香港教育大學
The Education University of Hong Kong

International Conference on Gender, Language and Education

International Conference on Gender, Language and Education (ICGLE)

Date: 2 – 4 December, 2020 (Wed - Fri)
ONLINE

Conference Theme:

Gender, Language and Education:
Equality and Diversity Issues in Asia and Beyond

Conference Programme Booklet

語言學及現代語言系
LINGUISTICS AND MODERN LANGUAGE STUDIES

Centre for Research on Linguistics and Language Studies

Department of Social Sciences
社會科學系

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I. About ICGLE

The International Conference on Gender, Language and Education (ICGLE) seeks to bring together academics, researchers, community leaders, policymakers, education practitioners and research postgraduate students from the worldwide community to explore equality and diversity issues in language and education through a gendered lens. Since gender inequalities have been the focus of heated debate around the world, the ICGLE aims to call for collaborative action to address systemic (gender) inequalities, particularly in the Asian context. It is hoped that through the conference, a platform for knowledge transfer and capacity-building of multi-disciplinary studies of gender may be established in the region. Over the course of the ICGLE, we invite keynote speeches, themed panels and paper and/or poster presentations on topics related to the conference theme "**Gender, Language and Education: Equality and Diversity Issues in Asia and Beyond**".

The conference is composed of keynote speeches, paper presentations and themed panel discussions. The topics include:

1. Gender and language
2. Gender and literature
3. Gender, popular culture and education
4. Gender and STEM education
5. Sexuality education
6. Gender equality in education policy, practice and pedagogy
7. Gender and educational management and leadership
8. Women's empowerment in education
9. Gender differences in educational attainment
10. Sexual harassment, heterosexism, homo- and transphobia in the education sector
11. Intersectionality in education: how gender interacts with other social differences
12. Culture and education
13. Other relevant areas

II. International Conference on Gender, Language and Education (ICGLE)

Conference Programme

DAY 1: 2 December 2020 (Wednesday)

<table>
<tr><td>9:45</td><td colspan="4">Zoom meeting room for the Conference Opening starts</td></tr>
<tr><td>10:10 – 10:35</td><td colspan="4">Conference Opening
Guests of Honour:
- Professor Tai Lok LUI, JP, Vice President (Research and Development), The Education University of Hong Kong
- Mr Man-kin Ricky CHU, I.D.S, Chairperson, Equal Opportunities Commission
Zoom Meeting Link: https://eduhk.zoom.us/j/96444823763?pwd=eXJDK2YwekFvNy9RL1lLQjlPVWFuUT09</td></tr>
<tr><td>10:40 – 11:40</td><td colspan="4">Plenary Session 1: KEYNOTE SPEECH by Theresa Der-lan YEH
Title: Linguistic Agency in an Age of Anti-Gender Movement: Educational Challenges and Transformations
Zoom Webinar Link: https://eduhk.zoom.us/j/92713628945
Chair: Hin Tat CHEUNG</td></tr>
<tr><td>11:40 – 11:50</td><td colspan="4">Break</td></tr>
<tr><td rowspan="2">11:50 – 13:05</td><td>Parallel Session 1A
Chair: Kathleen AHRENS</td><td>Parallel Session 1B
Chair: Ling ZHANG</td><td>Parallel Session 1C
Chair: Kimberly Wei Yi TAO</td><td>Parallel Session 1D
Chair: Maria Lorena SANTOS</td></tr>
<tr><td>Women Empowerment in Children's Nonfiction Picturebooks: A Multi-modal</td><td>Gender Differences in Vietnamese University Students' Motivation and Strategies of</td><td>Gender Differences and EFL Teachers' Self Efficacy in Algerian Middle Schools</td><td>Navigating through Structural Setbacks: The Educational Trajectories of Ethnic Minority</td></tr>
</table>

	Analysis and Ecofeminist Critique of The Bookmark *Christine Veloso LAO*	Chinese Character Writing *Lijing YE, Lan YANG & Yuan LIANG*	*Azzeddine BOUDOUAIA*	Youth in Hong Kong *Merina SUNUWAR*
	A Comparative Study of Earlier and Contemporary Children's Books – Are Female and Male Characters Represented Equally? *Jackie Fung King LEE & Chi On CHIN*	Female Identity and Education in Medieval China: The Perspectives of Chu Hsi *Yin Hei KONG*	Teacher Agency for Gender Justice in Kazakhstan *Naureen DURRANI, Zumrad KATAEVA, Anna COHENMILLER & Zhadyra MAKHMETOVA*	Empowering Young Japanese Citizens Through Learning about Gender Equality: A Case Study of Japanese University Content and Language Integrated Learning (CLIL) Classrooms *Kana SEKI & Akiko KIYOTA*
	A Gender-based Analysis of Hong Kong Children's Literature in English *Kathleen AHRENS, Marija TODOROVA & Jackie Fung King LEE*	Gender Difference in the Occurrence of Cantonese Sentence-final Particles across Lifespan *Ling ZHANG & Zibei ZHUANG*	Upholding the Principle of "Respect for Diversities": The Pedagogical Training of Social Work Students in Transgenderism *Kimberly Wei Yi TAO*	Teaching Popular Romance through a Gendered Lens in a Philippine University *Maria Lorena SANTOS*
13:05 – 14:30	Lunch Break			
14:30 – 16:10	**Parallel Session 2A** Chair: Kuen Fung Kenneth SIN	**Parallel Session 2B** Chair: Jonalou LABOR	**Panel Session 1** Chair: Esme CHAN	
	Intercultural Education and Sports: Teaching Kabaddi in a Multicultural Setting in Hong Kong *Wai Man TANG*	Gender in Language and Society: The Case of French *Alice MOULIMOIS*	Equity Climate Studies in Hong Kong *Donald Long Yat DING, Lunar Yue TONG & Andrew Pau HOANG*	

	Chinese Responses to Same-Sex Marriage in America: The Views of Political Confucians *Ying-Kit CHAN*	Competing Discourses of COVID-19-Induced Learning-from-Home Experiences in Mothers' Online Discussions *Vincent Wai Sum TSE &* *Olga ZAYTS-SPENCE*	(Finished at 15:45)
	Gender Differences in the Influence of Family Socioeconomic Status on Undergraduates' Creative Thinking: An Empirical Study Based on the Mediating Effect of Course Learning Experience (Cancelled) *Wanxin LI &* *Xueyan YANG*	The Reflection of Language Ideologies, Masculinity and Desire in Japanese Men's International Narratives *Elisabeth Ann (Libby) MORINAGA WILLIAMS*	
	Visualizing the Role of Gender in Career Development of Youth with Disabilities in 10 Years' International Publications (2010 to 2020) *Fengzhan GAO, Lan YANG,* *Kuen Fung Kenneth SIN & Juan GAO*	Othered Sensual Identities: Presented Selves of Gay Men in Mobile Dating Apps in Manila, Philippines *Jonalou LABOR*	
16:10 – 16:20	Break		

	Parallel Session 3A Chair: Sumie CHAN	**Parallel Session 3B** Chair: Leo VICENTINO	**Parallel Session 3C** Chair: James KO	**Parallel Session 3D** Chair: Ivy CHAN
16:20 – 17:35	Gender, Feminism and Sexual Orientation in the Spanish Language Classroom: A Culture Clash in the Middle East	Between English and Chinese: Exploring a Female Teacher's Professional Identity Construction	A Review of Literature on Leadership in Libraries: Examining Epistemological Foundations and Considerations	The Experiences of Transgender Students in School Social Work services: Implications for Sexuality Education for Social

	Javier SANCHEZ-MESAS	*Yuanyuan LIU & Xiaoli LI*	on Gender, Social Justice and Equity *Mary Ann INGUA, Emelyn ESPIRITU & Angeline BUENO*	Workers *Diana KWOK*
	Jamie and Emma: How Rape Myths Shape Their Friendship in O'Neill's "Asking for It" *Giulia MASTRANTONI*	Moving Beyond the Linguistic Representations of Transgender Women Cooked Up in Yoshimoto Banana's 'Kitchen' *Alice MACK*	Gender Equity in Indian Higher Education: Vision of Institutional Leadership *Nandita BANERJEE DHAWAN, Dina Zoe BELLUIGI & Grace ESE-OSA IDAHOSA*	Gender Difference in Effects of Engagement Components on Reading Comprehension among Primary Students in Hong Kong *Xian LIAO*
	Gender and Literature - Is Gender Gendered? *Sumie CHAN*	A Critical Discourse Analysis: Gender-specific Roles Found in Filipino Film, "My House Husband Ikaw Na!", Progressive or Not? *Leo VICENTINO*	Instructional Quality, Pedagogy, and Urbanisation: Educational Equality in Classrooms of an Underdeveloped Inland Province in China *Celia Jieyan LEI, Rebecca Zhijun CHEN & James KO*	
18:00	Conference closes for Day 1			

Remarks – Zoom meeting links for Day 1

Parallel sessions ending in **A**: https://eduhk.zoom.us/j/98580849614?pwd=NHc2eHZJL1pPbnlLbElTa25EaVpWdz09
Parallel sessions ending in **B**: https://eduhk.zoom.us/j/99711426806?pwd=M2FoRGMwMUFmVG5JUzJvbng3VzRRZz09
Parallel sessions ending in **C**: https://eduhk.zoom.us/j/94775268692?pwd=VmwzQkxneHJYci90Ym9aNE8zdGRTZz09
Parallel sessions ending in **D**: https://eduhk.zoom.us/j/91003727537?pwd=UDFOLzdpUnVSSVdtTVJYd3Q1d1NSZz09
Panel Session 1: https://eduhk.zoom.us/j/91003727537?pwd=UDFOLzdpUnVSSVdtTVJYd3Q1d1NSZz09

DAY 2: 3 December 2020 (Thursday)

9:45	Zoom meeting rooms for the Conference start		
10:00 – 11:40	**Parallel Session 4A** Chair: Barbara FERNANDEZ MELLEDA	**Parallel Session 4B** Chair: Benedict ROWLETT	**Parallel Session 4C** Chair: Adam CHEUNG
	"A Words Person": *Oryx and Crake* and the Language (of) Survival *Cecilia CHIACCHIO*	A Comparative Study of the Representation of Gender in Two Series of EFL Textbooks in China *Ziyu SONG*	Gendered Linguistic Features in a Gender-Neutral Subject Context: A Study Based on Written Solution from Hong Kong Linguistics Olympiad Students *Xin LUO &* *Chu-Ren HUANG*
	Educating Reconstructed Rape Narratives: *Fang Si-Qi's First Love Paradise* *Yen-Lian LIU*	An Investigation of Gender Bias in Mauritanian Secondary Schools English Textbooks: Norman Fairclough's Three-Dimensional Model as a Framework *Malainine EBNOU*	A Preliminary Study of STEM Education and Gender Equality in Hong Kong: A Survey of Practical Observations from Primary School Educators *George Ka Chun LUNG*
	Girls Must be Girls: Gender Bias in Thai Literature Textbooks *Thitima SUKAEW*	Seeking Gender Equality and Inclusiveness for Multicultural Families in South Korea: Focusing on a New Textbook Series by the National Institute of Korean Language *Yuri KIM*	What I Find Important: Gender Difference in Valuing Mathematics Learning in Malaysia *Hui Min CHIA*
	Portrayal of the Chinese Girl in Eduardo Lalo's "Simone" (2012) *Barbara FERNANDEZ MELLEDA*	Sexuality Education in the Peripheries: A Virtual Ethnography of Multilingual Educational Materials and Practices *Benedict ROWLETT &* *Putsalun CHHIM*	'Girls Don't Have the "Math Sense"': How Secondary School Students Make Sense of STEM Related Subject Choice *Kit Wa Anita CHAN &* *Adam CHEUNG*

11:40 – 11:50	Break		
11:50 – 13:05	**Parallel Session 5A** Chair: Munirah ALAJLAN	**Parallel Session 5B** Chair: Catherine Shee Hei WONG	**Panel Session 2** Chair: Anita CHAN
	Writing back to the Centre: The Case of a HK Woman *Orieta Hing Yi WONG & Kuen Fung Kenneth SIN*	Equal Opportunities Campus – A Key Element to Equality and Diversity *Gloria LAU*	Hong Kong as Laboratory: Inventing Strategies to Combat Gender Inequalities through Education *Puja KAPAI, Elizabeth LACOUTURE, Rachel OSER & Caroline DINGLE* (Finished at 13:30)
	Narratives of Women in a Man's World: Stories & Positionings of Engineering Students in Kuwait *Munirah ALAJLAN*	Gender and Vocational and Professional Education and Training: Perspectives of Educators and Parents in Hong Kong *Cherry Kwan Yi WONG & George Ka Chun LUNG*	
		Male and Female Kindergarten Teachers' Attitudes Towards Trilingual Education in Hong Kong Kindergartens *Catherine Shee Hei WONG*	
13:05 – 14:30	Lunch Break		
14:30 – 15:45	**Parallel Session 6A** Chair: Heba EL-TOUKHY	**Parallel Session 6B** Chair: Disha MAHESHWARI	**Parallel Session 6C** Chair: Mostafa BOIEBLAN
	Mothers' Roles in Supporting Children's Early English Private Tutoring in China *Chun ZENG*	Gender and the Virtue of Women: Reform Policies and Ideological Indoctrination in Chosŏn Korea	Japanese Female English Learners' Naturalized Transition from High Achievers at School to Leisure English Consumers outside Work: The Role of

		Wing Shan CHAN	Popular TV Commercials *Yoko KOBAYASHI*
	Exploring the Roles of Foreign Language Learning in the Well-being of Third-age Females in Japan *Aya HAYASAKI*	'I Let my Heart Decide the Way': A Narrative Inquiry into Chinese Young Doctoral Women Constructing and Negotiating their Doctoral-researcher Identity *Xiujuan SUN*	The Promotion of Education among Jewish Women in Iran: A Struggle between Modernization and Tradition *Monica MEREU*
	Male VS. Female in Language Learning around Egypt *Heba EL-TOUKHY*	Discourse of Acceptable Body and Appearances within Institutional Discourses: Understanding Gender Identity Construction at School *Disha MAHESHWARI*	Gender Norms and Stereotypes in School Recess Activities, Fostering Gender Inequality: Case Study of Spanish Schools *Mostafa BOIEBLAN*
15:45 – 15:55	Break		
15:55 – 16:55	**Plenary Session 2:** KEYNOTE SPEECH by Jane SUNDERLAND Title: Gender and the Foreign Language Classroom Zoom Webinar Link: https://eduhk.zoom.us/j/92126193644 Chair: Jackie Fung King LEE		
17:35	Conference closes for Day 2		

Remarks – Zoom meeting links for Day 2
Parallel sessions ending in **A**: https://eduhk.zoom.us/j/96773147739?pwd=Q3kwRlRPTlNhWlFLZ3NoMDNrblZrdz09
Parallel sessions ending in **B**: https://eduhk.zoom.us/j/93479871448?pwd=MktuYXlOeXpPZDg2NHdUQlhadHIyUT09
Parallel sessions ending in **C**: https://eduhk.zoom.us/j/94364989411?pwd=N3FXNXVNOXczd0NkTkRmTnlXNlRCUT09
Panel Session 2: https://eduhk.zoom.us/j/94364989411?pwd=N3FXNXVNOXczd0NkTkRmTnlXNlRCUT09

DAY 3: 4 December 2020 (Friday)

9:45	Zoom meeting rooms for the Conference start		
10:00 – 11:15	**Parallel Session 7A** Chair: Peter STOREY	**Parallel Session 7B** Chair: Anita CHAN	**Parallel Session 7C** Chair: Zhen LI
	Rhetorics of the Constructed Language and the Role of Gender in J.R.R. Tolkien's The Hobbit and The Lord of the Rings *Yashomana CHOUDHURY*	Aspiration, Expectation and Imagination as a STEM Teacher in Hong Kong: The Similarity and Difference in Gender Perspective *Wai Sun Derek CHUN, Siu Ho Thomas YAU, Kin-Man Leonard POON & Hei-Hang Hayes TANG*	The Sisters of the Sacred Heart and the Aurora College for Women in Shanghai: from 1937 to 1951 *Cindy Yik-Yi CHU*
	Rethinking Gender Pervasiveness through Selected Stories of Saadat Hasan Manto *Bondita BARUAH*	Why Are Female Students Not Taking STEM in University? Results from a Student Survey in Hong Kong *Adam CHEUNG & Kit Wa Anita CHAN*	Critical Pedagogy and Equity Promotion in Culturally and linguistically Diverse Classroom *Surya SIGDEL*
	Children and Mirrors, Beer and Lust? Authorial Gender Markers in Contemporary Popular Literature *Peter STOREY*		A Positioning Analysis of Agency in the Educational Narratives of South Asian Mothers and Children in Hong Kong *Zhen LI & Mingyue Michelle GU*
11:15 – 11:25	Break		
11:25 –	**Plenary Session 3:** KEYNOTE SPEECH by Zuriel ODUWOLE		

12:25	Title: Strength vs Might – A Simple Look at Gender Issues Zoom Webinar Link: https://eduhk.zoom.us/j/94107821753 Chair: Joanna HOTUNG (Board of Governors from The Women's Foundation)
12:25 – 12:35	**Conference Closing** Zoom Webinar Link: The same as the one of Plenary Session 3
13:00	End of the conference

Remarks – Zoom meeting links for Day 3

Parallel sessions ending in **A**: https://eduhk.zoom.us/j/91468953190?pwd=SzhES2ZMNXI2RTNLUHljS1ZFT0FYZz09

Parallel sessions ending in **B**: https://eduhk.zoom.us/j/95000998422?pwd=dmFIYTdlZ3o4KzFOUkN4WVI2VFd1dz09

Parallel sessions ending in **C**: https://eduhk.zoom.us/j/96069328385?pwd=WXA5TDJ4L2FXRzdDQ0ZQWU1rV3V6Zz09

III. Plenary Sessions

[KEYNOTE 1] Theresa Der-lan YEH (National Taiwan University, Taiwan)

Topic: Linguistic Agency in an Age of Anti-Gender Movement: Educational Challenges and Transformations

ABSTRACT

Our gendered experiences are primarily grounded in languages and communication, even when they are considered gender-neutral. Since the second decade of the new century, we have witnessed waves of discursive adversaries against women and people not conforming to the binary gender norms, online or offline. This anti-gender movement quickly escalates to domestic and international backsliding in rights campaign and educational practices, corroding our initial advances toward gender equality and re-signifying gender into a repulsion. The Gender Equity Education Act of Taiwan, the world's first comprehensive legal mandate demanding equal education and protection of women and LGBTI+ people on campus, has not been exempted from this world-wide sensation.

This talk explores the recent anti-gender discursive rallies in Taiwan aiming to instill cisnormality into the Act and restore abstinence-only preference into textbooks and pedagogy. In their ideologically coached attempts, the so-called "concerned parents" groups have rhetorationalized women's and girls' rights pursuant to the traditional dual, complementary gender roles. Countering the human rights façade of this social atavism, those who strive for the all-inclusive gender equality have exercised linguistic creativity to bring their subjective engagement into existence through constructive choices of lexicon and discourse strategies in education. This agency is not just of psychological property, but a culturally-primed innovation experience.

Der-lan Yeh is Professor of Foreign Languages and Literatures, Convener of the Women's and Gender Research Program, and Director, Centre for Population and Gender Studies at the National Taiwan University. She authored the chapter on gender, language and communication of a widely-adopted textbook in women's and gender studies in Taiwan. Believing in the intrinsic and outreaching

value of gender equality and human rights, Theresa Yeh dedicates her passion to action on these two causes throughout her adulthood. She currently serves as Chair of the Board of Directors, Taipei Women's Rescue Foundation, an NGO assisting domestic violence survivors and former WWII "comfort women".

[KEYNOTE 2] Jane SUNDERLAND (Lancaster University, United Kingdom)

Topic: Gender and the Foreign Language Classroom

ABSTRACT

Gender is relevant to foreign language education, as to all education, in a myriad of ways, and in this talk I consider five characteristic gendered features, all the while being aware of the importance of both context and intersectionality. One characteristically gendered feature is the very 'feminine' nature of the EFL teacher community — and of the EFL student body at University level, an imbalance related to previous subject choice, previous academic achievement and motivation (although I warn against the essentialist notion of 'gender differences'). Another feature is the importance of speaking as a key FL skill, and accordingly, of classroom interaction, pairwork and groupwork: what happens in mixed-sex classrooms, and does it matter? A third is the very human and social nature of the EFL textbook, i.e. how it is multimodally populated in terms of representation of gender and of sexuality. For decades, studies have shown a dominance of male characters; more recently, they have pointed to an absence of non-heterosexual characters. Are classroom participants aware of this and do they comment on it? The global nature of publishing is important here — but what about the fact that many EFL students and teachers do not identify as heterosexual? A fourth is the English language itself, which like all languages is changing: what is said in teaching materials and in class about relatively new forms such as Ms, she or he, and 'singular they', this last being an old issue which has taken on a new importance given the acknowledgement that some of our students are transgender. Fifthly, aside from the demands of the textbook, and given that in principle in the language classroom it should be possible to talk about anything, which gendered topics are covered, which are not - but arguably should be - and which, in given contexts, are officially or unofficially proscribed? In relation to these five characteristic features, I offer a mixture of empirical findings, thoughts and suggestions for research.

