom I wished to meet (e.g., a teacher educator whose journal articles I have long used in my teaching). Once I arrived, I systematically contacted them. Without exception, everyone responded positively to a chat over coffee, which often led to further meetings or new connections with colleagues in other departments. I met six colleagues from CRI at least once each, discussing the academic environment in Hong Kong vs Sweden, teaching loads, expectations for tenure, applying for grants, the English language situation in our two contexts, and more. Due to one meeting with a colleague, I finally found out there was a staff common room! Another meeting opened the door to a seminar observation of a fantastic lesson in pedagogical grammar for student teachers with Prof. Arthur Tsang. I also met with five teachers or professors from other departments to learn about their work at CUHK and their perspectives on teaching and researching in Hong Kong, and invited a visiting professor, Rod Ellis, for coffee. Beyond CUHK, I arranged lunch meetings with researchers from Hong Kong Baptist University and Hong Kong University of Science and Technology.

Here is an illustration of the value of taking the leap to connect with others: I contacted Prof. Sihan Zhou already in the spring before my sabbatical when I saw she was presenting research in my field at a seminar in Oxford, noticing that her affiliation was CUHK. We then met very early in the term. She in turn introduced me to the director, Dr. Jose Lai, and teachers from the English Language Teaching Unit at CUHK over a lovely long lunch with lively discussions. They then invited me to present a lecture for their staff on English in the Swedish context as well as my recent publication on translanguaging and parallelingualism in higher education in Sweden. My connection with Sihan also paved the way for an invitation to join the English Medium Instruction (EMI) Symposium 2023: Fostering Collaboration, held at the University of Hong Kong (HKU) in partnership with University of Oxford (with live-streamed plenary speakers from both campuses). I was the only invited speaker from outside the Hong Kong context to present at the in-person event at HKU. Connecting with active researchers and teachers in my field was very rewarding.

A highlight of my teaching sabbatical was spending time with PhD and MA students. I met three PhD students each individually for informal supervision several times over the term. We discussed similarities and differences between being a doctoral student in Sweden and Hong Kong, as well as theory, methods, publications, data analysis, and future plans, among other things. MA and PhD students usually joined Barry and me on our full-day school visits and teacher practicum visits. A visiting PhD student from Gothenburg University, Yi Ding, joined FoE for two weeks. She observed two of my evening seminars and joined us for a school visit. Furthermore, I started a collaboration with a postdoctoral researcher from mainland China employed by Barry. She and I have both conducted research on the misleading discourses of English-medium instruction and found surprising similarities between Sweden and China. We plan to continue collaborating.

School visits and teacher practicum

Together with my academic contact, Barry, I had the privilege of visiting two local primary schools. On each of these full-day visits, PhD students, an MA student, and a postdoctoral researcher joined us. The first visit on November 3rd was to Ma On Shan Ling Liang Primary School. We were given an overview of the English language teaching programme in the school by the ‘panel head’. This is similar to a head teacher in a subject. In addition, the school curriculum planner joined us for the entire day. Her role is to oversee the development of subjects and teaching at the school. We observed a Primary 1 English lesson (pupils ages 6-7) and a Primary 6 English lesson (pupils ages 11-12). After a tour of the school campus and facilities, we visited an after-school journalism club and an English Club with a Native-speaking English Teacher (NET). The Education Bureau of Hong Kong provides a NET for each primary school, and some schools hire more than one with funding from parents. At the end of the day, I presented a one-hour lecture with an overview of the Swedish school system with a focus on English language teaching for about 45 teachers. The second visit took place at Heep Yunn Primary School (an all-girls school) on November 29th. During this visit, we observed Primary 6 English lessons, toured the campus with its amazing facilities (including a swimming pool in the front garden and a running track on the roof of the building), enjoyed lunch with a group of very talkative Year 6 pupils, the panel head, and the principal, and discussed English teaching with the curriculum planner. During my planning visit in April and at the end of the autumn term, I also joined Barry on teacher practicum visits. During these visits, we observed student teachers (working teachers who were not yet qualified to teach English) in the primary school. After the lesson, we discussed our observations with the teachers, following this up with an assessment discussion between us. These school visits were instrumental to my understanding of the Hong Kong school system and, in turn, my understanding of teacher education at CUHK.



