



香港城市大學  
City University of Hong Kong

# English-medium Education (EME) Symposium 2024:

Developing teachers and  
learners' academic  
language skills and abilities

**DATE:** 26th April 2024 (Friday)

**TIME:** Time: 11:50-18:10 (Registration starts at 11:30)

**LOCATION:** RM3017, 3/F, Run Run Shaw Creative  
Media Centre (CMC),  
City University of Hong Kong,  
18 Tat Hong Avenue, Kowloon Tong

**ORGANIZER:** Department of English,  
City University of Hong Kong

**SPONSOR:** Standing Committee on Language  
Education and Research, Education Bureau,  
Hong Kong SAR Government

For enquiries: Email: [jack.pun@cityu.edu.hk](mailto:jack.pun@cityu.edu.hk)

# PREFACE

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Welcome to the English-medium Education (EME) Symposium 2024! With the theme “Developing teachers and learners’ academic language skills and abilities”, the Symposium will present a global view of EME with experts from local and overseas sharing their perspectives.

The Symposium is organised by the Department of English at the City University of Hong Kong. It features plenary speakers in both Hong Kong and Overseas. There will also be on-site paper presentations and a discussion panel with experts from the field of English language education. With this hybrid mode of presentation, the joint Symposium will facilitate intellectual exchange between participants from different education contexts, despite geographical distance and time difference. We believe this will be an exciting event and we are glad that you are part of it! We would like to thank the Standing Committee on Language Education and Research, Education Bureau, Hong Kong SAR Government for their generous funding for the project and organising this symposium.

On behalf of the Organising Committee  
Dr. Jack Pun



Department of English,  
City University of Hong Kong

# About the Department of English, City University of Hong Kong

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The Department of English was established in 1989 at what was then City Polytechnic of Hong Kong, under the leadership of Professor Jack Richards. In the early 2000s the name was changed to the Department of English and Communication, to reflect our traditional strength in the area of professional communication, before returning, in 2008, to the Department of English.

In 2019 we celebrated our 30th anniversary. We are proud of world-renowned scholars who have been associated with us during our relatively brief history. They include the likes of Jack Richards, Chris Candlin, Ron Scollon, Vijay Bhatia, and John Flowerdew. We are equally proud of the team of scholars and dedicated pedagogues who are following in their footsteps.

# INFORMATION FOR PARTICIPANTS

We are looking forward to welcoming you on Friday 26th April 2024 for our conference on English-medium Education (EME) organised by the Department of English at the City University of Hong Kong. Please find below some joining instructions. We hope you enjoy the day.

The reception, plenary talks, panel discussion and parallel paper sessions and refreshments will be on the 3rd floor of Run Run Shaw Creative Media Centre.

You will find more information on how to reach CityU and Run Run Shaw Creative Media Centre (CMC) below or at <https://www.en.cityu.edu.hk/contact/contact-us>.

We recommend that you come to CityU by MTR or bus.

## On arrival

Please come to reception at the 3rd floor of Run Run Shaw Creative Media Centre where our student helpers will meet you and direct you to the venue.

**Arrival and registration:** 11:30am

**Location:** M3017, 3/F, Run Run Shaw Creative Media Centre,  
City University of Hong Kong, 18 Tat Hong Avenue,  
Kowloon Tong

**Telephone:** +852 3442 8870

**Email:** [english@cityu.edu.hk](mailto:english@cityu.edu.hk)



# Getting to Run Run Shaw Creative Media Centre (CMC)

## On foot

From MTR Kowloon Tong Station or Festival Walk

It is an approximately 15-minute walk from Exit C2, Kwun Tong Line, or Exit H, East Rail Line, MTR Kowloon Tong Station.

1. Head toward Tat Chee Avenue
2. Walk up the hill along Tat Chee Avenue
3. Turn left onto Cornwall Street
4. Turn right onto Tat Hong Ave

It is uphill and the pedestrian is not sheltered from weather. You could also pass through the mall, Festival Walk, and approach Tat Chee Avenue from the Ground Level (G) or Upper Ground Level (UP).

## From Academic 1 of CityU

You could first go to University Circle and find Academic 3 (AC3). Please go to Level 5 of Academic 3. If you go North, you could find two escalators to lead you to Level 7. Please go straight and you will find Cornwall Street. You can go to Run Run Shaw Creative Media Centre via the Student Residence. You could find signage that leads you to the Creative Media Centre once you reach the Student Residence.

## From Academic 2 or 3 of CityU

Academic 2 (AC2) and Academic 3 are linked together. Please find Level 5 or Level 7 of Academic 3. You could find signage that leads you to the Creative Media Centre.

## By bus

The bus stop on Cornwall Street westbound is near the Society of Boys' Centres Chak Yan Centre School. The bus stop on Cornwall Street eastbound is opposite the Hong Kong Baptist Mr & Mrs Au Shue Hung Rehabilitation and Healthcare Home.

### Citybus

E22 (AsiaWorld-Expo Bus Terminus <> Lam Tin North)

For details please refer to the [Citybus](#) website

### KMB

2B (Cheung Sha Wan <> Chuk Yuen Estate)

2F (Cheung Sha Wan <> Tsz Wan Shan North)

86C (Cheung Sha Wan <> Lee On Estate)

For details please refer to the [KMB](#) website

## By taxi

Alight at Chak Yan Centre, Cornwall Street if you take the taxi from To Fuk Road taxi terminal.