Jane Sunderland is an Honorary Reader in Gender and Discourse at Lancaster University, UK. She is particularly interested in gender, sexuality and discourse in the language classroom (classroom interaction, textbooks and textbook use) and in gender and sexuality representation in children's fiction, including the Harry Potter

series and books featuring same-sex parents. She has taught in Papua New Guinea, Australia, China, Hong Kong and Poland as well as the UK.

[KEYNOTE 3] Zuriel ODUWOLE

Topic: Strength vs Might – A Simple Look at Gender Issues

ABSTRACT

I have noticed that when the issue of gender comes up, it is never men who bring it up, or who are championing it, rather, it is always – mostly, and usually women. I somehow don't think it always has to be that way because I really believe that one or two people, can start to change the narrative on any issue, or topic – globally.

Let me share this short story, to show a simple approach to a major issue in the world today. In 2014, Procter & Gamble – the global household and personal care product company launched a campaign back in the US called #LikeAGirl. The whole idea was to try and change the concept of 'doing something like a girl' from a negative connotation to a positive one. I'm sure you all know when people tell a boy 'you run like a girl, its a negative connotation'.

They debuted and showed the campaign during the Superbowl finals game that year – and Superbowl as you all know, is a mostly men's and adrenaline-rush sports day. To the surprise of many, men actually received it very, very well, and many admitted they had used the phrase before – you know, #LikeAGirl, and it was always in a derogatory context.

A year later, they launched another campaign, and it was called "Unstoppable Like A Girl".

To preserve the authenticity after being told the earlier campaign was produced by women, the producers chose a girl – a preteen girl, an armature film maker, to produce the campaign documentary.

In other words, a multi-billion dollar company run mostly by men, agreed to the hire of a 12 year old girl, to direct a major national campaign and international campaign.

That girl, was me.

One or two people, can truly begin, to change a narrative.

In January 2017, **US Secretary of State** John Kerry honoured Zuriel Oduwole at the State Department, aged 14. It was for Zuriel's tireless development work across the globe and advocating for girls' education especially in Africa, so they can go to school and are not getting married young.

Zuriel's advocacy saw her profile in Forbes Magazine at the age of 10 in 2013, while ELLE Magazine listed her among 33 women who changed the world in 2015. Zuriel has spoken to 47,300 youths in 18 countries about the power of education and has met one-on-one with over 30 world leaders, including the Presidents of **Malta**, **Ghana**, **Kenya**, **Nigeria**, **Croatia**, **Tanzania, and Egypt**, to share ideas on addressing the world's youth educational challenges.

She met Mozambique's **President Filipe Nyusi** in March 2018, and fifteen months later in July 2019, the country outlawed girl marriage. Zuriel always brings a simple but insightful youthful voice to major development events and causes, around the world.

IV. Panel Sessions

[Panel 1]

Topic: Equity Climate Studies in Hong Kong Higher Education: Issues, Methods and Implications

OVERVIEW

Equity and inclusion are declared by many as important, but for which successful attainment remains rare. In the context of increasing higher education internationalisation, an exploratory study of social exclusion in Hong Kong university student life was conducted (Multicultural Education Review, 2019). The study findings mobilised university leaders at HKU to support a follow-up, in-depth study of the institution's equity climate. This panel brings together contributions from the research team of the *Leading Equity and Inclusion in Hong Kong Higher Education* project. Comprised of a historical document analysis and equity climate survey of students' experiences, this is the first mixed-methods study of its kind to be conducted at a Hong Kong university. In addition to sharing preliminary research findings, we will discuss some key issues and implications arising from our study: Climate surveys and intersectional analysis; critical multiculturalism and multilingualism in the classroom; reflexivity and diverse positionalities in the research process.

1.1 An Equity Climate Survey of Students' Experiences Using an Intersectional Approach: Methodology and Preliminary Findings

Donald Long Yat DING (The University of Hong Kong)

ABSTRACT

Social identities and processes (gender, ethnicity, age, citizenship, nationality/place of origin, language(s), religion/spirituality, sexual identity and disability) are a central influence in students' university experiences. Despite various equity and inclusion (E&I) initiatives across Hong Kong universities, research continues to document the acculturative stresses and barriers to learning for non-local students, ethnic, linguistic, sexual and gender minorities, and students with disabilities. This presentation discusses the climate survey designed to capture this dimension of student life, focussing on methodology and preliminary findings.

The survey (already designed but to be disseminated in Fall 2020) aims to provide a snapshot of the E&I climate at HKU based on students' perceptions; and to inform the development and refinement of policies and programmes to improve the E&I climate. Approximately 1000 undergraduate and 800 postgraduate students will be sampled across the university, including representation from within each faculty. Significance testing (e.g. three-way ANOVA) and regression analysis will be conducted to answer whether and by what degree students' identities interact with one another to affect their perceptions of the equity climate. We provide preliminary analyses of the survey data to discuss two themes:

1) Gender equity: Programme enrolment and academic outcomes
   Gender equity initiatives have been in place at HKU for three decades, but was consolidated institutionally by joining the HeforShe movement in 2015. Are we achieving gender equity in education across STEM, the arts, humanities and social sciences?

2) Identities, language and citizenship: University-society relations
   Social divisions have intensified in the wake of political unrest in Hong Kong, including on university campuses. In what ways do our findings inform the assertion that universities are microcosms of the larger society?

We hope individuals interested in conducting similar surveys can learn from and improve upon our study to further promote equity and inclusion on university campuses.

Donald Long Yat Ding is a Research Assistant in the Faculty of Education and Faculty of Social Sciences at HKU. He previously explored research integrity and ethics amongst research postgraduates. Inspired by his academic exposure abroad, he is interested in students' experiences in local and international higher education.

1.2 Does Promoting Equity and Inclusion on Campus Mean That We Should Be Promoting Multilingualism in the Classroom?

Lunar Yue TONG (The University of Hong Kong)

ABSTRACT

English as the medium of instruction (EMI) has become widely adopted as the official language policy of many higher education institutions in different socio-cultural contexts. In Hong Kong, this is shaped by the complex interplay of (post)colonialism and internationalisation as historical and ongoing structures. In theory, teaching and learning in English is considered to be inclusive, as it allows diverse English-speakers from Hong Kong, Mainland China and other nations to learn together. However, it also draws out equity issues related to cultures and identity against the backdrop of multicultural and multilingual realities. Indeed, most students in Hong Kong do not speak English as their mother tongue.

In this presentation, we animate the connections between language and culture in higher education by drawing upon two sets of data from: 1) a historical document analysis of HKU documents of the past ten years (language policies, guidelines, public signages, promotional posters and social media), and 2) a discourse analysis of qualitative interviews (n=40) with 'local', 'non-local' and 'international' research postgraduates at HKU concerning their experiences of equity and inclusion at university.

We examine how mono-English policies and grassroots language practices on campus manifest through the assemblage of these multiple and overlapping texts. Students navigate cultural-linguistic tensions that reflect the spectrum of acculturation and resistance, partially in response to the overall lack of engagement on campus concerning linguistic diversity issues. We discuss one implication of this study through a comparative thought experiment on language in the classroom. By contrasting traditional monolingual English pedagogy with a critical multilingual approach, we consider what it means to promote equity and inclusion while honouring students' linguistic diversity.

Lunar Tong is a Research Assistant in the Faculty of Social Sciences at HKU. She has an interdisciplinary background in Urban Studies and Comparative Literature, with growing interests in diverse arenas - languages, identities, spirituality, space, community-building and education. Other than academic research, she also endeavours to artistic and community practices.

1.3 "I'm Glad Someone Is Actually Talking about This": A Collective Biography on Researching Equity and Inclusion in Hong Kong Higher Education

Andrew Pau HOANG (The University of Hong Kong)

ABSTRACT

Broaching the topic of equity and inclusion at university often makes people uncomfortable. It can be the 'elephant in the room' that no one discusses yet nevertheless significantly shapes the student experience — from teaching and learning to living and working. In this session, we — the panellist-researchers — shift our emphasis from the outcomes of the equity climate study to an articulation of the reflexive and intersubjective processes involved in undertaking such a study. In drawing upon feminist epistemology and standpoint theory, we ask: How does a diverse research team enter into a project on equity and inclusion in higher education? How do we experience it along lines of gender, nationality, language and other forms of social difference? What are the broader social forces that shape what we do, how we come to know, and in the end, how we 'produce knowledge' about the very thing that implicates us all?

To answer these questions, we employ a collaborative biography research approach, beginning with reflections about coming into the project, highlighting memories and experiences during the research journey. We feature moments/events that inspired us, and those that challenged us along the way. Some of the research activities involved include: an embodied physical/visual inventory of the university campus with an ethnographic lens; critical analyses of team meetings (discussing both content and process); and collaborative writing.

We conclude by placing our research experiences in the context of the professional report we are preparing for the university, one that aims to inform its programmes and policies in relation to equity and inclusion.

Andrew Pau Hoang is Post-doctoral Fellow in Teacher Education in the Academy for Leadership in Teacher Education (ALiTE) at HKU. He researches school support services (social work, guidance,

counselling) and broader connections between social welfare and education (i.e. social reproduction, risk society and the sociology of psychosocial interventions).

[Panel 2]

Topic: Hong Kong as Laboratory: Inventing Strategies to Combat Gender Inequalities through Education

OVERVIEW

This panel introduces innovative approaches for combating social inequalities through interventions in secondary and higher education. While each paper references Western theories and methodologies, the theoretical and pedagogical interventions proposed by each author are grounded in Hong Kong. With contributions from Law, Gender Studies, Cultural Studies, and the Sciences, the discussion will consider what it means for Hong Kong to be a laboratory – not simply a site for studying social inequalities but a collaborative incubator for inventing new models for "doing equality consciously."

Puja Kapai establishes the framework for the panel, presenting findings from her cross-sector study on gender and racial bias in Hong Kong. Elizabeth LaCouture introduces case studies of pedagogical interventions in higher education. Rachel Oser explains how gender can be integrated into teaching STEM, where it has traditionally been absent to encourage girls. Likewise, Caroline Dingle looks at women and STEM in Higher Education.

Together, these papers demonstrate that when lessons on gender extend across the academic disciplines and education sector, the impacts on equality can be felt across Hong Kong society; moreover, Hong Kong interventions become models for Asian and global best practices.

2.1 Doing Equality Consciously: Understanding Unconscious Bias and Its Role and Implications for Educational Equality in Hong Kong and Asia

Puja KAPAI (The University of Hong Kong)

ABSTRACT

Although the prevalence and impact of unconscious bias in education has been widely documented, the research has predominantly been situated in the United States, the United Kingdom and Australia. Plugging this gap, this paper draws on the findings from a larger study, the first study of its kind in Hong Kong and Asia, to outline the prevalence and manifestations of unconscious bias in the education sector across diverse age cohorts. Drawing together literature on unconscious bias, social identity theory, gender and racial discrimination and intersectionality, it provides insights into the nature of unconscious bias in Hong Kong and the effectiveness of interventions. In moving beyond the use of 'formal metrics' to measure equality, the paper advocates the indispensability of looking into structural inequality perpetuated by social and ecological systems which use language and metrics that overlook these hidden or unconscious biases. The paper argues that a conscious and deliberate approach is warranted for all institutions and actors involved in education to achieve educational equality.

The paper is part of a larger study* that recruited a total of 112 participants from secondary schools, universities, and the corporate sector and assessed participants' unconscious biases, focusing in particular on gender-based (Gender-Career and Gender-Science) and racial (Chinese-South Asian and Hong Kong-Mainland) biases. An intervention was also designed to test its effects on participants' bias levels to assess and determine which biases are susceptible to mitigation and which interventions are effective. This paper will focus specifically on results and proposed interventions for the education sector. In conclusion, this paper will demonstrate the potential of interventions in diverse settings towards addressing unconscious bias despite recent suggestions that training and interventions do not address unconscious bias. Finally, the paper sets out a roadmap with recommendations on striving to achieve equality consciously.

* This initial phase of the project was funded by the Hong Kong Equal Opportunities Commission (EOC) and housed at HKU's Women's Studies Research Centre (WSRC) and the Faculty of Law's Centre for

Comparative and Public Law (CCPL).

Dr Puja Kapai is Associate Professor at the Faculty of Law and Convenor of the Women's Studies Research Centre at the University of Hong Kong, with expertise in human rights and intersectional legal studies, focused on gender, race, religion, sexuality, and citizenship. Her recommendations on ethnic minorities have impacted recent policy developments.

2.2 Teaching Intersectionality in the Gender Studies Programme at the University of Hong Kong

Elizabeth LACOUTURE (The University of Hong Kong)

ABSTRACT

This paper argues that teaching about gender in Hong Kong must be intersectional. In August 2018, the University of Hong Kong launched the first Gender Studies major in Hong Kong. There is a long history of teaching and research on gender and sexuality at HKU and across Hong Kong, with CUHK and HKBU having established the first programmes. HKU's major/minor builds on the long history of gender work in Hong Kong while making intersectionality central to the program's mission, curriculum, and research. The Gender Studies Programme is centred on exploring the relationship of individuals and groups to larger cultural, social, economic and political spheres, examining how gender and sexuality intersect with other categories of social difference such as race, ethnicity, social class and ability. Gender Studies students learn to analyse systems of power critically while paying particular attention to what those systems look like in Hong Kong and Asia. The term intersectionality was coined by US legal scholar Kimberlé Crenshaw, but its application to Hong Kong and Asia suggests this US theoretical lens can also illuminate the unique intersections in Hong Kong and Asian societies. Moreover, students use Crenshaw's ideas to formulate new theoretical frameworks to explain the intersections in their own communities. Teaching intersectionality at HKU thus leads to new understandings of diversity and difference in Hong Kong and Asia and empowers students to enact social change on campus and into their future careers.

Dr Elizabeth LaCouture is the founding director of the Gender Studies Programme at the University of Hong Kong. Before joining HKU, she taught East Asian history at Colby College and held a research fellowship on the Korean family at the University of Illinois Urbana-Champaign. Elizabeth trained in Chinese women's history at Columbia University. Her current research focuses on the intersections of gender and race across the Sinophone.

2.3 An Exploration of Science Educational Practices that Consider Equality and Diversity in a Hong Kong International Secondary School

Rachel OSER (ISF Academy)

ABSTRACT

Secondary school, and in particular Grades 6-9, are formative years with regards to questions of identity. Attitudes about self-efficacy are often set by Grade 10, including the tendency for girls to perceive themselves as less capable in STEM subjects. In this paper, I will show how practitioners at our school have examined resources through the lens of equality and diversity to determine where we might be perpetuating biases, and where we might enable the dismantling of such biases. Modifications were considered by deliberately choosing language and strategies that invite inclusion and using visuals that include more females in STEM settings. From creating programming for middle school girls in our makerspace, to lectures, conscious role modelling, and enrichment opportunities for our more senior students, this paper will showcase the windows of opportunity that we have opened for our female students. I will also present findings from a collaborative research project to further examine the implicit biases present in our school culture, as well as recommendations for further improvement of our practices.

Dr Rachel Oser is a practitioner with over 15 years of combined experience in US (public sector) and Hong Kong (private sector) secondary classrooms. She currently works as a Shuyuan Researcher at the ISF Academy, where she also taught Science to grades 6-12. Her current work involves educational research, supervising students' independent research, sustainability initiatives, and managing an editorial board. She obtained her PhD from Curtin University in Australia, and her dissertation investigated the effects of virtual laboratories. A mother of four, Rachel is passionate about providing an enriching STEM experience for girls at her school, and the broader community.

2.4 Evaluating Methods for Breaking down Barriers in Higher Education for Women in STEM

Caroline DINGLE (The University of Hong Kong)

ABSTRACT

Globally, women are underrepresented in STEM subjects in higher education, both as students and as Faculty or Staff. This imbalance becomes more marked further along the career path. Data from across the major universities in Hong Kong reflects this global pattern, starting from the undergraduate level where male students outnumber female students in most STEM disciplines. Research points to multiple reasons to explain this imbalance, and it is likely that many different factors act in concert to create an environment unhospitable to diversity and inclusion. In this paper, I will present some of the data on women in science across Hong Kong Universities, highlight some of the mechanisms which may impact the participation of women in science with a focus on the transition between high school and higher education. The paper will also review examples of good practice from international universities that may provide opportunities to break down those barriers, including an examination of language and workplace culture.

Dr Caroline Dingle is a Senior Lecturer and Director of the Conservation Forensics in the School of Biological Sciences. She is passionate about promoting diversity in science. She formed HKU WISE to promote the work of female scientists and to change our common perception of what a scientist looks like.

V. Parallel Sessions (Abstracts of Paper Presentation)

Parallel Session 1A

1A.1 Women Empowerment in Children's Nonfiction Picturebooks: A Multi-modal Analysis and Ecofeminist critique of The Bookmark Inc.'s Women of Science Series

Christine Veloso LAO (University of the Philippines Diliman)

ABSTRACT

Children actively seek clues as to how gender is performed and valued in society, and picturebooks are an important source of this kind of information. They instantiate schemas and scripts in young readers through their representation of objects, relationships, and behavioural patterns. Gender portrayals in these texts contribute to the formation of children's gender schemas and social scripts.

This study analyses the portrayal of Filipino women scientists in The Bookmark Inc.'s Women of Science Series. Comprising ten nonfiction picturebooks, the Series aims to encourage Filipino girls to consider careers in science, as well as counter the historical and commonplace association of the scientific profession with men.

The study uses multimodal analysis (Kress and van Leeuwen, 1996; Painter, et al., 2013) to reveal how the Series' texts and images work together to produce meaning, and what interpretations about women and science they suggest.

What the interplay of narrative text and images foregrounds are themes of women's personal self-advancement, economic progress and human development, all arguably desirable in light of women's marginalization and Philippine underdevelopment. However, they also suggest that personal advancement in the scientific field involves the treatment of nature as object of study and possession, thereby replicating ideas of human/nonhuman relations that have also worked to subordinate women, children, and nature. An ecofeminist critique is offered as a way of imagining how we might be able to generate alternative schemas and scripts on women empowerment for girl readers.

Christine Veloso Lao is an Assistant Professor of the Department of English and Comparative Literature, College of Arts and Letters, University of the Philippines Diliman and is currently working on a Ph.D. in creative writing at the same University. Her research areas include law and literature, children's picture books, and women's writing.

1A.2 A Comparative Study of Earlier and Contemporary Children's Books – Are Female and Male Characters Represented Equally?

Jackie Fung King LEE (The Education University of Hong Kong)

Chi On CHIN (The Education University of Hong Kong)

ABSTRACT

Children's books, an important agent for the transmission of social values, play a vital part in shaping children's gender perceptions and expectations. Misconceptions about gender roles can be cultivated through unconscious imitation of stereotypes demonstrated by characters and exposure to authors' use of gender-biased language, which may be translated into children's behaviour, study choices and occupational aspirations. However, how male and female characters are represented is often overlooked by parents and educators in their selection of reading materials for children. The aim of this study is to reveal any gender disparities that may be reinforced and perpetuated through popular readers commonly found in Hong Kong schools and libraries. Manual analyses were supplemented with computational investigations to enhance reliability in the examination of various variables, including male and female appearances, familial roles, order of presentation, gender-inclusive/exclusive language, among others. A comparison of earlier and contemporary readers was made to examine whether gender representation in children's literature has improved over the years in response to the improvements in the status of women in many parts of the world. It is hoped that the study can help enhance gender awareness among teachers and parents so that they can identify any inequitable gender differences in children's books, and take steps towards helping children to develop critical literacy to 'subvert' gender imbalances and creating a more equal society.

Dr Jackie F. K. Lee is Associate Professor at the Education University of Hong Kong, where she is responsible for teaching grammar courses to undergraduate and postgraduate students. She obtained her PhD degree in Linguistics at the University of New South Wales. Her research interests include language and gender, experiential learning, teacher education and grammar pedagogy.