Visit to Ma On Shan Ling Liang Primary School



Visit to a primary school in Hong Kong

Participation in seminars

Another activity during my STINT sabbatical was participation in both professional development workshops and seminars at CUHK (3), as well as research seminars offered at FoE (8), other departments at CUHK (1), or other universities in Hong Kong (3). CUHK offers a wide range of professional development activities for teachers and researchers alike. These were advertised in the weekly email to all staff as well as in flyers in the departments. Most were on campus. Participating in research seminars at other universities afforded valuable networking with academics outside of CUHK. Attending so many seminars is not possible for me at my home university, so this was a stimulating opportunity for me to learn about new areas of research as well as to gain new input for my teaching. See Appendix A for an overview.

Research presentations

During my planning visit and my tenure as a STINT fellow, I was invited to present my research five times. These seminars were attended by colleagues, other Hong Kong researchers, PhD students, and MA students. See Appendix B for four of the posters advertising the events.

Date	Venue	Title
20 April	CRI, CUHK	Teacher education in languages in Sweden
18 Oct	The Hong Kong Association for Applied Linguistics	Teacher attitudes and beliefs about multilingualism and migrant parents: Using Appraisal Analysis in a cross-national comparison
	Hong Kong Baptist University	
6 Nov	CRI, CUHK	Attitudes and beliefs on multilingualism in education: Voices from Sweden
1 Dec	English Language Teaching Unit, CUHK	English in tertiary education: Policies, practices, and possibilities
6 Dec	EMI Symposium at the University of Hong Kong (jointly with the University of Oxford)	English-medium instruction in the Swedish school: Collaboration or contestation?



After presenting for staff at the English Language Teaching Unit

HAAL

During my term at CUHK, I was welcomed to join HAAL: The Hong Kong Association for Applied Linguistics, where several of my colleagues were active. I was also invited to deliver the keynote presentation at the annual general meeting held at Hong Kong Baptist University, presenting on “Teacher attitudes and beliefs about multilingualism and migrant parents: Using Appraisal Analysis in a cross-national comparison” (see the appendix). In addition, I attended the other two research presentations during the term: “Teaching creative writing to upper secondary students” on November 14th with Prof. Collier Nogues (CUHK) and “Listen hard and listen smart” on December 5th with Prof. Sihan Zhou (CUHK). The networking opportunities and connections with other applied linguists were valuable, especially with one researcher, Prof. Benjamin Moorhouse (Hong Kong Baptist University), whose publications I was already using in my teaching in Sweden. A highlight was also the HAAL social outing on December 9th. Around 25 members (professors, PhD and MA students, and some family members) from many universities in Hong Kong spent an entire day hiking from Luk Keng to Lai Chi Wo, a traditional Hakka settlement with a walled village from the 1600’s.

Mid-term workshop in Singapore

In late November, I participated in the STINT midterm workshop, meeting the other fellows who were spending the term in Japan and Singapore. This time to exchange experiences, discuss difficulties, and compare stories was a valuable part of the sabbatical.

Important lessons

The main lesson learned during my teaching sabbatical is that flexibility is key. There were many last-minute opportunities presented, such as joining workshops with my academic contact or going to dinner with a visiting professor in the department. I tried to say ‘yes’ to anything that would allow me to meet others, learn about academics at CUHK and Hong Kong, or expose me to new ideas. Flexibility was also key in my teaching, as sometimes my planned teaching needed sudden adjusting to the needs of the students in this context, as my Swedish-based teaching plans did not always match up. Sometimes I planned for a topic that my co-teacher then also covered right before my part of the seminar. Flexibility was key when I was requested on the spot to give feedback to students’ presentations or to primary teachers after classroom observations. Teachers always need to be flexible, but this term gave me a lot of practice.

A second lesson is that persistence pays off. I had read in previous STINT fellows’ reports that it can be hard to meet people during a term at CUHK. Teachers are extremely busy and often very stressed. If I had not started sending emails from day one, I probably would not have had the many meaningful conversations with so many colleagues I did. These one-on-one chats over coffee gave me so much insight into what it means to be a teacher and researcher in Hong Kong. This experience will probably make me more willing to reach out in other situations when I am interested in knowing more from a particular teacher or researcher. I also expect to maintain contact with many of my CUHK colleagues.

A third lesson is the importance of school contacts and school visits as a teacher educator. Although I have worked as a primary school teacher myself, it was many years ago. Meeting young pupils learning to speak English was a stimulating part of my sabbatical. As a researcher, being in the classroom also provides so much inspiration for areas to be examined. Finally, the value of bringing working teachers into course seminars in teacher education was clear. This is not a regular practice at my home university but one I would like to adopt.

The final lesson I have reflected on concerns slow scholarship vs fast science. All of the researchers I met, no matter which university, discussed the pressures of the publish-or-perish culture in Hong Kong. One assistant professor told me he had accepted that he would not have weekends off for the first five years of teaching. He explained that the academic culture promotes a sense of ‘busy, busy, busy’ as well as competition, as not all assistant professors will be promoted, meaning some will have to leave if they do not make tenure (they called this ‘up or out’). Another told me she was expected to publish at least 20 empirical studies in high-ranking journals during her first five years after being hired. Yet another said she preferred to work from home in order to save the commuting time for writing. At first, I admired their dedication and extreme productivity, considering how my colleagues at home and I should probably be better about producing more articles from the studies we completed. However, the more I understood how stressful it was for many academics as well as how it affected their choice of studies (more quantitative than qualitative), the less attractive it was. Thus, the idea of slow scholarship has been on my mind a lot after this term, as well as what it can mean for my own research community in my home university.

Comparison between CUHK and DU

CUHK was established in 1963 as a bilingual Chinese-English institution with an aim to connect China and the West. The 60th anniversary was celebrated with many festivities in 2023. Today, the university is comprised of eight faculties with nine colleges and more than 330 research centres. Of the approximately 17,000 undergraduate and 12,600 postgraduate students, about 25% of the students are international. Nearly half of the teachers are also from outside of Hong Kong. Offering over 150 majors and minors, the university maintains a prestigious reputation globally, ranked highly for both innovation and internationalisation. Recently, the Times Higher Education placed CUHK as the 13th most international university in the world.

CUHK is a much bigger institution than Dalarna University (DU) both in the size of the student population and the size of the campus. The campus has been ‘closed’ since the 2019 student protests, meaning that only students and staff with an official CU Link Card can enter. Visitors must show their identification cards and be registered by security before entrance. The CU Link Card is used for identity purposes on campus as well. For example, only staff and students may ride the free shuttle busses, shop at the stores, use the many sports facilities, and eat at the more than 30 restaurants (‘canteens’). It is also used to enter the university library. Anyone may be asked to show their card at any time at these various establishments, although I only had to do this once. There is also an app, CUHK Mobile, with useful information such as the shuttle bus schedule, maps, calendars for events, contact information for university service, and a library link.

Curriculum and courses offered in CRI



The Department of Curriculum and Instruction (CRI) is part of the Faculty of Education (FoE). FoE offers both a PhD and an EdD degree, as well as Bachelor of Education, a Master of Philosophy, Master of Education, and six Master of Arts programmes, including an MA in English Language Teaching (ELT) and an MA in Teaching English to Speakers of Other Languages (TESOL). In addition, in collaboration with the Department of English and the English Language Teaching Unit, a joint five-year programme is offered for a double degree: B.A. (English Studies) and B.Ed. (English Language Education). This programme is very competitive. Students receive a full scholarship and, after graduation, must work for three years in Hong Kong schools or pay back their scholarship. In addition to these degree programmes, FoE offers postgraduate diplomas (PGD) in education at several levels. These certificates qualify working teachers in the subjects they study.

Two differences in how programmes are offered were evident during my stay. First, teacher programmes in general are highly competitive, with demanding entrance requirements. For the PGDP course I taught, there were about four times as many applicants as the number of students accepted. This is in contrast to teacher education admissions in Sweden, where teacher education programmes do not have the same level of prestige or application numbers. Second, courses are usually taught for all levels of education together, except for some PGD courses. In Swedish universities, we have specific courses in teaching methodology for pre-primary, primary, secondary, and upper secondary. At CUHK, though, primary and upper secondary teachers can be studying the same courses. Future teachers are expected to maintain their own focus on the level they wish to teach later.

A similarity between CUHK and DU is that both offer teacher programmes designed to meet labour market needs. In Hong Kong, during the years of protests and the pandemic, many teachers moved abroad, resulting in a shortage of qualified teachers in the city. This meant that schools had to hire

unqualified staff. Thus, many current teachers need the PDG diploma courses in English and other subjects, much like teachers in Sweden need in-service training (*Lärarlyftet*), to become qualified.