Trained as a linguist, Dr Andy C. O. Chin has a wide range of interests in linguistics research, including linguistic typology, sociolinguistics, corpus linguistics, and Chinese linguistics. He has undertaken different types of projects supported by General Research Fund, Early Career Scheme, Knowledge Transfer Fund, Central Research Fund and Teaching Development Grants.

1A.3 A Gender-based Analysis of Hong Kong Children's Literature in English

Kathleen AHRENS (The Hong Kong Polytechnic University)

Marija TODOROVA (The Hong Kong Polytechnic University)

Jackie Fung King LEE (The Education University of Hong Kong)

ABSTRACT

Literature can provide children with cultural information about the society they live in by allowing them to identify themselves on the pages of a book, and to know they are understood and valued. However, studies of children's literature in many countries have shown that the number of female characters is lower than male characters, and when they do occur, they tend to be is supporting roles and are stereotypically depicted in terms of their physical beauty with a limited scope in their societal roles (Drolett Creany 1995, Baker-Sperry and Grauerholz 2003, Todorova 2010). No research has been done on this area in Hong Kong for Anglophone literature, although an increasing number of authors from Hong Kong have published books in English using the city as a setting, and as their inspiration, portraying the realities of Hong Kong everyday life for children readers.

Thus, this paper seeks to fill this research gap by interrogating female representations in Hong Kong's culture and everyday life in 50 children's books for ages 3 to 10, written and published in English language in Hong Kong after the handover of 1997, by applying multimodal discourse analysis of the text and illustrations. We address the following research questions: What is the distribution of male and female characters? What is their level of agency (based on visual and verbal information)? What is the extent to which female characters are represented performing behaviours stereotypical for their gender? Lastly, which texts could be used to engage students in an exploration of gender equality within the English language classroom?

We hope that this study will shed further light on the interaction between expectation and portrayal of girls' and women's roles in Hong Kong and provide discursive strategies for teachers to address these issues in their language classrooms.

Kathleen Ahrens (Ph.D. UC San Diego) is a Professor in the Department of English at The Hong Kong Polytechnic University. She is the Director of the Research Centre for Professional Communication in English and the Chair of the Association for Researching and Applying Metaphor. She also serves on the Board of Advisors for the Society of Children's Book Writers and Illustrators and is a member of the International Advisory Board for the Metaphor Lab Amsterdam. Her previous leadership posts include former Vice-President (17-18) and President (18-19) of the Hong Kong Academy of the Humanities and Director of the International Writers' Workshop (HKBU) (2012-17). For more information, please see: https://www.researchgate.net/profile/Kathleen_Ahrens.

Marija Todorova is a Postdoctoral Fellow at The Hong Kong Polytechnic University. She is an awarded literary translator and has published on diversity on children's literature, translation for children, and multimodal translation, among other topics. Marija is an Executive Council member and Chair of the Outreach and Social Media Committee of IATIS, as well as member of IRSCL. She is the Editor of two international academic journals and a Guest Editor of a special issue on translation and development. For more information, please see: https://marijatodorova.wixsite.com/personal.

Dr Jackie F. K. Lee is Associate Professor at the Education University of Hong Kong, where she is responsible for teaching grammar courses to undergraduate and postgraduate students. She obtained her PhD degree in Linguistics at the University of New South Wales. Her research interests include language and gender, experiential learning, teacher education and grammar pedagogy.

Parallel Session 1B

1B.1 Gender Differences in Vietnamese University Students' Motivation and Strategies of Chinese Character Writing

Lijing YE (The Education University of Hong Kong)

Lan YANG (The Education University of Hong Kong)

Yuan LIANG (The Education University of Hong Kong)

ABSTRACT

Background:

Both motivation and strategies contribute to students' language attainment (Csizér and Dörnyei, 2005; Wen, 2018). Despite previously identified gender differences in L2 learning motivation or strategy studies (Green and Oxford, 1995; Csizér and Dörnyei, 2005), little has been done in assessing gender differences in motivation and strategies of Chinese character writing. As Chinese character is fundamental to Chinese reading and writing, L2 learning should include CSL/CCW and investigations gender differences should also be expanded to this field.

Research objectives:

The purpose of this study was to 1) investigate gender differences in both CCW motivation and strategies among CSL Vietnamese Students, and 2) to test the consistency of correlation patterns between the two groups of students.

Research methods and preliminary findings:

Based on a recently-validated inventory to assess Approach to Learning of university students' CCW (ALI-CCW, Ye, Yang, and Liang, 2020), we investigated students' approach to learning CCW which incorporates both motivation and strategy of CCW. Participants were 339 CSL students from four Vietnam universities. There are 5% male students.

The results of ALI-CCW showed that surface motivation negatively correlated with female students' CCW strategies (both F1 and F2). Deep motivation was significantly correlated with both F1 (Indirect Strategy) and F2 (Knowledge-based Strategy) in the two groups. However, male students' deep motivation of CCW has stronger correlation with both strategies as compared to female

students. The results implied that male students are more motivated in terms of intrinsic interests than female students in CCW. Despite female-dominant phenomenon of CSL in Vietnam in real situations, gender differences of motivation and strategies of CCW should not be neglected. On the contrary, the results call for focused instructional practices/interventions to promote female students' deep motivation of CCW.

Ms YE Lijing is a student in Doctor of Education program in The Education University of Hong Kong. The specialized area is Chinese Language. Her research interests include strategy and motivation of CSL (Chinese as a Second Language) students.

Dr Yang Lan is an assistant professor working at Department of Curriculum and Instruction, the Education University of Hong Kong. She is also serving as co-director of Centre for Special Educational Needs and Inclusive Education. Her research interests cover effective assessment for supporting productive teaching and learning. *Correspondence concerning this article should be addressed to Dr Yang Lan at yanglan@eduhk.hk.

Dr LIANG, Yuan is Assistant Professor and Associate Head of the Department of Chinese Language Studies in The Education University of Hong Kong. Her research interests include Chinese Linguistics, Corpus-based study of Cantonese, Functional grammar (interface between Syntax and Pragmatics), Language development and change and Teaching Chinese as a Second Language.

1B.2 Female Identity and Education in Medieval China: The Perspectives of Chu Hsi

Yin Hei KONG (The Hong Kong University of Science and Technology)

ABSTRACT

Chu Hsi (A.D. 1130-1200), who was a renowned scholar in medieval China, played an active role to push forward the atmosphere of Doubting Antiquity in the Southern Song period. He also published more than a dozen works to introduce his interpretations of Confucian beliefs. The insights in his works made him occupying an irreplaceable position in the intellectual history of China.

As an enthusiastic educator, he noticed the importance of female education. Once he had been preparing a manuscript about female education, but it was a pity that his book finally could not be finished. This paper is based on a detailed study of Chu's major works and the conversations between Chu and his disciples. According to the perspectives of Chu, questions going to be discussed include:

a) what was the origin of human beings and how women were being created?
b) what were the requirements of chastity for females, and if there were any differences while comparing with that for males?
c) how neo-Confucian beliefs constituted moral expectations to females?
d) how female was restricted in regards to costumes, behaviour, position, and duties in families?
e) how female was educated, what the limitations were, and how the limitations related to gender stereotyping? Even so, were there any similarities between female education and male education?
f) how Chu contributed to the compilation of female education ideas of the past, and what changes Chu had made?

This paper would lead us to have not only a better understanding of both the identity of women and the principles of women education in the eyes of Chu, but also interesting observations in the cultural history of China.

KONG Yin Hei is currently a PhD candidate at the Division of Humanities of the Hong Kong University

of Science and Technology (HKUST), and a recipient of Academia Sinica Fellowship for Doctoral Candidates in the Humanities and Social Sciences. His research interests lie in the broad field of Chinese humanities, including literature, linguistics and intellectual history.

1B.3 Gender Difference in the Occurrence of Cantonese Sentence-final Particles across Lifespan

Ling ZHANG (The Education University of Hong Kong)

Zibei ZHUANG (Shenzhen University)

ABSTRACT

Sentence-final particles (SFPs) occur at the end of a sentence and convey subtle sentential connotations related to linguistic modality, register or other pragmatic effects, which are an optional component of a sentence. SFPs have been extensively studied in the field of linguistics, focusing on syntax, semantics, or pragmatics. The influence of social factors (such as gender and age) on the occurrence of SFPs was neglected previously. This study filled this research gap and investigated the occurrence of Cantonese SFP from a sociolinguistic perspective, focusing on the gender differences across lifespan. We collected audio recordings of semi-formal interviews from online resources of TV interview programmes since 2010s, with the speakers' age and gender information being traceable. The subject pool consisted of 60 Hong Kong Cantonese speakers, who were of three age groups: Old (age > 60), Middle-aged (age of 40~59), and Young (age of 18~39), with 10 males and 10 females in each age group. For each speaker, 1.5 minutes of his/her speech (other's speech was cut off) were selected as a sample for analysis. SFP occurrence percentage was calculated as the percentage of sentences with SFPs over the total number of sentences produced by a certain speaker. As shown in Fig. 1, SFP occurrence percentage declines when people ages; while across all generations, females have higher frequencies compared with males, i.e., females tend to use SFPs more frequently than their male peers. Univariate Analysis of Variance within the General Linear Model was conducted, which verified that both age and gender have significant between-subject effects ($p > 0.05$). More detailed analysis shows that there are gender preferences for specific SFP items, e.g., males prefer SFPs with Tone 3 while females prefer SFPs with Tone 1. Possible reasons for these gender differences of SFPs were discussed.

Dr Zhang, Ling is an Assistant Professor at the Department of Chinese Language Studies, the Education University of Hong Kong. She has been interested in Cantonese linguistics, phonetics and phonology,

and psycholinguistics. Recently she is conducting sociolinguistic investigations into sentence-final particles, especially the effects from age and gender factors.

Ms Zhang, Zibei is currently a primary school Chinese teacher. During her exchange study at the Education University of Hong Kong in 2018, she worked with Dr Zhang on the sociolinguistic studies of sentence-final particles in Cantonese. Part of the results from this collaborated work will be presented at ICGLE.

Parallel Session 1C

1C.1 Gender Differences and EFL Teachers' Self Efficacy in Algerian Middle Schools

Azzeddine BOUDOUAIA (Central China Normal University)

ABSTRACT

The connection between curriculum implementation and teachers' self-efficacy is getting stronger as the role of self-efficacy is being appreciated. Self-efficacy has been identified playing a leading role in spearheading curriculum implementation and an entry point for determining the results. This paper, therefore, aims to explore teachers' self-efficacy beliefs and to determine as to whether there are differences with gender. The sample consisted of 756 English language teachers of middle schools working in different cities of Algeria. The requisite data were collected through a survey developed by Tschannen-Moran and Woolfolk Hoy. The results indicated that there was a statistically significant influence of gender on teachers' self-efficacy. The findings indicated that females outperformed males with respect to instructional strategies. The results also revealed the male teachers displayed significantly higher scores with respect to students' engagement and classroom management. The study recommends more efforts to be used to empowering female teachers to enhance their classroom management and students' engagement.

Boudouaia Azzeddine is a PhD student at the School of Education at Central China Normal University, Wuhan city, China. His major is Curriculum and Teaching Methodology. His research interests include curriculum reform and implementation, curriculum design, EFL teaching approaches, and teacher's professional development. Email: azzeddine-saida@hotmail.com.

1C.2 Teacher Agency for Gender Justice in Kazakhstan

Naureen DURRANI (Nazarbayev University)

Zumrad KATAEVA (Nazarbayev University)

Anna COHENMILLER (Nazarbayev University)

Zhadyra MAKHMETOVA (Nazarbayev University)

ABSTRACT

The paper draws on selected data from an ethnographically informed multi-site qualitative case study that aimed to explore the relationship between gender and schooling in Kazakhstan. The paper adopts a poststructuralist understanding of gender that frames gender as always a doing, performed within pre-existing discourses of gender whose socio-cultural legitimacy renders them as the 'only' way of being a man or woman (Butler 1992). The repeated re-citation of gender norms has constitutive force in the production of our gender identities. A resistance to gendered acts emerges when the subject can see a difference between the gendered scripts and their interests. Kazakhstan is a post-Soviet, multi-ethnic and multireligious country. In total, nine schools were studied, 3 each in the South, the North and the capital city, Nur-Sultan. The selected schools varied by levels of urbanity as well as the language of instruction (i.e. Kazakh and Russian). Data collection methods included 24 classroom observations, mostly of mathematics and science lessons in grade 8 or 7 and 24 individual interviews with teachers whose lessons were observed. Reflecting the feminized nature of the teaching workforce, all participating teachers were female. The analysis seeks to understand how teachers understood gender issues in the context of Kazakhstan and their role in promoting gender equality in and through education. Preliminary analysis indicates that although some teachers expressed the gender challenges that exist in Kazakhstan, these were largely attributed to an immutable 'culture' whose 'legitimacy' pre-empted any thought of intervention and action on their part. Teachers' discursive practices of gender pointed to paradoxes, such that the majority performed the legible gendered script of their culture, whilst simultaneously claiming the school to be a gender-equal arena. Teachers' contradictory positioning within discourses of gender raises various challenges for the role of education in promoting gender justice.

Prof Naureen Durrani is a Research Chair in the Graduate School of Education, Nazarbayev University. Her research addresses the links between identity construction and education and the ways this impacts on social and gender relations. She has explored her research interests in diverse contexts including Pakistan, Nigeria, Rwanda, South Africa and the UK.

Dr Zumrad Kataeva is an Assistant Professor in the Graduate School of Education, Nazarbayev University. Her research focuses on gender and the transformation of higher education in post-Soviet contexts. She has wide ranging experience of research in Central Asia.

Dr Anna CohenMiller is an Assistant Professor in the Graduate School of Education, Nazarbayev University. She is the Co-Founding Director of The Consortium of Gender Scholars (Kazakhstan). She uses art-based methods to explore issues of social justice and gender equity in multicultural educational contexts.

Zhadyra Makhmetova is a Doctoral Candidate in the Graduate School of Education, Nazarbayev University. Her research interests are in assessment and gender in the context of Kazakhstan.

1C.3 Upholding the Principle of "Respect for Diversities": The Pedagogical Training of Social Work Students in Transgenderism

Kimberly Wei Yi TAO (College of Professional and Continuing Education, The Hong Kong Polytechnic University)

ABSTRACT

This paper explores how the global definition of social work, the principle of "respect for diversities", can be upheld and maintained in the pedagogical training of social work students and in their future practices. It targets at social workers' knowledge formation process in transgenderism and investigates whether the current curriculum of social work can adequately prepare future social workers for the challenging tasks of serving the transgender community. It sees a close relationship between education, knowledge formation and service delivery in the field of social work. It hopes to bring in the discussion on the importance of social workers in assisting the Hong Kong transgender community and how the relevant training can be better offered at a pedagogical level. Cooper (2009) holds that one of the crucial tasks for social workers is to help sexual minorities to build a supportive and non-judgmental environment that can support change and maximize freedom of choice. However, after listening to some Hong Kong transgender people's sharing, we can see that some social workers are facing a dilemma in helping transgender clients since they may think that serving sexual minorities goes against their religious and moral beliefs and that will in turn, affect their professionalism (see Zastrow, 2017; Kwok, 2018). Moreover, social workers are also believed not to have sufficient training at schools in dealing with cases that involve transgender clients (see Erich, Boutte-Oueen, Donnelly & Tittsworth, 2007). This paper will analyse interviews with Hong Kong transgender people who have experiences in meeting social workers regarding their gender condition, social work students and social work practitioners to find out what more can be done in helping the social work students to better acquire the knowledge of transgenderism and to be better prepared to meet the increasing needs of the transgender community in Hong Kong.

Dr Kimberly Tao is a lecturer at College of Professional and Continuing Education, The Polytechnic University. Her research examines the formation of transgender discourses and identities in different

fields, namely law, medicine, social work, media and the transgender community. She also studies the legal interpretation of the words “man” and “woman” in transgender jurisprudence.

Parallel Session 1D

1D.1 Navigating through Structural Setbacks: The Educational Trajectories of Ethnic Minority Youth in Hong Kong

Merina SUNUWAR (The University of Hong Kong)

ABSTRACT

The inequality in education faced by ethnic minority youths of Hong Kong is apparent in the literature. However, the understanding of how youth navigate through these challenges that shape their educational trajectories could benefit from further development. The sole focus on inequality oversimplifies and fails to take into account the determination and resilience shown by ethnic minority youths in the life choices they make in the face of these inequalities. This paper aims to add the voices of youth as agents in the existing literature. The findings are based on a qualitative longitudinal study conducted over a year and photovoice submissions of 15 participants with South or Southeast Asian heritage who grew up in Hong Kong. The findings show that amidst the challenges posed by structural factors in education like policies, language barriers, and teacher's (in)competency, etc., the youth play an active role in making decisions and shaping their educational trajectories. They demonstrate agency by negotiating and challenging these structural barriers intertwined with subjective factors in order to attain their educational goals that are motivated by their career plans.

Merina Sunuwar is a Nepalese Hong Konger. She holds a Bachelor of Social Sciences from the University of Hong Kong and is currently a Research Assistant in the Department of Sociology. Her work has been published in Emotion, Space and Society. She is interested in issues of gender and migration.

1D.2 Empowering Young Japanese Citizens Through Learning about Gender Equality: A Case Study of Japanese University Content and Language Integrated Learning (CLIL) Classrooms

Kana SEKI (Waseda University)

Akiko KIYOTA (Waseda University)

ABSTRACT

Educators' continuous effort to raise awareness of gender inequality and empower young Japanese citizens is crucial for the realization of a more gender-equal society. This aligns with the goal of Content and Language Integrated Learning (CLIL), which aims to develop learners who have positive attitudes and are aware of the responsibilities of global as well as local citizenship (Bently, 2012). In CLIL, content and language are taught simultaneously, which allows learners to substantially engage with the new subject matter, such as gender inequality, by raising awareness and initiating discussions. Abundant use of visual aids also enables students to notice social norms that are different from Japanese practice, offering them the opportunity to think critically about the social construction of gender. In this way, CLIL has the potential to promote transformative practice through developing students' critical literacy. This study explores how teaching about gender issues in CLIL classrooms at a Japanese university increased both male and female students' awareness of gender equality issues. The first presenter produced lesson materials with the assistance of an ex-coordinator for UN Women Cambodia. The presenters used these in four ninety-minute classes (using Zoom) on gender inequality with four class groups of first-year non-English major students. The presenters collected students' reflective lesson reviews and conducted a thematic analysis using inductive coding (Braun & Clarke, 2006). Some of the key themes that emerged were (i) noticing gender inequality, (ii) noticing the diversity of opinions, (iii) appreciating the learning opportunities, and (iv) visions of a future gender-equal society. To further explore how learning transformed students' thinking, interviews were conducted with six students. The presenters will discuss how teaching about gender issues developed students' critical literacy and show how these CLIL classes strengthened university students' positive attitude towards improving society while improving their English skills.

Kana Seki holds an MA in TESOL from the University of York. She has worked in many different teaching contexts, from junior high schools to universities in Japan. She is currently a MA student at Waseda University, researching on CLIL, CBI, language teacher psychology, and education for sustainable development.

Akiko Kiyota holds an MA in Social Anthropology from the University of Kent at Canterbury, and an MS Ed in TESOL from Temple University Japan. She teaches part-time at Asia University, and currently a PhD student at Waseda University, researching on emotions and resilience in English-Medium Instruction.

1D.3 Teaching Popular Romance through a Gendered Lens in a Philippine University

Maria Lorena SANTOS (University of the Philippines Diliman)

ABSTRACT

Popular romance is one of the least respected, most despised and rejected genres, largely because it is deemed women's fiction - written mostly by women and for an audience of mostly women. For three semesters I have taught a special topics course called "Critical Approaches to Popular Romance" under the Literature program of the Department of English and Comparative Literature of the University of the Philippines. The course offers students the chance to explore the history, development, and criticisms of popular romance fiction, as well as the relationship Filipino readers have with this.

In my presentation, I talk about this course to address the question of the relevance, in the Philippine context, of the study of popular romance in English. Following the course structure, I discuss how, as a class, we first "rip off the bodice" of the genre by revealing the gender inequalities, particularly in the Asian context, that emerge from misconceptions about romance novels and their readers. I then show how the course modules on the history and waves of romance scholarship develop students' ability to analyse how the classic and canonical sources of the genre - brought to the Philippines by American colonial education - relate to the popular texts produced and consumed by Filipino women. Finally, I demonstrate how students' explorations of newer forms of the genre, especially in the Philippine context, reveal that romance fiction not only reflects but can also questions and subvert systemic social inequalities experienced by women. The students' paper presentations in a class conference titled "Critically in Love: A Scholarly Affair with romance" constitute an investigation not only of the woman question but also equality and diversity issues in literature and education through a gendered lens.