Teaching at CUHK

Generally, there were many similarities in teaching practices. In the courses I taught, we used Blackboard (Learn), held seminars with both lecture sessions and active group work, and provided similar pedagogical content to prepare the students for teaching English. Like Swedish students, CUHK students asked about documents being on Blackboard, sometimes got distracted by their phones, talked with one another during seminars, and looked away when the teacher asked for a volunteer. One difference for me, however, was that all of my co-teaching was on campus in the evening. Most of my teaching at DU is online. Meeting the students in person every week reminded me of the advantages of campus teaching. Digital tools such as Padlet, NearPod, and WhatsApp were all used regularly during the seminars—something I would like to adopt. Each course also had its own WhatsApp group for information, reminders, and sharing of some documents. This was a novel idea to me, but I think I will continue to use Learn/Canvas for all communication with my students at DU.

On the MA thesis course, the supervisors (five with 8-10 students each) experienced similar challenges as we do at DU. Their students struggled with topics for their theses and the supervisors were reluctant to open up for too many different topics outside their own areas of research. The goal was to allow students to only conduct studies in the supervisors' areas of expertise, something we have also discussed at DU but not yet implemented. This can be necessary when supervising many students in one term. Two differences on the thesis course were that first, there was no course handbook with guidelines for writing a thesis, and second, there was no seminar on how to conduct a literature review. At DU, we see both of these as key to student success. I offered to teach a seminar on searching for literature and writing the review (see above) and shared our guidelines with Barry.

Despite comparable teaching practices, several differences in my two co-taught courses surprised me. First, students in the two courses I co-taught had no required course literature to read before or after seminars. The students were given very many good resources (entire book pdf files, steering documents, empirical articles, videos links, worksheets, etc) on Blackboard, but were not required to read anything. Sometimes, they were asked to quickly read a printed document provided in a seminar before discussing it. Second, they were given the seminar PowerPoint Presentation as a hand-out at the beginning of each seminar. While this was good for taking notes, I felt it could disturb their focus during the seminar and also could be made available digitally instead. A third difference is the number of assignments. For each of the courses I taught, there were two written assignments and one group presentation for assessment. Seminars were obligatory but there was no make-up work for missing one. These three differences were explained to me as necessary since the students were working teachers and had little time to read and write for the courses.

Status of pedagogical merits compared to research merits

CUHK is a decidedly strong research university. Academic rankings on a global scale are prominently reported on most department websites. CRI is no exception, as many researchers in the department are included on lists of top-cited researchers in the world. When hired, new PhDs can go for a research track or a teaching track. On the research track, assistant professors have five years to apply for promotion to associate professor, with the criteria heavily focused on research rather than teaching. If they do not succeed, they have one year to change universities or to switch to the teaching track and become a senior lecturer instead. Thus, as mentioned above in important lessons, the academic pressure to produce publications is very strong. My CUHK colleagues were surprised to find out that assistant

professors in Sweden could take many more years to apply for promotion—or maybe even skip it. Generally, few of my colleagues discussed their teaching as their main focus or even an equal focus to research. Barry, my academic contact, was an exception, as he worked hard to both bring his own research into his teaching as well as to develop research projects that specifically targeted working teachers and schools. Another difference is that professors in CRI do not present their research at seminars in their home department—only at conferences. This is due to lack of time, according to my CUHK colleagues. I noted, however, that when I presented in CRI and at HAAL, several of my PhD students and MA students came to listen. At DU, many of our teachers regularly present their research, especially in groups focused on teaching and learning. While there were excellent seminars for professional development offered elsewhere at CUHK, discussions or presentations on higher education teaching were not common in the department.

Competence development and career opportunities for teachers

While higher education (HE) pedagogy courses are not a requirement for working as a teacher at CUHK, there are many professional development courses provided by Centre for Learning Enhancement And Research (CLEAR). For example, courses on how to develop a teaching portfolio or how to work with a flipped classroom are available. Similar to our HE pedagogy courses in Sweden, CUHK staff can study the four-part Professional Development Course (PDC). In addition, the university library offers many seminars on specialized topics in teaching and research, both online and on campus, for staff.

Recommendations

Here is a list of some general recommendations for future STINT fellows at CUHK:

- Make a list of potential contacts beforehand and do not be afraid to contact new colleagues as well as researchers you would like to meet in other departments or at other universities in Hong Kong.
- As previous STINT fellows have noted, CUHK staff do not regularly eat lunch together nor do they have *fika*. That said, if asked to join you, they will surely make time (at least once!).
- Consider blogging about your sabbatical as a good way to keep your colleagues at your home university updated on your time abroad, but do not have high ambitions. The time spent on academic activities in Hong Kong can quickly fill your time.
- Get the Observatory app on your phone. Keeping up with the weather is key, as typhoon signals 8, 9, and 10 and black level thunderstorms mean the campus is closed and you should stay home. It can rain a lot in Hong Kong so never leave home without an umbrella!
- Take advantage of the wide array of cultural activities. The West Kowloon Cultural District and Hong Kong Cultural Centre both offer a plethora of concerts, exhibitions, and happenings.
- Explore the wonderful nature in Hong Kong. The numerous hiking trails and beaches are easily accessible by public transportation. You can quickly be out of the bustling city, taking in amazing scenic sites on quiet, well-marked trails.
- You must have a local Octopus card to get around and use in the shops.
- Hong Kong is surprisingly pedestrian-friendly. Get your map out and you may discover that walking takes less time than the metro—and allows for serendipitous adventures in the city.
- Contact the Swedish consul-general early in the term, as she is interested in knowing about the STINT fellows and their activities at CUHK. I met her once before going home.
- Finally, leave your home university work in Sweden. Focusing fully on your time in Hong Kong will allow you to make the most of it.

Action plan

Personal

I learned so much from working with Barry, observing his passion for the students' learning and discussing pedagogical issues regularly. We both value teaching *and* research. I also learned so much from teaching students with knowledge of schools in Hong Kong and mainland China. Several practical activities for in-service and pre-service teacher courses I plan to adopt include the following: having the students create a list of topics they want to know more about and then choose one each week for a 5-minute presentation; inviting working teachers and principals to present their work during seminars; and using more digital tools like Padlet or WhatsApp during the seminar (not just after). I also have reflected on the differences in school systems/culture and teacher education, and how important it is to help our students understand this as well. Finally, I will continue to consider slow scholarship vs fast science and hope to engage my colleagues in discussions about this.

Dalarna University

An important aspect of the STINT Teaching Sabbatical is the contribution to internationalization activities and awareness in the home university. Prior to my departure to Hong Kong, I was interviewed for the DU website: [Följ BethAnnes utbyte i Hongkong - Högskolan Dalarna \(du.se\)](#) (published August 23, 2023). Towards the end of my stay, the Coordinator of International Affairs at DU, Susanne Corrigox, visited me in Hong Kong. Together we met Olivia Kwok, Office of Academic Links, and the Chairperson of CRI, Prof. Hongbiao Yin. Susanne observed a seminar in which I was assessing oral presentations. We also met small groups of MA students and PhD students, to hear more about student life at CUHK. Susanne interviewed me about my experiences:

[BethAnne Paulsrud på Teaching Sabbatical i HongKong - Högskolan Dalarna \(du.se\)](#) (published December 15th, 2023). Since returning to DU, we have contacted the five schools to offer presentations of my experiences and practical information about the application process.

Acknowledgements



I would like to end this report with my sincere thanks to the many people who made my STINT sabbatical such a rewarding experience. First and foremost, I am so grateful to my colleagues in the Department of Curriculum and Instruction (CRI) who welcomed me so warmly, especially Prof. Barry Bai, my academic contact and closest colleague, and Prof. Hongbiao Yin, Chairperson of CRI. Other colleagues gave generously of their time over coffee chats, including Prof. Sihan Zhou, Dr. Cathy Shiu, Prof. Arthur Tsang, Prof. Luna Peng, and Prof. Scott Aubrey. Ms. Angie Choi offered all kinds of administrative help, and Mr. Eric Chueng provided consistent practical support the entire term. My thanks also go to others at CUHK: Prof. Jette Hansen Edwards of the English Department, who helped me learn about living and working as an academic in Hong Kong; and Dr. Jose Lai, Dr. Elaine Ng, Dr. Allen Ho, and Dr. Steven Yeung of the English Language Teaching Unit at CUHK, who shared their expertise with me. Both before and during my stay in Hong Kong, Ms. Olivia Kwok, Programme Manager for visitorships at the Office of Academic Links, was an invaluable source of information and support. I thank Maria Görts and Susanne Corrigox, Dalarna University, for their encouragement. Finally, a very big thank you to STINT, especially Dr. Andreas Göthenberg and Ms. Mirja Cedercrantz, for making this wonderful experience possible.