Maria Lorena Santos is an Associate Professor with the Department of English and Comparative Literature at the University of the Philippines. She earned her Ph.D. at the National University of Singapore and has published papers and delivered talks on gender, literature, and popular culture.

Parallel Session 2A

2A.1 Intercultural Education and Sports: Teaching Kabaddi in a Multicultural Setting in Hong Kong

Wai Man TANG (The Chinese University of Hong Kong)

ABSTRACT

After the government of Hong Kong branded Hong Kong as Asia's World City, there has been more interest in addressing the needs of multicultural education in the city. This is also the intent of this study, which discusses the impact of a sports program that involves a South Asian sport called kabaddi on intercultural competence. The program was conducted in a multicultural setting in secondary schools and social communities with participants of different ethnic backgrounds. These participants include students, school teachers, and kabaddi coaches. Four schools are purposefully selected, and the data collection methods comprise interviews and participant observation. The findings of the study reveal that the program which adopts the approach of teaching games for understanding (TGfU) can enhance the intercultural competence of both Chinese and South Asian students. They gain new knowledge about heritage/minority cultures and learn to appreciate them, particularly the masculine traits embodied in kabaddi, and develop bonding and bridging social capital, which is across gender and ethnicity. The implications of this study validate the feasibility and merit of integrating intercultural education into physical education. However, it is important to identify the ethnic composition and relations of the participants and devise a suitable pedagogy and curriculum when implementing the program for optimal results.

Wai-man Tang is a lecturer in Anthropology at The Chinese University of Hong Kong. His research interests include migration, sports and South Asian cultures. He is currently researching a South Asian sport, kabaddi, with the focus its educative value for intercultural education in Hong Kong.

2A.2 Chinese Responses to Same-Sex Marriage in America: The Views of Political Confucians

Ying-Kit CHAN (International Institute for Asian Studies, Leiden University)

ABSTRACT

This paper is a preliminary attempt to link the rise of Political Confucianism in mainland China, an offshoot of New Confucianism in Hong Kong and Taiwan, with the global discourse on gender issues and social progress. It focuses on Political Confucians' views on same-sex marriage and examines their responses to the legalization of same-sex marriage, which was triggered by America's legalization in 2015. Political Confucians have adopted the intellectual strategy of bifurcation in defining 'China' and 'Confucianism' vis-à-vis the 'West.' They have reacted to the legalization of same-sex marriage in the United States, the paramount power of the West, because apparent contradictions exist between their ideology—the institutionalization of Confucianism as China's state religion that would regulate all social life—and arguments in the West that are in favour of legalizing same-sex marriage on moral and legal grounds. Although Political Confucians have not arrived at a definitive consensus for their own debate, they prove that Confucianism can remain relevant and even inspirational in resolving the tensions of global capitalism and democracy and that they can contribute to ongoing discussions on matters that affect all societies, Chinese or otherwise.

Ying-kit Chan is a research fellow at the International Institute for Asian Studies, Leiden University. He received his doctorate in East Asian Studies from Princeton University and his BA and MA in Chinese Studies from the National University of Singapore. He serves as the editorial assistant of *Nan Nü: Men, Women, and Gender in China* and has published several peer-reviewed articles on gender issues in China and Southeast Asia.

2A.3 Gender Differences in the Influence of Family Socioeconomic Status on Undergraduates' Creative Thinking: An Empirical Study Based on the Mediating Effect of Course Learning Experience (Cancelled)

Wanxin LI (Xi'an Jiaotong University)

Xueyan YANG (Xi'an Jiaotong University)

ABSTRACT

Based on the research background of educational equity and Astin's I-E-O model, using the survey data of undergraduates' learning experience in Xi'an Jiaotong University, this research explores the gender differences in the influence of family socioeconomic status and undergraduates' perceptions of course learning experience on creative thinking by multiple liner regression. The results show that for male college students, the perception of good teaching methods and appropriate workload have a significant positive impact on their creative thinking, that is, the better perception of course learning experience, the higher creative thinking. The impact of family socioeconomic status is not significant. Further analysis of the mediating effect by Bootstrap method shows that the perception of good teaching methods is a full mediator between family socioeconomic status and creative thinking, it means that higher family socioeconomic status can improve the perception of good teaching methods, and then enhance the male undergraduates' creative thinking. The results are contrary for female college students, the family socioeconomic status has a significant positive impact on their creative thinking, female undergraduates' creative thinking increases with the improvement of the family socioeconomic status. The perception of good learning quality also enhances their creative thinking significantly. Among the two variables, the family socioeconomic status is turned out to be the most significant predictor. Based on the aforementioned findings, this paper puts forward that higher education administrators should make great efforts to optimize the course learning experience of college students, especially female college students, to help them slip the leash of family socioeconomic status, improve their creative thinking, and then enhance the process equity of the higher education.

Name: Li Wanxin

Educational background: Bachelor of management in Soochow university; Master degree candidate in Xi’an Jiaotong university

Department: Institute for Population and Development Studies, School of Public Policy and Administration, Xi’an Jiaotong University

Research field: Gender differences and gender equality in higher education

2A.4 Visualizing the Role of Gender in Career Development of Youth with Disabilities in 10 Years' International Publications (2010 to 2020)

Fengzhan GAO (The Education University of Hong Kong)

Lan YANG (The Education University of Hong Kong)

Kuen Fung Kenneth SIN (The Education University of Hong Kong)

Juan GAO (Jilin International Studies University)

ABSTRACT

Students with disabilities are not only facing more academic challenges in school settings, but also more barriers in their post-school transition process to employment or even in workplace as compared to their counterparts without disabilities. Among a wide range of key influences on disable young adults' initial post-secondary school placement and on-going career advancement, Lindstrom, Doren, and Miesch (2011) found the notable role of gender in specific career development experiences and employment outcomes. Inspired by both Lindstrom et al.'s (2011) work and recent advances of visualizing literature review based on big data to identify research trend in the concerned field, this study took the initiative to use Bibliometrics method to examine the research trend, gender and other important variables pertaining to career development of adolescents with disabilities. We used CiteSpace V. 5.6 software (Chen, 2006) for this visualizing analysis of literature review. Web of Science (WoS) serves as the main searching engine of this study. By using key words of career development and disability, 193 papers published from 2010 to 2020 were sorted out. Consistent with Lindstrom et al. (2011), the result showed the important role of gender in research on career development since 2010. Specifically, it was visualized as the Top 17 keyword with strongest citation bursts (the Top three keywords are youth, student, transition). Together with other important indicators of research trend identified in this relatively 'big data' analysis, practical implications to develop gender-based post transition services and/or tailor-made workplace training to promote career development self-efficacy and persistence of youth with disabilities will be discussed.

Dr Yang Lan is an assistant professor working at Department of Curriculum and Instruction, the Education University of Hong Kong. She is also serving as co-director of Centre for Special Educational Needs and Inclusive Education. Her research interests cover effective assessment for supporting productive teaching and learning.

Mr Gao Fengzhan is a Senior Research Assistant of the Centre for Special Educational Needs and Inclusive Education at the Education University of Hong Kong. He is also an EdD candidate working on a research topic about career-related development of diverse learners and technology-enhanced assessment.

Prof Sin Kuen Fung is a Professor of the Department of Special Education and Counselling and Director of Centre for Special Educational Needs and Inclusive Education at The Education University of Hong Kong. His expertise lies in areas of supporting students with special educational needs and professional development in inclusion.

Miss Juan Gao is a postgraduate student in Jilin International Studies University. She majors in Educational Administration and her research direction is Education Measurement and Assessment. Her research interests include formative assessment, self-assessment and feedback.

Parallel Session 2B

2B.1 Gender in Language and Society: The Case of French

Alice MOULIMOIS (The Education University of Hong Kong)

ABSTRACT

In French, nouns are either masculine or feminine in gender. Grammatical agreement follows masculine prevalence, as per the axiom “le masculin l’emporte sur le féminin” (the masculine prevails over the feminine), ingrained in French-speakers’ consciousness through much classroom drill since early schooling:

- ‘elle est belle’ (she is beautiful), feminine pronoun and feminine adjective;
- ‘il est beau’ (he is beautiful), masculine pronoun and masculine adjective;
- ‘ils sont beaux’ (they are beautiful) masculine pronoun and masculine adjective for a mixed-gender subject.

Another gender-related specificity in French concerns feminine lexis loopholes. While most personal names exist both in the masculine and feminine, such as ‘mère’/‘père’ (mother/father) or ‘frère’/‘soeur’ (brother/sister), until recently some names of professions existed only in the masculine, such as ‘professeur’ (teacher), ‘docteur’ (doctor) or ‘écrivain’ (writer). Some names of prestigious social functions also lacked a feminine version, such as ‘maire’ (mayor) and ’ministre’ (minister); and other names denoting status such as ‘vainqueur’ (winner).

It is interesting to note that the third word of the French Republic's motto 'Liberté, égalité, fraternité' (Liberty, equality, fraternity) contradicts and invalidates the second, as fraternité de-facto excludes women, for which the word should be 'sororité', thereby denying them equality.

In recent years, French literary and academic figures, joined by professional and feminist groups, began denouncing this ‘feminine invisibility’ in French, demanding gender-inclusion in the language as a means of achieving gender equality in society. Standing on historical arguments, their proposal for a language free of gender-bias, known as ‘écriture inclusive’ (inclusive writing), will be detailed in this presentation, along with some responses from the French society: members of the public,

scholars, school teachers and pupils, textbook editors, public and political figures.

This exploration aims to highlight the parallels between linguistic and societal gender issues as they appear in the French context.

A French national from New Caledonia, Alice Moulimois teaches French language and culture at the Education University of Hong Kong since 2018. She holds a diploma from the Institut d'Études Politiques de Toulouse and a master's degree in intercultural communication from the Institut Hannah Arendt at Université Paris Est Marne-la-Vallée.

2B.2 Competing Discourses of COVID-19-Induced Learning-from-Home Experiences in Mothers' Online Discussions

Vincent Wai Sum TSE (The University of Hong Kong)

Olga ZAYTS-SPENCE (The University of Hong Kong)

ABSTRACT

Previous discourse-analytic research has demonstrated that online platforms are arenas where mothers exchange and negotiate knowledge about a myriad of issues, and actively give and take informational and emotional support (Jaworska, 2018; Lyons, 2020; Mackenzie, 2018). Aligning with such research and our ongoing projects that investigate how women cope with the COVID-19 pandemic in online fora, this paper specifically examines how mothers in Hong Kong portray and share with peers their struggles to juggle different responsibilities in the initial stage of the pandemic (January – February 2020). Using corpus-assisted discourse analysis (Parington, 2004), we first identify the focal themes in a corpus of 400+ discussion threads from an online forum used by mothers in Hong Kong. As indicated by high frequency keywords, mothers' discussions centre around school closures, homeschooling (or learning from home) and childcaring. We then analyse some of these keywords (e.g. 'school', 'work' and 'home') alongside other discursive strategies more qualitatively to look at how mothers represent their experiences and interact socially. Arising from these discussions are two competing discourses of COVID-19-induced learning-from-home experiences. One portrays learning-from-home experiences as wholly negative whilst another sees such experiences through a positive lens. The former highlights various problems associated with learning from home, such as wasted school fees, mental health issues and worsening parent-child relationships. The latter puts forward that the COVID-19 pandemic is a unique chance for mothers (and parents) to rethink their parenting approaches and decisions. In discussing the discursive resources used in constructing these competing discourses, we also tap into the interactional, relational nature of such discourses. We argue that these discourses, which reflect mothers' experiential knowledge of the pandemic, are deployed by mothers as tools for building solidarity and uplifting peers.

Vincent Wai Sum Tse obtained his MPhil in English Studies from the University of Hong Kong. His research interests include critical discourse analysis, digital discourse and language and work.

Olga A. Zayts-Spence is an Associate Professor at the School of English, the University of Hong Kong. Her publications have appeared in discourse and interdisciplinary journals such as *Language in Society, Journal of Sociolinguistics*, *Research on Language and Social Interaction*, *Social Science and Medicine*, among others.

2B.3 The Reflection of Language Ideologies, Masculinity and Desire in Japanese Men's International Narratives

Elisabeth Ann (Libby) MORINAGA WILLIAMS (Doshisha Women's College of Liberal Arts)

ABSTRACT

This paper uses interview data from 25 Japanese men who returned to Japan after language study or temporary employment abroad. It examines a relatively under researched topic: the reflection of masculinity and desire within the language ideologies of Japanese men. Specifically, this paper investigates how young Japanese males with international experience in Anglophone countries described a heterosexual Japanese man's English language abilities as integral to his attractiveness as a romantic partner within his host community. Norton's (2000) theory of identity was used to analyse how participant accounts reflect intersections of identity in different contexts. The study also draws on Norton's approach to Bourdieu's (1986) view of symbolic capital in order to analyse what value participants ascribed to themselves and different members of their host communities in relation to language resources.

This paper argues that, within the context of intercultural dating, many participants saw near fluent English skills as allowing Japanese men to "lead" in romance. The ability to lead was also central to enacting desirable masculine identities in heterosexual relationships with non-Japanese speaking women. Advanced English language skills for Japanese women, however, were often viewed as unnecessary in dating non-Japanese men, as women were described as passive recipients in romance and communication. Participant accounts highlighted gendered expectations in communication and dating and essentialized ideals of "masculine" men. They also reflect dominant discourses in Japan about the importance of English previously described by scholars such as Kobayashi (2018) and Kubota (1998; 2011).

Elisabeth Ann (Libby) Morinaga Williams (PhD) is an Assistant Professor at Doshisha Women's College of Liberal Arts in Kyoto, Japan. Her research focuses on the international narratives of Japanese men and how these narratives reflect discourses of power, gender, language, desire, and masculinity.

2B.4 Othered Sensual Identities: Presented Selves of Gay Men in Mobile Dating Apps in Manila, Philippines

Jonalou LABOR (University of the Philippines Diliman)

ABSTRACT

Gay men have long battled invisibility that any chance to perform identities is a welcome chance and opportunity. Mobile dating platforms have been used as spaces for gays to sensually self-present and be visible. In this study, twenty gay men from the Philippines who self-identified as closeted, open, or transgender were interviewed in order to construct their self-presentations in mobile dating applications. Findings showed that gay men who considered themselves paminta (masculine and closeted) displayed a heteronormative, fetishized version of themselves that showcased their active offline life. Those who were considered as ladlad (effeminate and out) self-censored their profiles and negotiated the online spaces through altered selves by mystifying or misrepresenting their online presentations. Results have shown that gays self-presented themselves as sincerely as possible because they did not want to be othered in the dating sphere. They manipulated content as this was necessary in maintaining perceived likeability and competence. In the end, gay men resorted to idealization and deception in the online so that they could optimize their chances of being accepted and embraced in the offline.

Dr Jonalou Labor holds a PhD Communication from the University of the Philippines (UP). He specializes in online communication behaviours, with special interests in mobile intimacies and digital life. He is an associate professor at the UP College of Mass Communication.

Parallel Session 3A

3A.1 Gender, Feminism and Sexual Orientation in the Spanish Language Classroom: A Culture Clash in the Middle East

Javier SANSCHEZ-MESAS (Qatar University)

ABSTRACT

This paper aims to investigate and highlights the challenges and difficulties associated with spreading knowledge related to topics that are considered taboo or that may not be disseminated in todays' Middle Eastern society.

The research will attempt to shed light on the importance and challenges in discussing gender, feminism and sexual orientation in a foreign language teaching classroom while simultaneously respecting the local culture. The culture clash is inescapable when it is put in the same basket as Islam. Even more so when equality, visibility and human rights are being taught in a conservative country and in a segregated campus.

In a world where Spanish language is demanded by many educational institutions, the intercultural competence must be present in the classroom. However, many aspects of the Spanish and Hispanic cultures as well as the language can be considered provoking or contradicting to the local culture. These may include equal marriage, popular TV series, sexism in grammar, patriarchy and white supremacy in literature, Hispano-American visibility and the riots delivered from fighting for the change.

In a nutshell, it is hoped to demonstrate how to play with the double-edge sword of Intercultural Studies when the foreign culture meets the local one. This action is developed with respect, empathy and care since local and foreign cultures must be equally present in the classroom.

Javier Sánchez-Mesas is a Lecturer of Spanish in Qatar University, where he teaches Linguistics, Language, Culture and Spanish Literature. He is currently a PhD candidate in the University of Jaén

(Spain). He worked in Rusia, Spain, India, United Kingdom and Italy. His research interests are intercultural studies and gender studies.

3A.2 Jamie and Emma: How Rape Myths Shape Their Friendship in O'Neill's "Asking For It"

Giulia MASTRANTONI (Monash University)

ABSTRACT

Friendship is an underlying theme is Louise O'Neill's 2015 novel "Asking For It". It is interlocked with another, somewhat more explicitly approached theme: rape myths. Through rape myths the characters' friendships are shaped.

This paper focuses on showing how rape myths play a significant role in the decisions the characters make (not) to support their friends in the aftermath of a rape. Firstly, a theoretical background on rape myths and relevant socio-legal research findings that apply to "Asking For It" will be outlined; secondly, the focus will be on how the relationship between Emma and Jamie (her Asian friend) is portrayed in the novel, and particularly on how rape myths and peer pressure factors influence the relationship; lastly, the main argument and supportive evidence of this paper will be summarised in a final section; a complete bibliography will follow.

Giulia Mastrantoni is a PhD candidate at Monash University. Co-editor-in-chief of Colloquy, editor of *Verge* and a published author, Giulia has spoken at Falling Walls (Melbourne 2019), NeMLA conference (Boston 2020) and Colloquium (Monash University 2020), when she has also won a prize for Best Poster.

3A.3 Gender and Literature – Is Gender Gendered?

Sumie CHAN (The University of Science and Technology)

ABSTRACT

My presentation will examine how men and women have been conventionally portrayed in stereotypical ways in various genres among different cultures through decades in world literature, with reference to the classical plays “Macbeth” by William Shakespeare, “A Doll’s House” by Henrik Ibsen and the Hollywood road movie “Thelma and Louise” directed by Ridley Scott. The research will explore the common themes embodied by the notion of gender almost in all literature work in the world which include patriarchy and order, fabrication of identities, masculinity and femininity and binary opposition with the textual analysis of the process of self-discovery and empowerment by the female protagonists, Lady Macbeth in “Macbeth”, Nora in “A Doll’s House” and Thelma and Louise in “Thelma and “Louise” through the eyes of the male writers. By comparing the different fates of the female protagonists in the three different endings, the actual power that women could take charge of their life or act differently according the norm will be studied. With the analysis of the literary devices and the depiction of the female characters’ psychological change with the visualization of symbols and colours, the relationship between form and content will be analysed. There will also be the discussion on the use of gendered language, implication of gender roles in society and the consequences of transcending these roles with the example of these texts.

Sumie Chan is currently teaching in The Hong Kong University of Science and Technology. She has been teaching a variety of Literature in English and English courses in different universities, which also include Language and Gender, Drama and Performance, Film Studies and Shakespeare. Her research interests are in language and gender, cultural studies and literatures.

Parallel Session 3B

3B.1 Between English and Chinese: Exploring a Female Teacher's Professional Identity Construction

Yuanyuan LIU (Shanghai International Studies University)

Xiaoli LI (Perth Beijing School)

ABSTRACT

This article reports an inquiry into the career development of a Chinese female teacher whose professional identity has been constantly negotiated, threatened and constructed. The aim of this study is to understand the professional development of female language teachers from the perspective of the diverse gender ideologies embedded in language power system in today's world. An analysis of the data collected from timeline, interviews, biographical writing, and ethnographic observation reveals that the competing symbolic capital of different languages (Chinese and English) and the different gendered ideologies embedded in those different languages fashioned the trajectory of her identity construction. As a graduate of Chinese Language and Literature, the mainstream gendered ideology in China pushed her to become a middle school Chinese teacher, which is treated as an ideal job for women. However, when she worked in a primary school abroad in Solomon Islands, English became the working language and Chinese became the teaching subject. her incompetence in English threatened the legitimacy of her Chinese teacher identity, and she started to invest in English learning. In such a process, she was encouraged by the gendered ideology embedded in her daily English learning and using, and her dreamed and hidden ideal identity as an English teacher was activated. However, when she came back to China after teaching for two years in Solomon Islands, the lack of cultural capital gained through formal English language education hindered the transformation of such an ideal identity into a constructed one.