Appendix A: Research and professional development seminars attended

Date	Venue	Title and speaker
12 Sept	CRI CUHK	What Teachers Want from AI (Artificial Intelligence) Experts Dr. Jihyun LEE (School of Education, University of New South Wales)
21 Sept	CUHK Library	Introducing Digital Humanities for Study and Research Kitty Siu (Digital Scholarship Librarian)
26 Sept	SEN CUHK	Staff Training Sharing: 'Towards an Inclusive Campus: Approaches to Inclusive Assessment in Higher Education' Dr. Juuso Henrik Nieminen (The University of Hong Kong)
3 Oct	CUHK	Digital Humanities Initiative Talk Series: Local/Global Digital Skills in the Humanities: Which Digital Skills do Scholars Need Here? Prof. Adam Crymble (University College London)
4 Oct	HKUST	Everyday alliances – Changing family relationships in forced migration Prof. Sari Pöyhönen (University of Jyväskylä)
11 Oct	CRI CUHK	Outsider and insider critics of TBLT (Task-based Learning and Teaching) Prof. Rod Ellis (Curtin University in Perth, Australia)
13 Oct	CRI CUHK	Oral Corrective Feedback in SLA (Second Language Acquisition) Prof. Rod Ellis (Curtin University in Perth, Australia)
10 Nov	HKU	Publishing in top-tier Applied Linguistic journals Dr. Csilla Weninger (Nanyang Technological University, Singapore)
13 Nov	CRI CUHK	Building digital competence in a university setting: Experiences from the Macquarie University Teacher Digital Competency (TDC) project Prof. Garry Falloon (Federation University Australia)
22 Nov	CRI CUHK	Ups and Downs of Doctoral Supervision Prof. Ruth Hayhoe (University of Toronto)
1 Dec	English Dept. CUHK	Engaging Students in Learning and Creating Different Translanguaging Sub-Spaces in English Medium Instruction Classrooms Prof. Kevin E.H. Tai (University of Hong Kong)
5 Dec	EdUHK	Multilingual Learners' Monolingual Becoming across Spaces: Toward Dismantling the Monolingual Habitus Prof. Guofang Li (University of British Columbia)
7 Dec	HKIER CUHK	State Takeover and Mayoral Control: Different Approaches to School Governance in the U.S. Prof. Kenneth K. Wong (Brown University, USA)
11 Dec	CRI CUHK	Growth mindset in language education and intercultural communication Dr. Nigel Mantou Lou (University of Victoria)
18 Dec	EAP CUHK	Writing Academic Articles for Prestigious International Journals: An Unorthodox Approach Prof. Zongyi Deng (University College London)

(CRI: Department of Curriculum and Instruction; SEN: Special education needs, Service of the Office of Student Affairs; HKUST: Hong Kong University of Science and Technology; HKU: University of Hong Kong; EdUHK: Education University of Hong Kong; HKIER: Hong Kong Institute of Educational Research; EAP: Dept. of Educational Administration and Policy)

Appendix B: Posters for research presentations




Faculty of Education
CUHK 中大教育

Department of Curriculum and Instruction

Teacher education in languages in Sweden



20 April 2023 (Thursday)

4:00 - 5:00 p.m.

Room 201, Ho Tim Building, CUHK



Abstract

Teacher training in Sweden is organised federally, with four teacher education programmes: preschool, primary school, secondary school, and vocational education. While the language of instruction in Swedish schools is Swedish, both Swedish (or Swedish as second language) and English are obligatory language subjects in compulsory education, which comprises primary and lower secondary school (Years 0-9, ages 6 to 15). In addition, foreign languages are usually offered from Year 6, and generally include a choice of French, German, or Spanish, although sometimes Swedish Sign Language or other languages are available. Relatively few Swedish schools offer instruction through the medium of other languages, such as French, German, or Finnish. English-medium schools, however, have been steadily increasing in numbers in recent years.

In this seminar, the role of languages in the Swedish compulsory school as well as an overview of teacher education in languages in Sweden are presented. This is followed by considerations of the challenges and possibilities that the increasingly diverse Swedish school present for future language teachers (Paulsrud, Jonsson, & Schaffel, 2023; Paulsrud & Lundberg, 2021; Paulsrud & Zilliacus, 2018; Toth & Paulsrud, ongoing). Although Sweden has historically been a multilingual society, Swedish education and teacher education have generally reflected a monolingual mindset. Thus, the question of how Swedish teacher education in languages may prepare future teachers to work with all pupils in the Swedish context, regardless of their linguistic repertoires and backgrounds, is relevant and timely.