Liu Yuanyuan got her Ph.D. in Applied Linguistics from Beijing Foreign Studies University and teaches at Shanghai International Studies University. Her academic specialty has been in the areas of historiography of linguistics, language and identity as well as language and gender.

3B.2 Moving Beyond the Linguistic Representations of Transgender Women Cooked up in Yoshimoto Banana's 'Kitchen'

Alice MACK (University of Birmingham)

ABSTRACT

This paper is a case study into how transgender women are represented linguistically in the Japanese novel 'Kitchen' by Yoshimoto Banana. Specifically, the writer's choice to use 'onee kotoba' or 'elder-sister speech'. Although there is no clear definition of 'onee kotoba', it is often characterised as a parody of Japanese women's speech or 'onna kotoba'. This is done through the exaggerated use of various female-coded linguistic features, including sentence-final particles such as 'wa' or 'no', and the use of feminine first-person pronouns such as 'atashi'.

There are two female transgender characters in the novel. Eriko, who is described as charming, slender, and graceful, does not speak using 'onee kotoba'. Chika, who is a figure of fun and "undeniably a man", does. This derisive portrayal of an 'onee kotoba' speaking transgender character is not unique to the novel 'Kitchen' and is pervasive in Japanese broadcast media.

The academic consensus so far has been that the use of 'onee kotoba' in the Japanese media is benign. Previous research has highlighted Japanese media personalities' use of 'onee kotoba' on TV as a linguistic tool which speakers can wield in order to soften harsh criticism or strong opinions, without threatening the addressee's face or losing the goodwill of the audience. However, male-to-female transgender people have voiced complaints that performing the use of this dialect has become a requirement for them to appear in Japanese programming, despite it being an inauthentic representation of their actual language use. Using the novel Kitchen as a case study, this paper will illustrate why, contrary to other sociolinguists' findings, the use of 'onee kotoba' in Japanese media is in actuality being used to 'other' transgender women. Ultimately, in order to help end discrimination against transgender women, authentic representations of transgender voices in the media are necessary.

After graduating with a degree in TESOL with Japanese, Alice Mack has been living and working in Japan as an English teacher for the past five years. Currently she is based in Tokyo and enrolled at the University of Birmingham as a master's student in the Applied Linguistics programme.

3B.3 A Critical Discourse Analysis: Gender-specific Roles found in Filipino film, "My House Husband", Progressive or Not?

Leo VICENTINO (De La Salle University-Integrated School)

ABSTRACT

The claims of the conventional mentality in the systems of internal functions within Filipino family has reached academic environment overseas. For instance, in keynote speech delivered at City College of San Francisco in the conference on "The Filipino Family in the 21st Century: Issues and Challenges", the speaker cited a study by UNICEF conducted in 1999, it revealed that women are expected to be the main source of care and nurturance for her children, on the other, men are expected to be the family's primary source of financial support. In general, Filipino parents have still expressed preferences for daughter or sons for various reasons. Daughters are preferred and expected to help in household and aid even when they are already married. These perspectives appeared to be outdated in the lens of the researcher, as progressivist background have been found in the released mainstream film entitled, "My House Husband". In consequence, this study aimed to add and to redirect perspectives from the set of conservative ideologies by methodically identifying the themes and discourses connected within the context of gender-specific functions found in the film. To arise with a seamless conclusion, having multimodal analysis and then going to series of critical discourse analysis (CDA), the researcher had used apparatus theory side by side as it was the most reaching of associations between film and ideology to have been drawn. According to Bateman (2017), the essential idea of apparatus theory is facts of the technological production and manner of consumption of film are inescapably ideologically inscribed. The continuous growing discourse about the significant changes in the ways of Filipino families have been reluctant in the acceptance, then become submissive eventually of these acculturated beliefs from outside had become the centre of discussion. This paper has seen connections between gender-specific functions and domestic violences.

Studies Master of Arts in AP (Specialized in Linguistics) at the University of the Philippines-Diliman and chairs the Humanities and Social Science Unit of the Senior High Department of De La Salle

University, Integrated-School Laguna Campus (’17-present) and Manila Campus (’17-18). Have current works in community development planning for indigenous groups and small-town communities in Philippines.

Parallel Session 3C

3C.1 A Review of Literature on Leadership in Libraries: Examining Epistemological Foundations and Considerations on Gender, Social Justice and Equity

Mary Ann INGUA (University of the Philippines Los Banos)

Emelyn ESPIRITU (University of the Philippines Los Banos)

Angeline BUENO (University of the Philippines Los Banos)

ABSTRACT

In the Philippines, gender influence on leadership presents an opportunity for the efficient and effective management of an institution during periods of uncertainty like the COVID-19 pandemic and technological change.

This study reviewed leadership within the context of an academic library and examined the epistemological assumptions embedded in the literature focusing on gender, social justice and equity. Given that an academic institution was under consideration, there existed only limited literature that gave emphasis on gender and its effects in relation to social structures and power relations in the library.

A literature review has been employed in the analysis which includes defining leadership, modern and postmodern epistemologies underlying literature and texts, and most importantly, giving considerations on gender, social justice and equity.

Findings suggest that leadership is still masculine in nature but librarianship is a feminized career. This limits women librarians to lead using their own potential, skills and character as they exercise power and freedom resulting to reduced inclusivity, inequity and emancipatory directions for libraries. In addition, leadership styles have been found to rely on institutional culture and not on gender and also anchored on “institutional structure concerns” where two genders are treated differently.

Leadership in academic libraries were generally attributed with historical educational imbalances. In certain countries, however, advanced inclusivity and equity was supported by government regulations that promote social justice to women as library leaders.

Therefore, library leadership can be described as a socially and historically constructed, situated, culturally informed and dynamic process advocating efficient and effective management regardless of gender. It is imperative for librarians to be empowered leaders in the "Google generation" and to exemplify a profession subject to social relations of power and domination.

Dr Mary Ann M. Ingua is currently employed at the University of the Philippines Los Banos (UPLB) Main Library as College Librarian IV and work as Head Librarian of the Cataloging Section. She started her career at UPLB in 1999. She finished her degree in Doctor of Philosophy in Development Communication with interest in Science Communication. A graduate of UP Diliman School of Library and Information Studies and recipient of the IFLA Advancement of Librarianship Programme Training Attachment held at Hong Kong University of Science & Technology in 2002.

Ms Emelyn R. Espiritu is a Researcher at the University of the Philippines Los Baños, University Library. Her work focuses specifically on indexing Agricultural Literatures for inclusion in AGRIS, an Information system on agriculture and related fields based in Rome, Italy. She grew up and spent her career in an academic community.

Ms Angeline A. Bueno is a College Librarian at the University of the Philippines Los Banos. She is currently the Head of the General References and Circulation Section of the University Library. She provides reference assistance to library clients as well as one of the catalogers and reviser of libraries' catalog entries. She consistently believes in taking challenges and exploring new, ingenious concepts to improve library efficiency.

3C.2 Gender Equity in Indian Higher Education: Vision of Institutional Leadership

Nandita BANERJEE DHAWAN (Jadavpur University)

Dina Zoe BELLUIGI (Queen's University, Belfast)

Grace ESE-OSA IDAHOSA (University of Johannesburg)

ABSTRACT

Research Background

When it comes to social justice, leadership plays a significant role in fostering vision, ensuring compliance with policies and their implementation, in addition to embodying a responsibility for institutional growth. This is important in the current global drive to address gender inequality, one of the Sustainable Development Goals of United Nations. Public institutions of authority, particularly higher education institutions (HEIs), play a significant role for the public good in this regard. However, the staff composition of Indian public HEIs presents a dismal picture with women occupying only 7% of positions of leadership.

Objectives

The paper aims to study the role of institutional leaders in implementing, monitoring and evaluating gender policies. It further wants to understand the individual and systemic constraints faced by leaders in their efforts to attain the vision of gender equity in their institutions.

Methods

We present findings from a collaborative research project studying the dominant cultures within universities in the post-colonial contexts of India and South Africa. It draws from data generated through mixed methods in 2019, with participation of 185 academic staff and leaders.

Findings

While the leadership ensured the existence of gender policies in their universities, mechanisms of implementation, monitoring and evaluation were weak and left much to be desired. The rhetoric of gender mainstreaming covered up for the lack of awareness of the intentionality of policies for gender equity. The policies were considered more of a constitutional obligation rather than being looked upon with a politico-ethical vision to include those marginalized with regard to gender and its

intersections with caste, sexuality, ability and language. The resources of 'ghettoised' areas of specialization were not utilized to the optimum therefore rendering the institutional functioning to remain exclusionary, elitist, sexist and casteist.

Dr Nandita Banerjee Dhawan teaches Women's Studies. Her research interests lie in the areas of feminism, gender and intersectionality, higher education, urban restructuring, new middle class, intimacies and violence. She is the Principal Investigator of a project on Transformation in Higher Education with focus on Gender and Intersectionality.

Dr Dina Zoe Belluigi teaches at School of Social Sciences, Education and Social Work. She is a Research Associate at Neslon Mandela University, South Africa and Honorary Supervisor at Christian Texas University, USA. She works on research of Counter/Narratives of Higher Education and maintains a Higher Education Arts Archive.

Dr Grace Ese-Osa Idahosa is a post-doctoral research fellow at the Centre of Social Change. Her latest research output is a book on Agency and Transformation in South African Higher Education. She is currently working on a research project on mid-level managers agency for transformation in post-conflict higher education.

3C.3 Instructional Quality, Pedagogy, and Urbanisation: Educational Equality in Classrooms of an Underdeveloped Inland Province in China

Celia Jieyan LEI (The Education University of Hong Kong)

Rebecca Zhijun CHEN (The Education University of Hong Kong)

James KO (The Education University of Hong Kong)

ABSTRACT

The challenges of promoting "quality education for all" through modern western ESL teaching pedagogy are generally assumed to be more salient in rural regions in China (Hannum, 1999; Wang et al., 2017). The purpose of this study is to explore instructional quality through comparing differences in gender, pedagogy and urbanisation in a remote and economically weak province of China.

This study was carried out in 78 classrooms of Grade 3, 4, and 6 in 36 primary schools spreading between a city and a county of the inland province. In both districts, teachers of half of the schools adopted a proprietary, western ESL teaching program, while teachers of the other half in the control group continued their traditional teaching methods. Lesson observations were conducted live but video-recorded to explore teachers' instructional quality. TEACH, a classroom observation instrument with eight teaching dimensions in three domains developed by the World Bank (2019) with high cross-level reliability (Molina et al., 2018) was employed for assessing teaching quality. Dibels (University of Oregon, 2018), a validated assessment of English oral reading fluency was administrated before and after the pedagogical intervention to measure the learning outcomes.

T-test results indicated that a gender difference favouring girls in learning outcome was significantly evident only in Grade 3. Two-way ANOVA results measuring the urbanisation and pedagogy effects indicated that while instructional quality in the county classrooms was found higher than that of the city in seven dimensions, lessons using traditional pedagogy had significantly higher in instructional quality than lessons adopting western pedagogy. However, lessons of western pedagogy performed significantly better in promoting socio-emotional skills. There was also a significant joint-effect of urbanisation and pedagogy in lesson facilitation and feedback. The results contribute to debates on gender equality, educational interventions and educational equalities across

classrooms varied in urbanisation and teaching strategies.

Celia Lei Jieyan is a research assistant of the Department of Education Leadership and Policy of the Education University of Hong Kong. Her research interests including dialogic teaching, instructional quality, teacher education.

Rebecca Chen Zhijun is a research assistant of the Department of Education Leadership and Policy of the Education University of Hong Kong. She is interested in child education and educational intervention.

James Ko had extensive training and education in linguistics, psychology and education. He is currently Associate Professor of the Department of Education Leadership and Policy and Associate Director of the Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change of the Education University of Hong Kong.

Parallel Session 3D

3D.1 The Experiences of Transgender Students in School Social Work Services: Implications for Sexuality Education for Social Workers

Diana KWOK (The Education University of Hong Kong)

ABSTRACT

Working to combat prejudice against socially excluded populations is a concern for social work educators in the global and local context, especially in addressing transgender/trans affirmative themes in professional sexuality education training, which is recognized as one of the means in combating prejudice against trans people. Very few studies have exclusively examined transgender or trans (T) students' experiences, especially in the Hong Kong Chinese cultural context, where trans equality has been a heated debate in recent few years, and hostility against trans students remains a significant issue without legal protections. Gender diversity is not a pressing training theme for social service agencies or government training agenda. This specific presentation is based on a subset of transcripts exclusively from transgender students, with their experiences in school social work and counselling services, to identify service barriers and professional training themes for social work education.

Interview transcripts were coded through qualitative thematic analysis. Results elicited preliminary themes centered around barriers and opportunities. Barriers: overlooking: multiple perspectives/identities/risks; invalidating: misgendering/misinterpreting; struggling: whose rights come first?; missing: awareness/dilemma; silencing: multiple oppressions. Opportunities include themes for affirmative practice and rights-based sexuality education of social workers.

Findings provide important implications for school social workers and social work educators working with transgender youth and their families, especially on social workers' sexuality education curriculum. A shift of training paradigm is suggested. Additionally, the results point towards a need for social work educators to take further steps to involve the voices of trans people into training curriculum and sexuality education for social workers.

Diana Kwok, Associate Professor, The Education University of Hong Kong. She renders training on sexual/gender diversity and sexuality education for social workers, school counsellors/teachers. As an approved counselling supervisor, she provides clinical supervision to social workers working with LGBT population. Her research focus is on sexual/transgender prejudice, LGBTQIA+ students/sexuality education.

3D.2 Gender Difference in Effects of Engagement Components on Reading Comprehension among Primary Students in Hong Kong

Xian LIAO (The Education University of Hong Kong)

ABSTRACT

It is difficult for students to develop high level of literacy without substantial reading engagement. The reading engagement was conceptualized as an integration of three components, i.e., reading motivation, strategy use and reading exposure. Previous studies have suggested that among these components, there could be indirect effects of reading motivation on reading comprehension through both the mediation of strategy use and reading exposure. However, whether and how gender variable affects such paths of effects have yet been thoroughly studied. To this question we have conducted a study among 266 P4 students in Hong Kong using a reading comprehension test and a reading engagement questionnaire. A path model using four latent variables (i.e., reading motivation, strategy use and reading exposure) was first established and further multiple group comparison was conducted. It was found that for boys, the indirect effect of motivation occurred in significant paths, i.e., through strategy use and through the two in sequential mediators (reading exposure and strategy use). Meanwhile, for girls, only one indirect effect path was found, i.e., through strategy use. Interpretation and implication were given based on different learning styles between genders and the context of teaching and learning in Hong Kong.

Dr Liao Xian is currently an assistant professor at the department of Chinese Language Studies at the Education University of Hong Kong. His research interests lie in teaching and assessment of Chinese both as L1 and L2, curriculum and instructional design, and teacher education.

Parallel Session 4A

4A.1 "A Words Person": *Oryx and Crake* and the Language (of) Survival

Cecilia CHIACCHIO (Universidad Nacional de La Plata, Argentina)

ABSTRACT

Feminist dystopias are formally structured around a narrative of hegemonic power and a counter-narrative of resistance (Baccolini and Moylan, 2003:5); i.e. to the narration of the official policy established by the totalitarian government there stands in opposition the voice of those who resist that government. But what happens when the diegetic human society does no longer exist and the protagonist is (or believes he is) the only human survivor in a post-apocalyptic world? This is the case of *Oryx and Crake* (2003) the first novel in the *MaddAddam* Trilogy by Margaret Atwood. In a world where a biological plague has destroyed life, the protagonist finds himself alone but surrounded by genetically manipulated animals and a new "humanlike" genetically created species. What order does the protagonist confront, if any? And how? Our hypothesis is that the novel's chronology in two temporal planes facilitates the protagonist's contestation to the previous social order (patriarchal and dominated by scientific manipulation), rather than a confrontation with the new earthly inhabitants; and that the uses of language and parody (Hutcheon 1985) enable the diegetic and extradiegetic political and social critique, as well as a reflection upon what is "human." This paper will focus, then, on the uses of language and parody to express both survival and the posthuman, and a critique of patriarchal practices and scientific manipulation.

Cecilia Chiacchio is Professor of English and North American Literature at the Modern Languages Department, Universidad Nacional de La Plata, Argentina. Her fields of research and publication are literature and language, and gender studies. She has acted as referee in academic journals and as reviews editor in *Gender and Language*.

4A.2 Educating Reconstructed Rape Narratives: *Fang Si-Qi's First Love Paradise*

Yen-Lian LIU (Research Institute for the Humanities and Social Sciences, MOST)

ABSTRACT

Following Yi-Han Lin's suicide, her novel, *Fang Si-Qi's First Love Paradise* (2017), immediately became a public sensation in Taiwan. In the novel, Lin allegedly reuses her real-life experience to depict a school girl's relations of love, seduction, and rape with a male cram-school teacher. Many responses to Lin's fictionalized past were (and still are) saturated with such preconceived notions as the male abuse of power or the domination of female sexuality, even after the judicial investigation disproved the occurrence of rape as claimed by Lin. The core of Lin's case — the narrative reconstruction of sexual controversies — was then submerged by the sensational call for the justice for an alleged female victimhood.

This paper advocates that Lin's case should not be treated as a male-perpetrator-vs.-female-victim paradigm, but rather as a gateway for educating the reconstructed nature of rape narratives. First, Lin's novel deliberately problematizes the dichotomy between active perpetration and passive victimization, thus displaying Lin's reexamination of her past through narrative reconstruction. Second, the judicial disproval of Lin's narrative reconstructs another story of how Lin has irrecoverably blurred the reality of her past. As Lin re-conceives herself as more than a victim, the law re-conceives her not as a victim at all.

Being reconstructed is different from being fake or being false; rather, it highlights how narrating one's experience is inescapably tied up with the use of linguistic representation as a signifying Other, as exhibited in the "othering" processes of Lin's experience by herself, by the sensational public, and by the judicial system. Seeing rape narratives as reconstructed in nature can help us avoid carelessly judging the persons allegedly involved, and help the alleged victims more successfully express themselves. The authentication of victimhood should not rely on self-oriented expressions, but on the law- and the other-oriented persuasions and communications.

Yen-Lian Liu is a post-doctoral researcher at the Research Institute for the Humanities and Social Sciences, Ministry of Science and Technology (MOST) (Taipei, Taiwan). His research focuses include men's studies, gender studies, and American Southern literature. His current research interests include the representations of rape myths and sexual violence in real life and in literature.

4A.3 Girls Must be Girls: Gender Bias in Thai Literature Textbooks

Thitima SUKAEW (Chiang Mai University)

ABSTRACT

The study is a discursive analysis of gender representation in Wannakadee Lamnam, a series of contemporary Thai literature textbooks used at the primary school level. It is a linguistic analysis of stories that introduce and guide students through classic Thai literature. Textbooks are considered a part of the socializing agency that promotes gender ideology. Languages are also considered a form of 'social practice', referring to language as a socially conditioned process to maintain the relationship and sustain social power and a part of the dominant gender ideology that insists on the gender stereotypes and bias.

The study explores the literacy elements such as point of view, character, plot, theme, setting, and focalization to investigate how these elements create coherence, meanings, and gender ideologies embedded in the stories. The linguistic analysis explores how sentences work together in a discourse focusing on word choices, sentence structures, and non-canonical oppositions.

Findings show that while gender equalities are encouraged, the attempts are in vain due to gender bias and stereotypes that are embedded in the representation of male and female characters. For instance, in character traits and mannerisms, female characters are more emotional. They are sometimes portrayed as initiative and rational, but willingly take on such a specific gender role as a secretary in the end. For an allocation of space, girls are confined to their home, school, or indoor while boys are adventurous, outdoor, and even in a fantasy world. The linguistic analysis suggests pre-existing gender ideologies in Thai society.

In my proposed presentation, I will discuss the specific elements in gender ideologies that contribute to the failure in promoting gender equality, especially when accompanied by a traditional representation of female characters in classic literature in the textbooks.

Dr Thitima Sukaew is a lecturer at the English Department, Chiang Mai University, Thailand. The presentation is largely based on her Master's thesis. She received her PhD, with a thesis entitled "Linguistic and Cultural Oppositions in Discourse about Thailand", from the University of Birmingham, UK. Her research focuses include gender and political discourses on Thailand.