Dr. BethAnne Paulsrud
(Dalarna University)



About the speaker

Dr. BethAnne Paulsrud is Associate Professor of English Applied Linguistics at Dalarna University, Sweden. Her work as a teacher educator and researcher is informed by her many years of experience as a preschool and primary school teacher, as well as a mother tongue teacher. Her research focuses on multilingualism in educational policy and practice, teacher education, English and English-medium instruction in Sweden, and family language policy. Dr. Paulsrud will be a visiting STINT scholar in the Department of Curriculum and Instruction at the Chinese University of Hong Kong in the autumn of 2023.



Online registration: https://www3.fed.cuhk.edu.hk/faculty/Applications/cri_seminar20230420/
Registration deadline: 19 April 2023 (Wednesday)
Enquiries: 3943 1374 / shinylau@cuhk.edu.hk




Faculty of Education
CUHK 中大教育

Department of Curriculum and Instruction

Attitudes and beliefs on multilingualism in education: Voices from Sweden

Abstract

Sweden is often commended for the inclusion of home languages in the formal education system: both mother tongue instruction (where pupils' home languages are taught as an optional school subject) and study guidance (where pupils are given content support in their home language or prior language of schooling) are offered. Still, while many national educational policies are supportive of multilingualism, their enactment on the ground is often problematic. The attitudes and beliefs of teacher educators, in-service teachers, and pre-service teachers are crucial to policy enactment (Paves & Buchli, 2016), yet few studies have investigated how these key actors in Sweden perceive their encounters with linguistic diversity. Furthermore, an understanding of the similarities and differences in the perspectives across these three groups is lacking. In response to the need for more research in this area, we have conducted an interview study (Paulsrud, et al., 2023) with five teacher educators, five in-service teachers, and eight pre-service teachers concerning their attitudes and beliefs on multilingualism. These interviews reveal orientations (Rutz, 1984) toward language and language use in teacher education and primary schools. Specifically, language is seen both as a problem and as a resource. Our results reveal tensions in the expressed attitudes and beliefs about multilingualism in general, as well as about multilingual pre-service teachers in teacher education and multilingual pupils in the Swedish school.

In this presentation, the Swedish context will first be briefly described before presenting the theoretical and methodological approaches of the completed study. The results will be explored thematically, with similarities and differences exemplified across the three cohorts. The conclusion will address the novelty, the limitations, and the local and broader implications of the research.

Dr. BethAnne Paulsrud
(Dalarna University)

About the speaker

Dr. BethAnne Paulsrud is Associate Professor of English Applied Linguistics at Dalarna University, Sweden. Her work as a teacher educator and researcher is informed by her many years of experience as a qualified preschool and primary school teacher, as well as a mother tongue teacher. Her research focuses on multilingualism in education policy and practice, teacher education, English and English-medium instruction in Sweden, and family language policy. While she has mostly taught and conducted research in Sweden, she has also spent time teaching in Vietnam and South Africa. In the autumn term of 2023, Dr. Paulsrud is teaching in the Department of Curriculum and Instruction, Faculty of Education, at the Chinese University of Hong Kong as a STINT scholar (The Swedish Foundation for International Cooperation in Research and Higher Education).



Date
6 November 2023
(Monday)

Time
2:00 - 3:30 p.m.

Venue
Room 201,
Ho Tim Building,
CUHK



Enquiries:
3943 1374 / shinylau@cuhk.edu.hk
3943 8197 / erichseng@cuhk.edu.hk

Registration deadline: 3 November 2023 (Friday)

Online registration:
<https://download.cuhk.edu.hk/webform/view.php?id=13671001>

On behalf of the Scholarship Support Group, we invite you to a seminar on a highly relevant topic for us as English language educators in a tertiary and multi-lingual environment. Details are as follows:

Topic: English in Higher Education - Policies, Practices, and Possibilities
Date: Friday, December 1, 2023 (Week 13)

Time: 2:30 pm to 3:30 pm
Venue: LSK 404
Speaker: Professor BethAnne Paulsrud


Abstract

This presentation explores the affordances and constraints of English as the academic language of teaching and learning in higher education institutions (HEIs) where English is not the majority language. Using the Swedish context as a case, I will first introduce the role of English in Sweden, setting the scene for the status of English in Swedish HEIs. Current policies and practices of English-medium instruction (EMI) across Swedish HEIs will then be presented, focusing on how the universities may or may not address the needs of students and teachers in response to the demands presented by the ubiquitous use of English as an academic language, as well as on how the general policy of parallel language use may or may not be implemented (Paulsrud & Cunningham, 2023). I will conclude the presentation with some considerations of the implications for HEIs aiming to promote and support good practices of EMI in bi-/multilingual settings. An open discussion of issues related to policies, practices, and possibilities among the seminar participants is anticipated.