4A.4 Portrayal of the Chinese Girl in Eduardo Lalo's "Simone" (2012)

Bárbara FERNANDEZ MELLEDA (The University of Hong Kong)

ABSTRACT

Eduardo Lalo (1960) was awarded the prestigious Rómulo Gallegos prize for narratives in 2013 for his imaginative novel "Simone" — translated into English in 2015. Simone is set in the Puerto Rican capital, San Juan, and explores Puerto Rican and overseas Chinese identity. "Simone" revolves around the frustrated life and thoughts of an adjunct university professor and writer, the first-person narrator, who gets both romantically and erotically involved with a mysterious and exotic Chinese student that stalks him. She also works as a waitress at a local San Juan Chinese restaurant and dreams of leaving her transplanted yet non-socially integrated family. This paper analyses how Lalo depicts the Chinese female character, Simone or Li, and the stereotypes surrounding her family history. Also, the novel delves into the untranslatable traits of both Puerto Rican and Chinese cultures, Li's tale of arrival from China to Puerto Rico, the preconceptions related to her sexuality, and how these reveal the tense dynamics between the macho-centred Latin American culture and the fetishized Chinese woman. "Simone" narrates a contemporary love story of transoceanic relevance for readers from Latin America, China and further afield. Current criticism on the novel focuses on the male character and the role of Puerto Rican intellectuals within an academic neoliberal setting (López, 2015). The study of the Chinese girl in this particular novel opens up a necessary discussion on Sino-Latin American gender and cultural relations.

Dr Bárbara Fernández Melleda is Assistant Professor in Latin American Studies at The University of Hong Kong. Her research focuses on a variety of topics that analyse Latin American literature, such as intersections between articulations of the female psyche and the criticism of neoliberal principles within a post-dictatorship context.

Parallel Session 4B

4B.1 A Comparative Study of the Representation of Gender in Two Series of EFL Textbooks in China

Ziyu SONG (Guangdong University of Foreign Studies)

ABSTRACT

This paper seeks to examine how gender relations are represented in two series of EFL textbooks for adolescents by conducting a comparative analysis between Go For It (GFI), a textbook series published in mainland China, and Side By Side (SBS) published internationally. Through quantitative and qualitative analyses, it investigated the male-to-female appearance ratio as well as male-to-female power relations. The findings revealed some positive signs for the promotion of gender equity in both sets of textbooks, such as (1) quantitative and qualitative techniques used to weaken power asymmetries between men and women, and (2) techniques used to reduce gender differences between men and women. However, (1) some unequal power relations between men and women still exists in GFI and SBS, reifying the subordinate roles of women, and (2) GFI prefers to presenting gender-ambiguous characters in avoiding unequal gender relations, suggesting the incomplete implementation of gender equity representation in EFL textbooks published in China. It is then suggested that more connections should be made between popular culture and education in terms of equal gender relations, and that textbook compilers should continue to improve the quality of EFL textbooks published at home so as to better serve the social good in China.

Ziyu Song, Hunan, China, 1998. She received a Bachelor of Arts degree in English Literature from Hunan Normal University in 2019, and then became a postgraduate student in School of English Education, Guangdong University of Foreign Studies in the same year.

4B.2 An Investigation of Gender Bias in Mauritanian Secondary Schools English Textbooks: Norman Fairclough's Three-Dimensional Model as a Framework

Malainine EBNOU (Kanazawa University)

ABSTRACT

Gender biased discourse has been one of the most studied phenomena in critical discourse analysis in recent years. In the Muslim and Arab context, most studies (such as Alsatrawi, 2016; and Mechouat, 2017) show that the depiction of women in textbooks is deteriorating. This paper looks at the representation and bias against women in the Mauritanian context by analysing four secondary school English textbooks. The textbooks are all produced by the IPN (the National Institute for Pedagogy) which has one of its goals to promote equality and unity between all components of the Mauritanian society. Adopting Norman Fairclough's three-dimensional model as a framework, the study seeks to find out whether the goal of the IPN is achieved and whether the representation of women in the textbooks is biased, and if this bias, should there be any, helps install stereotypical views of women. The study investigates the bias against women by looking at four criteria: 1. visibility i.e. the number of times women are visible in the textbooks and the frequency of their appearance as compared to men; 2. firstness which refers to the number of times women are mentioned before men and the number of times they initiate conversations; 3. adjectives which refer to the types of words used to describe each gender; and 4. activities which refers to the roles assumed by women and men in the textbooks. The results of the study have revealed that there is indeed discrimination against women. Men are visible 28% more than women in the textbooks, they are mentioned first 72% of the time, more adjectives are used for men at around 72%, and, in terms of activities performed, men are active in 80% in the activities but they only perform social or professional activities while women are mostly active in domestic activities.

Malainine EBNOU has an M.A degree in applied linguistics and currently enrolled as a research student at Kanazawa University in Japan. My research is mainly centred around the representation and of women in school textbooks, and my PhD will be concerned with textbook bias against women in Japan, Mauritania and Sweden.

4B.3 Seeking Gender Equality and Inclusiveness for Multicultural Families in South Korea: Focusing on a New Textbook Series by the National Institute of Korean Language

Yuri KIM (Yonsei University)

ABSTRACT

In 2019, the National Institute of Korean Language published textbook series entitled Enjoyable and Precise Korean with Multicultural Families, a revised edition of Korean with Marriage Immigrants (2010) to address the sexually discriminative discourse (Ki, 2018) and other critical issues about female marriage immigrants (Kim, 2016) and traditional gender roles. The new edition edited the illustrations in the text while also being more conscious of the gendered stereotypes of the professions of the characters and other issues like men initiating conversations and making decisions more frequently than their female counterparts (Yun, 2016). While the new version is undoubtedly an improvement, there are still a lot of areas that need to be improved in terms of gender equality and the inclusiveness in language education.

Enjoyable and Precise Korean with Multicultural Families address gender equality, the coverage of traditional gender roles, gendered-stereotypical professions of the characters in texts and illustrations, men initiating conversations, and making decisions are lower compared to the previous series. However, my paper argues that the revisions still have several fundamental flaws that need to be revised, such as assuming that all women are the primary caretakers of the house and children. The first part of my paper addresses everyday situations and how wives ask their husbands to “help” with the house chores and child care. It also tackles the question of appearances such as fat-shaming and ways to address them in the text. Moreover, I argue that the text engages excessively in trying to normalize Koreanness and heteronormativity rather than affirm and embrace non-Koreanness and non-heteronormativity. In sum, this paper draws mainly on the written text and illustrations to elucidate on various social issues and how such mispresentations convey more exclusiveness rather than directly addressing the issues that plague multicultural families and their communities.

Yuri Kim is a doctoral student in the department of Korean language and literature at Yonsei University. She is particularly interested in representation of learners in texts and illustrations in learning materials based on learners' gender, race, nationality, etc. She taught Korean at Claremont Mckenna from 2018 fall to 2019 spring.

4B.4 Sexuality Education in the Peripheries: A Virtual Ethnography of Multilingual Educational Materials and Practices

Benedict ROWLETT (Hong Kong Baptist University)

Putsalun CHHIM (The University of Hong Kong)

ABSTRACT

In this talk we report on the exploratory stages of a virtual linguistic ethnography project concerning language and sexuality education in the peripheries. Our research focuses on the instructional materials used at an NGO drop-in centre for the queer community in a Cambodian city. These materials consist of multilingual posters (English and Khmer) displayed on the walls of the centre which provide explanations to those who make use of this space about diverse sexual identities (LGBTQ+), as well as online resources featured on the NGO's website and social media pages that raise awareness of sexuality issues at both the local and global level. The starting point of our research is directed towards gaining an understanding of the choices and effects of providing multilingual as opposed to monolingual (Khmer only) resources for sexuality education at this particular site of engagement, especially given that the NGO states on its website that English may sometimes be preferable for getting across some of the content. As such we employ a multimodal discourse analysis of the materials (available from photographs of the materials in situ provided by the NGO and on their website), together with an analysis of perspectives drawn from online interviews conducted with the director of the centre and his staff. This virtual ethnographic approach is therefore aimed at drawing critical attention on how the use of multiple languages and other semiotic forms both create and regulate hybrid knowledges about sexual identities at intersections of the Global North and South, and how these knowledges may inform instructional and counselling practices in sexuality education initiatives based in peripheral communities such as this one.

Benedict Rowlett is an Assistant Professor in the Department of English Language and Literature at Hong Kong Baptist University. He is a socio/applied linguist and discourse analyst with research interests in language, gender and sexuality, narrative inquiry, queer linguistics and ethnography.

Putsalun Chhim is a PhD candidate in the School of English at the University of Hong Kong. His research focuses on health communication in the Cambodian context from a sociolinguistic perspective.

Parallel Session 4C

4C.1 Gendered Linguistic Features in a Gender-Neutral Subject Context: A Study Based on Written Solution from Hong Kong Linguistics Olympiad Students

Xin LUO (The Hong Kong Polytechnic University)

Chu-Ren HUANG (The Hong Kong Polytechnic University)

ABSTRACT

Past studies showed differences in linguistic characteristics between male and female writing (Poulsen, 2018; Norrish, 2015; Adeyemi, 2008). Gender differences in the context of academic writing, however, are compounded by the perceived dominance of male students and supposedly gendered linguistic style in STEM subjects. In this paper, we report a study based on writings from a STEM/HSS neutral subject in order to tease out the gendered linguistic features without subject area bias. Hong Kong Linguistics Olympiad (HKLO) is the regional contest of International Linguistic Olympiad, one of the official scientific Olympiads. It is important to note that IOL focuses on developing logical thinking and analytical skills of the students instead of disciplinary knowledge. Hence knowledge of languages or linguistics is not required. Successful participants are typically strong in inter-disciplinary thinking applied to data analytics, while knowledge of possible structures in both human and artificial languages helps. Our study of students' success and profile of solution development in HKLO is among the first based on scientific Olympiads, and in a gender-neutral subject context. The data in this research came from 15 students' solutions from Hong Kong Linguistics Olympiad and Asia Pacific Linguistics Olympiad (APLO) 2020 competitions. Different linguistic features were investigated: personal pronouns, passive voice, tense, causal connectives, etc. Further analysis found that certain linguistic features are used more frequently by specific gender groups. These linguistics features shall be presented together with recommendations for English language teaching in secondary schools.

Xin Luo is a project assistant under supervision of Prof Chu-Ren Huang at PolyU-PekingU Research Centre on Chinese Linguistics (RP2U2). She is currently helping the organization of Hong Kong

Linguistics Olympiad training and competitions. She was the team leader of Hong Kong teams to the 17th International Linguistics Olympiad.

Chu-Ren Huang is a Chair Professor at the Department of Chinese and Bilingual Studies, the Hong Kong Polytechnic University. His recent books include *A Reference Grammar of Chinese* (2016), and *Routledge Handbook of Chinese Applied Linguistics* (2019). He is the editor of *Studies in Natural Language Processing* (Cambridge), *Frontiers in Chinese Linguistics* (PKU Press/Springer) etc.

4C.2 A Preliminary Study of STEM Education and Gender Equality in Hong Kong: A Survey of Practical Observations from Primary School Educators

George Ka Chun LUNG (The Salvation Army)

ABSTRACT

To achieve full and equal access to and participation in science for women and girls, and further achieve gender equality and the empowerment of women and girls, the United Nations has declared 11 February as the 'International Day of Women and Girls in Science' in 2018. The Education University of Hong Kong worked together with the Women's Foundation in 2018 to conduct an extensive research, using an integrated quantitative and qualitative research method, and collect responses from more than 2800 F.5 students from 43 local secondary schools. The research result reveals that female students in Hong Kong conform to negative gender stereotype and think STEM subjects are more appropriate for boys. In general, local female students are less willing to take STEM courses and lack confident in it. This greatly affects their employment opportunities in the future. The research also indicates that students' negative perspectives on STEM drastically spring from the stereotype that society, the parents and the schools inculcate in students.

The research result only reflects the view of F.5 students, and it has aroused the attention of society. Yet, there is not any research in similar scale on relevant situation in Hong Kong primary education to this date. In view of this, the Educational Services Department of The Salvation Army would like to collect valuable experiences and opinions in the primary education sector, and preliminarily look into the learning progress and performance of STEM education and gender equality in primary education. This seeds the universities or other scholars' further study on gender equality and STEM in primary education. Besides, when we inspected the Student Enrolment Statistics, discovered that the gender-disaggregated data in special schools is not disclosed to the public. This increases the risk of female students with special educational needs being awfully neglected.

Experienced education administrator and teacher with a demonstrated history of working in the professional education, training and social services industry. Skilled in Qualifications Framework (QF), Vocational and Professional Education and Training (VPET) and school education.

4C.3 What I Find Important: Gender Difference in Valuing Mathematics Learning in Malaysia

Hui Min CHIA (The Education University of Hong Kong)

ABSTRACT

All the while, promoting students' mathematics learning has always been the emphasis in (mathematics) education research. Seah and Andersson (2015) suggested that the process of valuing can be conative in nature which involves both cognitive and affective aspects. Specifically, values reflect what an individual perceives as important and valuable through their actions in learning and teaching of mathematics. This implies that what students valuing in mathematics learning could influence their learning. This study What I Find Important (in mathematics learning) (WIFI), is a part of The Third Wave project participated by research teams who concern about the value and valuing in mathematics learning. This paper aims to explore what Malaysian students value in mathematics learning and to identify any gender difference in valuing mathematics learning in Malaysian students.

The Malaysian sample in the WIFI study comprised 800 students (from Grade 5 to Grade 10). However, 22 students did not fill in their gender in the questionnaire. Hence, there were 391 primary students and 387 secondary students with a total of 778 respondents. The validated WIFI questionnaire is a four-section questionnaire, whereby Section A consisting of 64 items of 5-point Likert scale, Section B with 10 items of slider rating scale, Section C containing 4 items of open-ended question and Section D was pupils' personal information items. In this paper, our analysis focused on Section B. The data were analysed by using One-way ANOVA to identify the statistical differences in students' responses of different genders.

The preliminary analysis shows that generally, Malaysian students tend to value attributes "process", "effort", "rationalism", "ideas and practices", "exposition", "recalling", "exploration", "openness" and "process" in learning mathematics. In term of gender, girls valued "recalling", "exploration" "openness" and "process" more than boys in learning mathematics. While boys tended to value the attribute "mystery" more than girls.

Ms CHIA Hui Min is a PhD student of The Education University of Hong Kong. She obtained her Master's Degree in Mathematics Education from Universiti Sains Malaysia, Malaysia. Her interest in improving mathematics teaching and learning have led her to research in fields related to pedagogical practice, Lesson Study, value and valuing in Mathematics Education.

4C.4 Girls Don't Have the "Math Sense": How Secondary School Students Make Sense of STEM Related Subject Choice

Kit Wa Anita CHAN (The Education University of Hong Kong)

Adam CHEUNG (Hong Kong Baptist University)

ABSTRACT

In the past two decades, despite their improved access to education, women remain under-represented in Science, Technology, Engineering and Mathematics (STEM). According to UNESCO (2017, pp. 18-20), between 2014 and 2016, the global average enrolment figures of female university students in the fields of "information and communication technologies" and "engineering, manufacturing and construction" constituted only 28% and 27% respectively. Similar situation can be found in Hong Kong. From 2011 to 2017, females have been the minorities in programmes of 'sciences' and 'engineering and technology', standing at around 35% to 39% and 29% to 33% respectively.

Studies have identified various factors contributing to women's under-representation in STEM. Barriers identified include the alignment of science culture and curriculum with masculinity (Archer, et al., 2016), the identity tensions for young girls when they do science (Faulkner, 2007; Gonsalves 2014), teachers' bias (Carlone, 2003; Warrington and Younger, 2000), and lack of science capital (Francis, et al., 2017) This paper contributes to the current discussion by examining secondary school students' narratives towards their STEM choice.

We conducted eight focus group interviews (N=56), comprising female and male students who have chosen more or less STEM subjects in their Diploma of Secondary School Examination (DSE, which is a public examination leading to university admission). Our findings indicate that some prominent gendered beliefs prevail amongst Hong Kong students, including "boys are more sensible whereas girls are more sensitive"; "only boys are endowed with math sense – the natural ability to do math"; "girls only work hard but have no math sense"; and "girls that are good at math are exceptional or abnormal". These gender stereotypical and male-dominated beliefs are particularly damaging to female students, as they undermine their self-efficacy and learner-identities.

Dr Anita Chan is Associate Professor and Associate Head in the Department of Social Sciences at EdUHK. She is an expert in gender and education and has examined various gender issues in Hong Kong education system, including gendered identities of young girls, school teachers and principals, and gender differences in choosing STEM subjects.

Dr Adam Cheung is Assistant Professor in the Department of Sociology at Hong Kong Baptist University. He is a family sociologist and has examined various aspects of gender inequality, including housework inequality and parenting issues, in Asian families.

Parallel Session 5A

5A.1 Writing back to the Centre: The Case of a HK Woman

Orieta Hing Yi WONG (The Education University of Hong Kong)

Kuen Fung Kenneth SIN (The Education University of Hong Kong)

ABSTRACT

Background

In “Gender, power, and communication in human relationships”, Henley (1995) identified a pattern of using non-verbal response as the dominating mode of communication.

Objectives

This paper explores, from the perspective of a female academia based in Hong Kong, the reason why one chooses to behave non-verbally as a function of power, status and/or dominance. From the perspective of a feminist politics that aims to promote women’s autonomy, Michel Foucault explores the tendency how the Centre of power might reduce social agents to docile bodies such that “it” might be marginalized (Foucault, Feminism). The paper asked what might be the dominant practice that shapes the landscape of power politics, and how, might the marginalized writes back to the Centre.

Method

Analysis will be done from the perspective of discourse analysis. However, as female discourse tends to be non-verbal in nature, the paper seeks to analyse female discourse in action as an alternative way of analysing social dialogue. The paper will evidence how female identity chooses to flow like an undercurrent such that spatial boundary might be shifted; and how such shifting boundary, might, in the end, theorize space and gender in the 21st Century. The course of de-centring attempts to reshape diaspora as the centre. It seeks to dominate space by the method of diffusion, and, in such a way, re-define, operationally speaking, a woman's voice.

Preliminary findings

The case is an attempt to showcase how a woman chooses to survive by diffusion and how such

gendered survival might shape the future of a feminized city in the age of big power struggle.

Dr Orieta H. Y. Wong has an expertise in diversity management from the perspective of measurement and intervention. She is currently resided in the Centre of Special Educational Needs and Inclusive Education, EDUHK. She writes extensively on a variety of topics, including gender, language, and education.

Professor Kenneth Sin is the Director of the Centre for Special Educational Needs and Inclusive Education and the Professor in the Department of Special Education and Counselling at EDUHK. His expertise lies in the area of supporting students with special educational needs and professional development in inclusion.

5A.2 Narratives of Women in a Man's World: Stories & Positionings of Engineering Students in Kuwait

Munirah ALAJLAN (Kuwait University)

ABSTRACT

This paper explores narratives of engineering female students Kuwait University looking into how they construct their professional identities and choices. Whilst the number of women studying engineering in Kuwait, unlike anywhere else, outnumbers the number of men, this is a largely under-investigated area in terms of narrative and identities analysis. The data consist of narrative interviews conducted with Kuwaiti students completing their senior year at the college of engineering and petroleum and who have also undertaken an internship in several different engineering companies and field sites. The research provides insights into the under-researched field of women's identities in engineering. The study explores their identities' construction through their narratives told in interview setting. Using narrative positioning theory (Bamberg 1997), the analysis looks at (1) the informants' identity construction within the narrative told, (2) the informants' local situated positioning in the talk in the interaction of the interview setting, and finally (3), how both of these positionings assist in shaping the informant's identities towards the wider available discourses. Through a focus on a range of linguistic choices, for instance, pronominal choices, and specific story-genres, I show that the participants position themselves as agentive individuals, ready to adapt their lifestyle to institutional structures that accommodates men and the patriarchal lifestyle. The women challenged all types of the master narratives, unlike other studies that focused on women's insecurity regarding their technical abilities. The analysis also showed that, whilst engineering is a profession imbued with a culture of technical know-how, the women position themselves in the counter narratives rejecting all types of stereotypical images formed about female engineers in traditional society; they showed a 'tinkering image' ready to join with male counterparts in the various fields of engineering. This research contributes to the wider perspective of women in engineering and society as a whole.

I teach in Kuwait University holding an MA in Applied Linguistics (University of Newcastle upon Tyne), and a PhD in Applied Sociolinguistics (King's College, London). I have researched Kuwaiti engineering students. I have been a member of the Pluricentric and NDV-Working Group (non-dominant varieties) representing Kuwaiti Arabic.

Parallel Session 5B

5B.1 Equal Opportunities Campus – A Key Element to Equality and Diversity

Gloria LAU (The Education University of Hong Kong)

ABSTRACT

"The University is committed to promoting diversity and equal opportunities in academic pursuit and employment, and to eliminating any form of discrimination or harassment against staff, students, and other persons who have dealings with the University. Everyone, irrespective of their race, colour, sex, language, religion, political or other opinion, national or social origin, has the right to be respected and be treated fairly. Mutual respect and fair treatment are conducive to the creation of diverse and harmonious learning and working environment. While recognising that promotion of diversity and equal opportunities can enable staff and students to achieve their full potential, we take proactive steps to advocate an equal opportunities campus."

The above is the first paragraph of the Diversity and Equal Opportunities Statement of the Education University of Hong Kong (EdUHK). Education and personal experience are important in achieving equality and diversity in the family, campus and society. The speaker will share the initiatives of the EdUHK in building an equal opportunities campus, with particular address on gender equality, from the following perspectives:

- Policy
- Facility
- Promotion and education
- Grievance handling

Gloria Lau is an experienced equal opportunities practitioner. She joined the Education University of Hong Kong as Equal Opportunities and Disability Access Officer in 2017. Before that, she worked in the Equal Opportunities Commission, the statutory body implementing anti-discrimination laws, including the Sex Discrimination Ordinance, in Hong Kong.

5B.2 Gender and Vocational and Professional Education and Training: Perspectives of Educators and Parents in Hong Kong

Cherry Kwan Yi WONG (Vocational Training Council)

George Ka Chun LUNG (The Salvation Army)

ABSTRACT

Vocational and Professional Education and Training (VPET) plays a pivotal role in broadening the learning opportunities for school leavers and in-service personnel and nurturing the requisite human capital in support of Hong Kong's development. The Government has all along been committed to promoting VPET, and encourages young people to pursue education pathways and join industries that best suit their abilities and interests. Education system needs to nurture applied skills to integrate different knowledge, skills, values, and attitudes. The VPET offers more programmes with greater flexibility as well as an emphasis on application and industry input, while underpinned by a robust qualifications system, with a view to enabling young people to acquire professional work skills, applied knowledge in innovation and technology. The Government has all along stressed the importance of VPET in sustaining social and economic development of Hong Kong.

The Education University of Hong Kong and the Women's Foundation conducted a large-scale research in 2018. The research concluded that female students were negatively affected by gender stereotyping. Female students consider that STEM subjects are more appropriate for male students and they have less intention and confidence in taking STEM subjects, which affect their career opportunity in the future. Although the research reflects only the view of Secondary 5 students on STEM education, it already aroused the attention of the community. However, there is no research to study the situation of VPET education and gender issue in Hong Kong. In this connection, this survey would like to launch a study to investigate the learning process and performance of VPET education and gender equality of students in the Post-Secondary Sector by collecting experiences and opinions of teachers and parents. It is expected that the findings will provide a foundation for further studies undertaken by researchers in tertiary and other sectors.

Cherry Kwan Yi Wong – Teaching Associate of the Vocational Training Council (VTC). VTC is the largest vocational and professional education and training provider in Hong Kong. Experienced and skilled in Vocational and Professional Education Training (VPET), higher education administration, academic programme management and quality assurance.

George Ka Chun Lung – Experienced education administrator and lecturer with a demonstrated history of working in the professional education, training and social services industry. Skilled in Qualifications Framework (QF), Vocational and Professional Education and Training (VPET) and school education.

5B.3 Male and Female Kindergarten Teachers' Attitudes Towards Trilingual Education in Hong Kong Kindergartens

Catherine Shee Hei WONG (The Open University of Hong Kong)

ABSTRACT

Kindergarten teaching is mainly staffed by women in Hong Kong. According to Education Bureau of HKSAR (2002), for the 2001/02 school year, the numbers of male and female serving kindergarten teachers (KT) are 41 and 8 737 respectively, while those of prospective KT undertaking various approved training programmes are 9 and 1 480 respectively.

Hong Kong is linguistically complex and diverse with three principal languages: Cantonese, English and Putonghua. The HKSAR government has made a series of language policy reforms trying to create a reasonable balance among the three languages in Hong Kong. The 'biliterate and trilingual' policy has been influencing the curriculum design in most Hong Kong schools since 1997. Since then, many preschools in Hong Kong have been teaching Cantonese, English and Putonghua to young children from the age of three.

This study aims to investigate whether there are differences between male KTs' and female KTs' attitudes towards trilingual education in Hong Kong kindergartens. 70 KTs (male: 5; female: 65) were interviewed for their perceptions about raising a trilingual child in Hong Kong, whether they would equip their young child with a second/third language if they were a parent and the reasons, and what they thought about the advantages and opportunities of being trilingual, the challenges for KTs to teach the three languages to young children in Hong Kong as well as for parents and trilingual children. These KTs also provided suggestions for the parents who want to raise trilingual children since a very young age.

In view of the findings of this study, we reflect upon the role of gender of KTs and the 'best pedagogical practice' in child language development, providing insights and implications for kindergarten practitioners to devise effective pedagogical practices in child language education.

Name: Catherine Wong Shee Hei

Institution: The Open University of Hong Kong

Position: Lecturer (School of Education and Languages)

Academic Qualifications: PGDE (English Language and Putonghua Education), M.Phil. in Linguistics, Bachelor in Arts (English Language Studies)

Research Interests: Bilingualism and Multilingualism, Second Language Acquisition, English for Academic Purposes/Specific Purposes, Acquisition of Chinese as a Second Language

Parallel Session 6A

6A.1 Mothers' Roles in Supporting Children's Early English Private Tutoring in China

Chun ZENG (The Education University of Hong Kong)

ABSTRACT

With 'English fever' spreading over East Asia countries for several decades, many parents believe English proficiency is important for securing children's future academic and career success, so they strongly support early English education (EEE). However, in Mainland China, English education has been prohibited at kindergarten since 2018, but this does not cool down parents' zeal for EEE. An increasingly number of parents enroll their children in early English Private Tutoring (EEPT) for making up the deficiency of null-English-education at kindergarten, leading to the growing popularity of EEPT in China.

Shaped by a gendered division of labour, mothers usually undertake the majority of work in supporting children's education. From the perspective of cultural capital, mothers' own educational backgrounds and professional experiences also shape their beliefs and practices toward EEPT. Meanwhile, the modernized society has accelerated the complication of mothers' roles, which has been synthesized into a term "intensive motherhood" to describe mothers who support children's education financially, expertly and emotionally. However, there is a paucity of research focusing on mothers' roles in their children's EEPT in China.

This study aims to understand mothers' roles in supporting children's EEPT through narrative inquiry. Three Chinese mothers were involved in an interview-series on their management of children's EEPT. The analysis of mothers' narratives was based on the perspective of cultural capital. Preliminary findings illuminate the dominant roles mothers play in children's EEPT and the close relationship between their own learning experience and practices toward children's EEE. However, mothers receive different support in the family domain when they are involved in children's EEPT, which could lead to their various roles and discrete constructions of motherhood. The findings of this study reveal mothers' zeal for EEE and shed light on the expansion of modern motherhood in the particular context of Mainland China.

Ms ZENG Chun is a second-year Ph.D. student in the Department of Curriculum and Instruction in EdUHK. She worked as a lecturer for English majors for 6 years at a university in China. Her research interests include shadow education, early English education and parenting.

6A.2 Exploring the Roles of Foreign Language Learning in the Well-being of Third-age Females in Japan

Aya HAYASAKI (Waseda University)

ABSTRACT

Goals for school-aged and young adults to learn foreign languages seem to be rather obvious, such as to prepare for school examinations or work. On the other hand, it is only recently that scholars began to address why it is important particularly for older learners, or 'third-age' learners to continue to learn foreign languages (e.g. Gabryś-Barker, 2018). Several studies have argued that foreign language learning courses “offer new opportunities for healthy seniors in the area of socializing and integration into society, which consequently may positively affect their overall well-being” (Klimova & Pikhart, 2020, p.1). However, few studies have focused on female third-age learners, much less how foreign language learning might help women to overcome gender-specific challenges in the society—such as balancing their identities as wives, mothers, workers, learners, and socializing people--and “flourish” (Seligman, 2002). To address this, the present study conducted a narrative inquiry into life history interviews of 6 married Japanese female learners of English in their 50s to 70s, who were enrolled in the same advanced-level English course in a university life-long learning program. The findings show that marriage, giving birth to children, and the death of their partners were among the most critical events in their lives, when learning a foreign language seemed to help them maintain their positive and sociable selves. In the presentation, the author will further discuss its pedagogical implications and transferability to broader contexts.

Aya Hayasaki is a PhD student in the Faculty of Letters, Arts and Sciences at Waseda University. Her professional interests include emotions, mindset, well-being in language learning, and learning beyond classroom. She holds a Master of Arts in Teaching English as a Foreign Language from the University of Birmingham, UK.

6A.3 Male VS. Female in Language Learning around Egypt

Heba EL-TOUKHY (Tanta University)

ABSTRACT

This presentation focuses on showing the results of a research comparing language learning needs and preferences among Egyptian universities' students around Egypt. 3 states were researched; Cairo, Alexandria and Tanta. The aim was to find out whether there were language learning needs and preferences differences between Male and Female students. A total of 300 senior students, 150 male and 150 female participated in the research. The Findings showed that there were significant differences on both language learning needs and preferences between Male and Female in Egypt.

Dr Heba S. El-Toukhy, Assistant professor in Faculty of Education, Tanta University, and Former English Instructor at the American University in Cairo. Has presented in many national and international conferences in the past few years, interested in CALL and disabled students especially dyslexia around the world.

Parallel Session 6B

6B.1 Gender and the Virtue of Women: Reform Policies and Ideological Indoctrination in Chosŏn Korea

Wing Shan CHAN (The Education University of Hong Kong)

ABSTRACT

Confucianism is an ethical system, which prescribes ideal human values and social behaviour. It was adopted as the state ideology for over five hundred years of Chosôn dynasty (1392-1897). Due to the adoption of Confucian ideology by the court, virtuous ideology was becoming ingrained in Chosôn dynasty and it also resulted in the emergence of *Yŏllyŏ* (virtuous woman, 열녀, 烈女). It was a term for praising a woman who took her own live in order to preserve her chastity. It can be argued that Confucianism resulted in lots of changes and influence on the lives of women. The strict idea of woman's faithfulness from Confucianism weakened deep-rooted native concepts concerning women, as well as tightened control over women's thought and their conduct.

Women's chastity was always regarded as a beautiful virtue. Remaining chaste was not only a tradition, but also was the highest virtue of women. One might argue that the prosperity of the country depends on the proper public morality that starts from domestic affair and thus women's thought and behaviour should be governed for strengthening the foundation of the country. Nowadays, the Korean society still thinks much of virtuous ideology. Nevertheless, it is certain that virtuous ideology was promoted and implanted in the entire society intentionally by the authorities.

This paper is to further historical research on the value of *Yŏl* (Chastity, 열, 烈) from historical, political and socioeconomic perspectives, focusing on the interrelationship between the state led moral textbooks, new legislations and sociological changes. The major emphasis of this paper will be placed on the analysis and evaluation of the reform policies based on Confucianism, reward and punishment system and the publication of moral textbooks in order to uncover the reasons why virtuous ideology took root in the minds of women in Chosŏn Korea.

Wing Shan Chan is currently a lecturer in the Department of Linguistics and Modern Language Studies at The Education University of Hong Kong. Her main research interests are gender relations, the interaction of the exaltation of chastity and the institutionalization of patrilineality. She has previously conducted researches on the role of Hanja in Korean language, the change of North-East Asian interstate relations and international migration, as well as the reform of political institutions in Chosŏn dynasty.

6B.2 'I Let my Heart Decide the Way': A Narrative Inquiry into Chinese Young Doctoral Women Constructing and Negotiating their Doctoral-researcher Identity

Xiujuan SUN (The Education University of Hong Kong)

ABSTRACT

Gendered research has well documented the identity development challenges facing doctoral females, especially those in mid-lives that are liable to experience conflicting family-academy demands (Brown & Watson; Heinrich, 2000). By contrast, little attends to the lived doctoral experiences of young women students and how this cohort make sense of their identity construction during doctoral education. The current study seeks to address this gap and will extend our understanding of how doctoral females without family and childcare responsibilities develop their identities and imagine their futures in relation to their personal history.

A life story interview method is used to gain insight into four participants' doctoral experiences situated in a Hong Kong context (Atkinson, 2007). The descriptive-categorical-analytical coding process is applied case by case to keep each narrative story intact and to make further comparisons of their identity trajectories. Findings reveal that despite the nuanced constraints characterizing their personalized doctoral journeys, there appears striking convergence in the way participants transform their sense of being a doctoral researcher. These women exert strong agency in defining and navigating their way forward through fostering reflective research practices, conceptualizing doctoral difficulties from a developmental perspective, and self-driven commitment to become an independent and versatile researcher.

However, their future-oriented narratives meanwhile convey a sense of obscurity towards post-graduation career prospects and concern for potential family-career clash. Such phenomena point to the dissonance between the doctoral females as agentic individuals and the apparent lack of career guidance as regards their professional development aspirations. Thus, the study hopes to encourage women doctoral students envisioning a research career to seek mentoring opportunities and role models during and beyond their doctoral contexts. It also calls for doctoral educators to nurture a community of mentoring to help the aspiring female researchers prepare for the academic career and reach their potential.

Miss SUN Xiujuan is currently a full-time PhD student at The Education University of Hong Kong. Using a narrative inquiry lens, her PhD research area mainly addresses doctoral experiences and identities in a Hong Kong context. As a qualitative inquiry enthusiast, she is also interested in exploring women academics' career development and ESL doctoral writing practices.

6B.3 Discourse of Acceptable Body and Appearances within Institutional Discourses: Understanding Gender Identity Construction at School

Disha MAHESHWARI (University of Delhi)

ABSTRACT

This paper investigates the issues of body image to understand characteristics of hegemonic femininities that encourages certain idealised forms of gendered identity at school. It aims to understand the ways in which the school imposes its institutional power to align its subjects towards a more socially accepted identity. It is important to understand the ways in which power operates within the discursive practices at school along with the forms of resistant discourses that emerge because of the exercise of power by the dominant institutional discourses. This study is based on the eight month long ethnographic fieldwork in a school in Delhi, India in order to understand the negotiation of gender identities in and through discourse.

Schools and its' peer cultures are a significant setting within which students actively negotiate the continuous process of their gender identity construction. This paper specifically explores the ways in which institutional discourse affects the construction and negotiation of gendered identities with reference to the discourse of body image and appearances endorsed by the institutional agents. It explores the struggle between the institutional structure to reinforce and maintain bodies that adhere to the gender order and the resistance put forward by students (girls) as a challenge to the mechanisms of social control and subordination. The arguments are discussed in the light of representative examples from the data. It clearly demonstrates the struggle that an adolescent girl, Anita, and her friends go through in their everyday life at school to negotiate their gendered bodies and identities between the institutional notions of hegemonic femininities and their own agency. The body thus is not only a site of social control and unequal gender relations, but also a site for individual agency that allows possibilities for contestation and negotiation with others in everyday practices.

Disha Maheshwari has a PhD from Department of Education, University of Delhi. She has worked as an Assistant Professor at School of Education, G. D. Goenka University where she taught courses on

Pedagogy of English and Gender, School, and Society to undergraduate students. She was also a Commonwealth Scholar at Centre for Applied Linguistics, University of Warwick from 2015 to 2016. She is currently working as a freelance educationist.

Parallel Session 6C

6C.1 Japanese Female English Learners' Naturalized Transition from High Achievers at School to Leisure English Consumers outside Work: The Role of Popular TV Commercials

Yoko KOBAYASHI (Iwate University)

ABSTRACT

Research background

The study is situated in a Japanese context where there exists a salient gap between female students in seemingly gender-equal secondary education and female college graduates in the men-dominated real world. Whereas female students are encouraged to study for their bright future career, young working women remain marginalized and led to either English study for fun or reemployment in women-friendly unstable occupations (e.g. freelance interpreters). In contrast, male workers, who show a lower level of interest in studying English at school, are acknowledged as legitimate employees and thus given by far more privileged opportunities to study and use English at work.

Objectives

Rather than holding young Japanese women accountable for their lack of critical awareness of the gap between their dreams of thriving on global career and the reality of women's marginalization in the Japanese business world, the study examines how the English language industry contributes to the naturalization of female college graduates' transition to seemingly independent but profoundly femininized roles through its nationwide TV advertising.

Methods

The study conducts critical discourse analyses of a major language school's 6 years-long popular TV commercial series that feature one particular female celebrity who plays a role as the school's student studying English for private overseas trips to famous western cities (e.g. Sydney).

Preliminary findings

The following analytical concepts are found to be instrumental for an understanding of how the celebrity's textual and visual discourse naturalizes Japanese female adults' renewed motivation to study/use English study/use for non-professional purposes (e.g. a small talk with 'real' native-English-

speaking westerners): ‘a fantasy world through the use of low modality images’ (Machin and Thornborrow, 2003), Japanese stereotypical images of ‘authentic’ foreigners (Seargeant, 2009), ‘synthetic personalization’ (Fairclough, 2001), ‘hybrid postfeminist subject’ (Lazar, 2014), and Japanese women’s kawaii [cute] language/culture (Burdelski & Mitsuhashi, 2010; Nakamura, 2004).

Dr Yoko Kobayashi is Associate Professor of applied linguistics, Iwate University. Her research interests include the role of gender in Japanese students’ attitudes toward English and other foreign languages. Her work addressing this theme has appeared in international journals such as *Gender and Education* (2002), *World Englishes* (2007) and *Applied Linguistics* (2014).

6C.2 The Promotion of Education among Jewish Women in Iran: A Struggle between Modernization and Tradition

Monica MEREU (University of Cagliari)

ABSTRACT

The 1950s have been characterized in Iran by the promotion of girls education, also within the Jewish community, intensified by a new public educational system, which was "Persianized" and secularized. The aim was the promotion of female emancipation as a necessary step in the construction of a new modern Iranian society: even though this process was created on a system of idealized images of women and their role in the society that confined them only in feminine professions. Moreover, this process of modernization was imposed homogeneously, not taking into account the different cultural, religion, sociological and geographical situation of the country. From the government, women emancipation was analysed in terms of their appropriation of new social forms that were, in most of the cases, far from women's identity and in the abandoning of their traditional values. This approach to education, for example, contributed to marginalize other previous forms of identity, such as the religious one. Being an active actor of this new modern and on-going society meant being Iranian citizens in the public but maintaining their religiousness at home. This identification disaffected some Iranian Jewish women from their culture, weakened their roots and drastically altered their identity, causing a sort of alienation from their traditions and religion. For that reason, in order to preserve them for a full integration into the Iranian society and preserve their Jewishness, the family still preferred Jewish school for their young daughters. For women, the safeguard of their religious values and the cultivation of a strong sense of family and community had been, for generations, a way to overcome their specific condition of minority in a male-dominated world and society. The main source of this paper is oral history.

Monica Mereu is a Ph.D. candidate at the University of Cagliari, undertaking a doctoral program in Persian Studies. Her project aims to give a narrative form to the *Oudlājān* neighbourhood of Tehran (the old Jewish quarter), collecting memories and stories of Jewish women who used to live there

and then moved during the 1950s. In 2018, after several international university experiences (Norway, Ireland, Portugal and The Netherlands), she received her master's degree in History and Society *magna cum laude*. During this time, she studied Persian Language at University of Cagliari. For a semester she studied history and Persian language at the University of Tehran.