Paulsrud, B., & Cunningham, U. (forthcoming 2023). Parallelism, translanguaging, and English-medium instruction in Nordic higher education. In P. Petersen & K. Iversen (Eds.), *English in the Nordic countries: Connections, tensions, and everyday realities*. Routledge.

About the Speaker

BethAnne Paulsrud is Associate Professor of English Applied Linguistics at Dalarna University, Sweden. Her research focuses on English and English-medium instruction in Sweden, multilingualism in education policy and practice, teacher education, and family language policy. She is currently a visiting STINT scholar in the Department of Curriculum and Instruction, Faculty of Education, at The Chinese University of Hong Kong.



Hong Kong Association
for Applied Linguistics
香港應用語言學學會

SEMINAR

Date: 18 October 2023 (Wednesday)
Time: 5:00pm-6:30pm (AGM) 5:00pm-5:15pm, Seminar: 5:15pm-6:30pm
Venue: AATR17, Academic and Administrative Building, Hong Kong University Road Campus, Hong Kong Baptist University, Kowloon

Teacher attitudes and beliefs about multilingualism and migrant parents: Using Appraisal Analysis in a cross-national comparison
BethAnne Paulsrud
Dalarna University

Teachers' attitudes and beliefs on multilingualism shape their de facto policies and everyday classroom practices, thus influencing educational outcomes (Paves & Buchli, 2016). To understand how teachers use evaluative language to express their attitudes and beliefs, researchers from eight national contexts (France, Germany, Ireland, Israel, the Netherlands, Norway, Sweden, and the UK) have conducted a study of how teachers talk about multilingualism in schools. As there is a growing body of research showing the benefits of parental involvement for language development, for students' identity formation, for improving students' academic performance, and for integration in school and society (Bergqvist, 2015), we have examined how teachers talk about migrant parents in particular. Our focus is on the preschool and primary levels of education, as it is where children enter the education system and acquire fundamental literacy skills, possibly without initial mastery of the national majority language.

In the project, the researchers from each national context have followed the same interview protocol. Our participants are teachers from varied backgrounds in terms of urban vs. rural contexts, school demographics, personal histories, training on multilingualism, educational experiences, etc. Ten interviews from each country were chosen for a cross-national comparison on how teachers use evaluative language to express their attitudes and beliefs. Appraisal Analysis (Martin & White, 2005) offers a framework for quantifying and comparing instances of evaluative language as well as for revealing ideological positions. Each country team conducted an Appraisal Analysis of the selected interviews according to a joint interrater-tested coding scheme. We coded relevant linguistic expressions, concentrating on ATTITUDE (APPEAL, JUDGEMENT, and APPRECIATION) and GRADUATION (FORCE or FOCUS), additionally coding ATTITUDE as inscribed or invoked and as positive or negative. Our findings indicate, for example that many teachers articulate normative assessments of parents' behavior with negative JUDGEMENTS of their CAPACITY or NORMALITY, with parents judged as lacking proficiency in the majority language, not understanding school culture, or insistent on using their home languages. However, if parents have a strong proficiency in the language of schooling, teachers see this as a positive CAPACITY, which may be associated with SECURITY or INCLINATION. Some teachers also express positive APPRECIATION towards diversity, with multilingualism deemed as WORTHWHILE.

In this presentation, the overall project will first be briefly described, together with methodological considerations of a large-scale cross-national comparison. The Appraisal Analysis framework and the coding in Atlas.ti of the quantitative comparisons as well as co-occurrences of coding will then be presented before an overview of the results. The tensions in the teachers' talk about migrant parents, as evident in the comparative Appraisal Analysis of about 80 interviews, will be exemplified. While some studies address specific national contexts (e.g. Cunningham, 2017; Young, 2014), there is an extensive gap in research generating comparable data from different countries. Thus, such research as the present study is needed as a foundation for exploring how different societal and political circumstances may impact multilingual students' schooling.