6C.3 Gender Norms and Stereotypes in School Recess Activities, Fostering Gender Inequality: Case Study of Spanish Schools

Mostafa BOIEBLAN (Universidad Politécnica de Madrid)

ABSTRACT

Gender inequality manifests itself in different societal arenas such as intimate partnership (e.g., Anderson, 2005; Heise, 1998), the workplace (e.g., Dashper, 2019), and education (e.g., Zeng, Pang, Zhang, Medina, & Rozelle, 2014). This paper examines how the roles assigned to females in their adulthood (e.g., Blackstone, 2003) are rooted in their early years of (gender-based) schooling. At school, although education within the classroom is fundamental for the personal and academic development of students, it is also so outside (e.g., during recess), in so far as the identity of these students continues to be formed and consolidated there as well. School spaces such as recess are not simply a context where the learning process is paralyzed to give way to fun before students are called upon to enter the classroom again to resume the learning process. During recess, boys and girls interact, fostering in this manner their social identities — hence the importance of exploring how female and male identities are formed and consolidated in this space. This research seeks to explore how recess activities in Spanish primary and secondary schools are organized according to gender differences and how this common practice promotes gender inequality. For instance, while boys generally play football, whose field occupies the most space compared to other sports activities, promoting in this way competitiveness, leadership, strength, etc., girls play rope jumping in small groups in the remaining space. In Spain, some schools recognize the importance of banning this sport modality from their facilities as it represents a conspicuous practice of how girls begin to suffer gender inequality from a very early age. The foundational basis for this phenomenon and possible ways to intervene are discussed.

Mostafa Boieblan, PhD, is an associate professor/ a part-time instructor at the Polytechnic University of Madrid, and the Alfonso X el Sabio University, Spain. His research interests include issues in embodied cognition, discourse analysis, gender ideology, conceptual metaphor, and domestic

violence against women. One of the projects he is working on is *Conceptual metaphor framing effects: a window into male social identities construction and interaction in domestic violence against women*. He is also a member of the organizing committee of Empirical Methods in Cognitive Linguistics workshops. He has presented in national and international conferences research papers focusing on how language shapes cognition and behaviour (e.g. Social identity and domestic violence: a cognitive approach. The Second International Scientific Conference "Discourse as Social Practice: Priorities and Prospects", Centre for Socio-Cognitive Discourse Studies at Moscow State Linguistic University). He participated in *EAP (Education Abroad Program)* at Berkeley (University of California), Linguistics Department, for two semesters. He also worked as a research assistant at The Library of Social Science, New York City. He has published an article in a scientific journal *Dimensions of coupling source and target domains in multimodality-based and orientational metaphors*.

Parallel Session 7A

7A.1 Rhetorics of the Constructed Language and the Role of Gender in J.R.R. Tolkien's The Hobbit and The Lord of the Rings

Yashomana CHOUDHURY (Northeastern Hill University)

ABSTRACT

Fantasy Literature is marked by a distinctive style where the language plays a powerful role. Fantasy Literature uses language that is rich, expressive and intricate and often constructed. J.R.R. Tolkien is the overseer of invented, constructed languages and he is legendary in this field, especially after the publication of his books, The Hobbit, The Lord of the Rings.

Tolkien considered language as the indispensable part of a community for it to continue to exist. You exist as long as the languages you speak continue to exist. Tolkien believed that through the invention of new languages in deconstructing, recreating, creating words, images, the syntactic structure of other languages, the equilibrium of power can be changed and disrupted; resonating the practice of imperialism in the real world. Tolkien's work is reflective of his political views, his despise of imperialism. The invented myths and histories of his fictional middle-earth are surrounded by a theme of hegemonic power which is communicated through the constructed linguistic and language contexts.

The objective of the paper is to understand and study the rhetoric involved in the constructed language of Tolkien. It will further study these implications; one how Tolkien's constructed languages play a gendered role and will try to identify the power imbalances which are created and sustained through language. Through the examination of languages, we can study the role of masculinity which is prominent in his works and how the role of femininity is interpreted in relation to masculinity. Next, is the political relevance, and why the need for invented languages? How the political rulers have always demanded the control of language which enables them to control the past and the future.

Mrs Yashomana Choudhury is a fifth year PhD student at North-Eastern Hill University, Shillong, India. Her study explores Fantasy Literature and the title of her thesis is ‘Language and the construction of alternate world: A select study of Modern Fantasy’. She holds an MA in English and BA in English from Guwahati University, India. Prior to starting her doctorate, she taught courses in communicative English at the National Education Foundation Law College, Guwahati, India. Yashomana is also a freelance creative writer, volunteers for local societal NGO work & aspires to be a creative writer. Please email yashomana@gmail.com to contact Yashomana.

7A.2 Rethinking Gender Pervasiveness through Selected Stories of Saadat Hasan Manto

Bondita BARUAH (Northeastern Hill University)

ABSTRACT

Gender inequality is one of the many systemic inequalities prevalent all over the world including Asia, especially among the developing countries. A chapter on Gender Inequality by the UNDP states that gender creates stratifications and hierarchies in almost all societies hence placing the male at the pivot of social, economic and political conditioning. However, it is not just through control and access to resources that gender inequality it determined. Many norms, adages and stereotypical formations have restricted the conditioning of men and women in such a way that has led to the formation of gendered types. This segregation of gender often took to the likes of depravity borne mostly by the females. Literature of such happenings is rampant especially after the popularity of feminist movements and through the early- and mid-twentieth century in the form of progressive voices who unwaveringly went behind the veil to investigate and bring out the peripheral, marginal, isolated, silenced subjugation that women had to bear. The objective of the paper will be analysing selected stories of the Urdu short story writer Saadat Hasan Manto in translation, to show how women were doubly oppressed during Partition of India and Pakistan in 1947 — being subjected not just to partition violence but also being victims of abduction and rape. Also, how in some of the stories Manto depicts the arena of partition as a site of escapade for women. The paper will also show how Manto debunks the myth of hegemonic masculinity as a malicious oppressor by showing how some women sought to remain with their abductors without bothering about the family honour thereby embracing the liberation that they had attained from their previous oppressive households.

Bondita Baruah is presently a Ph.D. research scholar in the Department of English, North Eastern Hill University, Shillong (India). She had earlier obtained her M.Phil. degree from Gauhati University, Guwahati (India). Besides having worked in a college for almost seven years, Baruah is also a freelance writer and translator.

7A.3 Children and Mirrors, Beer and Lust? Authorial Gender Markers in Contemporary Popular Literature

Peter STOREY (Hong Kong Shue Yan University)

ABSTRACT

David Hoover's 2013 study of gender markers in the works of male and female poets generated results even Hoover considered provocative in suggesting the prevalence of stereotypical associations between female-authored poetry and markers like children and mirrors and male-authored poetry and markers like beer and lust. Three years later, Rybicki's multivariate analysis suggested that such gender markers tended to neutralise in modern fiction compared to the classics and that era and genre might be more important authorial markers than gender. Wiedemann and O'Sullivan (2018), however, applied similar statistical models to corpora of Victorian, modernist and contemporary novels and concluded that stereotypical gender marking appeared to be greater in contemporary novels than ever before.

This presentation reports on a study that revisited the issue of authorial gender markers in four examples of contemporary popular literature, two by female writers – Normal People, and Milkman, two by male writers – On Chesil Beach and Never Let me Go. The novels deal with themes of contemporary relevance to young people and have potential influence beyond the reading public through their movie or televised versions. Corpus tools are used to identify possible gender-distinguishing authorial markers, which are then examined in context to determine how the associated topics are treated differently by the male and female writers. Conclusions are drawn about the feasibility of distinguishing male and female authorial characteristics. Findings remind us that quantitative analysis removes context and that if male and female writers use words associated with a particular theme or stereotype it is not an indicator of how they that theme or stereotype will be discussed. Writers of either gender may discuss stereotypically gendered themes specifically in order to subvert the stereotypes.

Peter Storey is a language teacher, teacher educator, language programme administrator and

researcher who has taught topics in applied linguistics, language and literature over the past three decades in Hong Kong. His research interests include language programme evaluation, corpus studies of language and literature and corpus applications to content-based language learning.

Parallel Session 7B

7B.1 Aspiration, Expectation and Imagination as a STEM Teacher in Hong Kong: The Similarity and Difference in Gender Perspective

Wai Sun Derek CHUN (The Education University of Hong Kong)

Siu Ho Thomas YAU (The Education University of Hong Kong)

Kin-Man Leonard POON (The Education University of Hong Kong)

Hei-Hang Hayes TANG (The Education University of Hong Kong)

ABSTRACT

Given several government policy initiatives established the blueprint of STEM education, STEM education has become an emerging trend in Hong Kong since 2016. Besides, the issue of gender in STEM-related jobs has gained more attention in recent years, since traditionally the participation rate of female in the industries related to STEM is low in either the global or local context. Factors such as social culture, family structure and education system are generally considered as the main causes for this imbalance in terms of gender. However, not many studies have directed the scope of investigation to gender in the profession of STEM teacher or educator, who carries the important responsibility of nurturing the next generation for the sustainable development of STEM-related industries. Therefore, the objective of this study is to examine the influence of teacher education in the fostering of professional identity for pre-service STEM teachers, which included the rationale and expectation behind their choice, and the differences contributed by the factor of gender. This focus is also essential when teachers could be one of the crucial agents in building student's aspirations toward different STEM careers and professions.

In view of the above objectives, 4 male and 4 female pre-service teachers from a teacher training institute were individually interviewed. We adopted a life-story approach to investigate how teacher aspiration is constructed on these prospective STEM teachers. Lives or specific events which occurred during their lifetimes were self-reflected to explore how study and growing experiences, personal expectation and imagination on STEM teacher have been influenced. The empirical findings not only can enable us to better understand how the role and identity of STEM teacher are perceived, but also inform policy recommendation about teacher education, career and life planning education and the advocating role of STEM teachers for gender equality in STEM professions.

Derek W. S. Chun is a senior research assistant at The Education University of Hong Kong. His research interests include youth studies, global career guidance development, career and life planning education and vocational education development in Hong Kong. Recently, he is exploring his research focus on vocationalization of English and STEM aspirations of post-secondary students from different perspectives.

Thomas S. H. Yau is a postgraduate student at the Department of English, the Chinese University of Hong Kong. His main research interests are in second language acquisition and cognitive linguistics. He has also pursued research on language and society, language policy, curriculum and education policy, vocational education in Hong Kong, technology enhanced learning and learning analytics.

Leonard K. M. Poon is currently an associate professor in the Department of Mathematics and Information Technology at The Education University of Hong Kong. He received his PhD in computer science from The Hong Kong University of Science and Technology. His current research interests include clustering, text mining, probabilistic graphical models, and artificial intelligence in education.

Hayes H. H. Tang is currently an assistant professor in the Department of Education Policy and Leadership at The Education University of Hong Kong. His research interests are in the fields of higher education, academic profession and youth studies. Currently he conducts institutional analysis on entrepreneurial universities, academic profession and academic life in reinventing the public mission of higher education.

7B.2 How Much Can Girl's Advantage in Reading Explain the Gender Gap in STEM? (Cancelled)

Chun Fai Joseph YAU (The Education University of Hong Kong)

ABSTRACT

There are fewer women than men in STEM (Science, Technology, Engineering and Mathematics). Closing this gender gap is important for economic growth and it is also a matter related to social justice. In Hong Kong, explanations for female underrepresentation in STEM have focused on socio-cultural factors, such as parental expectation and stereotypical beliefs (Yeung & Liong, 2016; Chan & Cheung, 2018; So, et al., 2020). However, recent research has begun to suggest that a significant part of the gender gap is caused by a contextual factor known as 'comparative advantage (CA)' (Jonsson, 1999; Wang, et al., 2013; Card & Payne, 2017; Stoet & Geary, 2018; Breda & Napp, 2019). Females perform equally well in both STEM and non-STEM subjects but males tend to perform better in STEM subjects. This asymmetry causes females to be less incentivized than men when pursuing a career in STEM. Moreover, this gendered pattern of academic strengths may create frame-of-reference effects, with males being disproportionately confident and females overly modest despite having a similar Math performance in absolute terms. The comparative advantage hypothesis has not been tested in the Hong Kong context extensively. Using individual-level data in the OECD-PISA database for Hong Kong schools, we first examine the size of the gender gap (1) in Math ability (2) and in Math interest. We then analyse (3) the gender gap in Math interest when controlled for ability (4) and when controlled for CA. This will help us to determine how much absolute ability or CA contributes to the STEM gender gap. Furthermore, we also explore (5) the gender gap in Math self-concept; (6) and when it is controlled for ability (7) and for CA. This helps us to determine if CA has frame-of-reference effects on Math self-concept in addition to Math interest.

Cheng Ka Ying, Cheng Wing Ying, Cheung Hei Ching, Tsang Wah For and Wong Tsz Shun are Form 4 students from Hoi Ping Chamber of Commerce Secondary School. Yau Chun Fai Joseph was previously a History teacher at Hoi Ping. He is currently studying his PGDE in History at the Education University of Hong Kong.

7B.3 Why are Female Students Not Taking STEM in University? Results from a Student Survey in Hong Kong

Adam CHEUNG (Hong Kong Baptist University)

Kit Wa Anita CHAN (The Education University of Hong Kong)

ABSTRACT

Women's access to education has significantly improved in recent decades; however, the gender skew in STEM subjects – the underrepresentation of female students in Science, Technology, Engineering, and Mathematics – persists. The phenomenon is even more noticeable in the advanced economies. In this study, we examine factors at individual, peer, and family levels in contributing to students' choices of STEM electives in the secondary school curriculum, and their intentions to choose STEM as their preferred choice of university majors and career orientations.

Data of this study come from a representative survey of Secondary 5 (11th Grade) students in Hong Kong (Ni=2, 807 students; Nj=43 schools). Our data show that female students are not only less likely to take STEM-related electives in the DSE curriculum (the mainstream curriculum leading to university entrance), but also more likely than male students to leak out from the STEM pipeline in the later stages. That is, even female students have taken STEM-related electives in the secondary schools, they are less likely to pursue STEM majors in higher education or a career in the STEM fields. Regression results show that gender differences in the subject self-concepts, preference on job characteristics, and stereotypical beliefs towards STEM are the key factors to women's low intention to choose STEM fields in education. Gender stereotypes towards STEM also hinder female students from continuing their pursuit of science in university. Despite similar academic performance, female students tend to hold a lower level of self-concept on science-related subjects than male students. Meanwhile, school-related factors exert an indirect effect on the subject choice mostly through affecting students' subject self-concept and stereotypical belief towards STEM. Our findings suggest that more measures have to be taken to change female students' perceptions about science and improve teaching so that female students' confidence can be boosted.

Adam Cheung is Assistant Professor in the Department of Sociology at Hong Kong Baptist University. He is a family sociologist and has examined various aspects of gender inequality, including housework inequality and parenting issues, in Asian families.

Anita Chan is Associate Professor and Associate Head in the Department of Social Sciences at EdUHK. She is an expert in gender and education and has examined various gender issues in Hong Kong education system, including gendered identities of young girls, school teachers and principals, and gender differences in choosing STEM subjects.

Parallel Session 7C

7C.1 The Sisters of the Sacred Heart and the Aurora College for Women in Shanghai: From 1937 to 1951

Cindy Yik-Yi CHU (Hong Kong Baptist University)

ABSTRACT

The founding of the China mission was the topic of serious consideration among the Sisters of the Sacred Heart. From 1926 to 1952, there were 60 missionary Sisters of the Sacred Heart of 13 nationalities in Shanghai. During this period of time, the Sisters of the Sacred Heart admitted 20 Chinese women into their congregation and the latter had the same status as their foreign counterparts. In 1926, the Sisters of the Sacred Heart opened a foreign school. Later, they established a primary school in 1932, a middle school in 1939, and the Aurora College for Women in 1937—these three institutions catered to Chinese students.

The College was in fact the first and the only singular Catholic institute for tertiary education for women in China. “The need was obvious”, as previously there had been “no Catholic University or College in China open to girls.” It was an American style university-college like other Sacred Heart colleges in the United States. At that time, there were only three Christian colleges for women in China, the other two being Jinling Women’s College (Jinling College or Ginling College) in Nanjing and Women’s College of South China (Huanan College or Hwa Nan College) in Fuzhou.

This paper studies the effort of the Sisters of the Sacred Heart in providing tertial education to Chinese women in Shanghai in almost two decades before they were forced out of China. The keywords are: (1) gender, (2) tertiary education, (3) Shanghai, (4) Catholic Church; and (5) missionaries.

Cindy Yik-yi Chu is Professor of History at Hong Kong Baptist University. She has published 15 books and 50 some articles in edited volumes and journals. Her recent work is *People, Communities, and the Catholic Church in China*, coedited with Paul P. Mariani (Palgrave Pivot, 2020).

7C.2 Critical Pedagogy and Equity Promotion in Culturally and linguistically Diverse Classroom

Surya SIGDEL (Tribhuvan University Mahendra Ratna Campus)

ABSTRACT

This paper explores English language teachers' perception of critical pedagogy and equity promotion in lingo-cultural diverse classroom. The study concerns how the teachers find multicultural students' problems and address them in the classroom. The study further investigates how teachers use dimensions of equity (multicultural education, social justice education and culturally responsive pedagogy) to promote social harmony, critical awareness and independent learning. In the study, I have used narrative inquiry as a research method, selected six participants purposively from public schools of Kathmandu and collected information from in-depth semi-structured interviews. I have employed multiple layers of thematic analysis, interpreted narrative data and developed six different themes: facility and access, classroom management, language and behaviour, classroom activities, feedback and reinforcement and evaluation procedures. On the basis of this study, what I found that school environment, classroom activities, evaluation procedures and feedback and reinforcement are the major factors for the influence of their students' participation. To create child-friendly environment, school management has major role. Along all these aforementioned factors, teachers have prominent role to run active participatory classroom activities. Not only that, teachers are equally responsible to identify at-risk students and address their issues immediately. Furthermore, to evaluate students' progress, intra-personal comparative evaluation procedure is found more effective than inter-personal comparative evaluation procedures to encourage them to strive ahead with self-respect.

Surya Sigdel is a lecturer at Tribhuvan University Mahendra Ratna Campus, Kathmandu. Currently, he is a PhD scholar at Graduate School of Education, Tribhuvan University. He has presented papers in different conferences, conducted workshops and seminars, run teacher training programs and published articles related to English Language Education.

7C.3 A Positioning Analysis of Agency in the Educational Narratives of South Asian Mothers and Children in Hong Kong

Zhen LI (The Education University of Hong Kong)
Mingyue Michelle GU (The Education University of Hong Kong)

ABSTRACT

As ethnic minorities in Hong Kong, South Asian immigrants face challenges when relating to the host society and negotiating with the local languages, values, and customs that were different from their countries of origin. Past studies consistently noted that South Asian children were not able to access full academic, linguistic, and social resources like the local Hong Kong children. To better understand how limited the South Asian families' agency is amid the wider societal forces, this qualitative study documents the educational narratives of a group of South Asian mothers and their children, paying particular attention to their socialization experiences through multilingual practices and discursive construction of identities. 14 South Asian mothers and children were interviewed in this study. The study found that the South Asian mothers exercised limited agency in socialization with local Chinese resilient agency in their cultural inheritance, whereas idolizing Hong Kong education at the same time. Using positioning analysis as an analytical tool, the study provides discourse-based evidence of agency in the narratives that are widely circulated in South Asian mothers and their children, showing how their agency is exercised differently in the socialization with local Hongkongese and Muslim cultural practices. The study also highlights the role of the interviewer, who plays a crucial role in co-constructing the discursive spaces to allow the participants to construct their positions of themselves and others more dynamically. The study offers a nuanced understanding of the dynamic nature of agency presented across generations and multiple sociocultural phases of the South Asians' lives.

Zhen Li is an Assistant Professor in the Department of Chinese Language Education, the Education University of Hong Kong. Her research interests include Chinese as a foreign language, heritage language education, cross-cultural identity, and teacher development.

Mingyue Michelle Gu is an Associate Professor in Department of English Language Education, the Education University of Hong Kong. Her research interests include language and identity, linguistic ideology, multilingualism and mobility, and teacher professional development.

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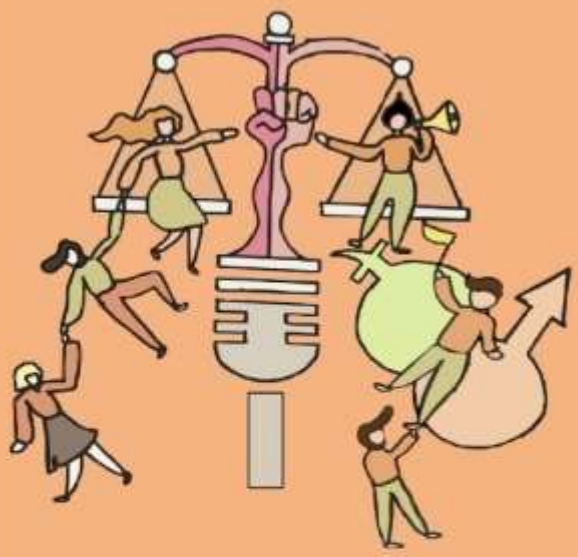

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