The taxi fee is about HKD27.

## Parking

Public parking at Shek Kip Mei Park Stage 2 Car Park (Outdoor)

# OVERALL PROGRAMME

| Time        | Event Details   |
|-------------|---|
| 11:30-11:50 | Registration<br>Room M3017, 3/F, Run Run Shaw Creative Media Centre (CMC), CityU  |
| 11:50-12:00 | Welcome Speech by <ul style="list-style-type: none"><li>• Jason Harding (Head, Department of English, CityU)</li><li>• Jack Pun (on behalf of the organising committee)</li></ul>   |
| 12:00-15:00 | Invited Sessions Part 1 <ol style="list-style-type: none"><li>1. Samantha Curle (University of Bath, UK)</li><li>2. Yuen Yi Lo (The University of Hong Kong)</li><li>3. Jookyong Jung (The Chinese University of Hong Kong)</li><li>4. Jack Pun (The City University of Hong Kong)</li><li>5. Daniel Fung (The University of Hong Kong)</li><li>6. Pramod K. Sah (The Hong Kong Education University)</li></ol> |
| 15:00-15:30 | Coffee Break  |
| 15:00-18:00 | Invited Sessions Part 2 <ol style="list-style-type: none"><li>1. Gene Thompson (Rikkyo University, Japan)</li><li>2. Sihan Zhou (The Chinese University of Hong Kong)</li><li>3. Rui (Eric) Yuan (The University of Macau)</li><li>4. Xuyan (Christy) Qiu (The Hong Kong Polytechnic University)</li><li>5. Angel M. Y. Lin (The Hong Kong Education University)</li></ol>                                      |
| 18:00-18:10 | Closing   |
| 18:30-19:30 | Dinner for invited speakers<br>Faculty Lounge, City University of Hong Kong   |

# SCHEDULE FOR THE INVITED SESSIONS

|             |   |
|-------------|---|
| 12:00-12:30 | <b>Samantha Curle</b><br><i>Department of Education, University of Bath</i><br>Harnessing Quantitative data-driven methodologies for academic language development in EME contexts  |
| 12:30-13:00 | <b>Yuen Yi Lo</b><br><i>Academic Unit of Language and Literacy Education, Faculty of Education, The University of Hong Kong</i><br>Teacher Assessment Literacy Inventory for Bilingual Education  |
| 13:00-13:30 | <b>Jookyoung Jung</b><br><i>Department of English, The Chinese University of Hong Kong</i><br>Task-based approach to second language collocation learning from reading  |
| 13:30-14:00 | <b>Jack Pun</b><br><i>Department of English, City University of Hong Kong</i><br>Development of a school-based assessment of Academic English Language Skills for measuring Hong Kong secondary students' reading comprehension   |
| 14:00-14:30 | <b>Daniel Fung</b><br><i>Academic Unit of Language and Literacy Education, Faculty of Education, The University of Hong Kong</i><br>Developing strategic listening in EMI: A secondary school classroom-based study   |
| 14:30-15:00 | <b>Pramod K. Sah</b><br><i>Department of English Language Education, The Hong Kong Education University</i><br>Anti-Racist Policies and Pedagogies for Decolonial English-Medium Education  |
| 15:00-15:30 | <b>Coffee Break</b>   |
| 15:30-16:00 | <b>Gene Thompson</b><br><i>Department of Global Business, College of Business, Rikkyo University, Tokyo, Japan</i><br>Academic language development in EMI preparatory programs and success in EMI study: A case study from Japan of where we are at and where we are going |
| 16:00-16:30 | <b>Sihan Zhou</b><br><i>Department of Curriculum and Instruction, The Chinese University of Hong Kong</i><br>English-medium higher education in China: Students' academic challenges and ELT support  |
| 16:30-17:00 | <b>Rui (Eric) Yuan</b><br><i>Faculty of Education, University of Macau</i><br>Navigating EMI learning through note-taking in higher education   |
| 17:00-17:30 | <b>Xuyan (Christy) Qiu</b><br><i>Department of English and Communication, The Hong Kong Polytechnic University</i><br>Research postgraduate students' perceptions and use of using GenAI in academic writing in English-medium higher education                             |
| 17:30-18:00 | <b>Angel M. Y. Lin</b><br><i>Department of English Language Education, The Education University of Hong Kong</i><br>Towards Ethical and Responsible Engagement of Generative AI in Education: The PAA Model and 4T Lenses in Action   |

# Abstracts

## Samantha Curle

*Department of Education, University of Bath*

### **Harnessing Quantitative Data-Driven methodologies for academic language development in EME contexts**

In an era where empirical evidence shapes educational paradigms, this presentation delves into the potential of quantitative, data-driven methodologies to enhance academic language skills. It seeks to illuminate the transformative role of quantitative data-driven methodologies within English-medium Education (EME) settings. The presentation begins by introducing the concept of data-driven education, highlighting how quantitative data can inform teaching strategies and curriculum design in EME contexts. It then delves into the various methodologies for collecting and analysing language skill development data, including assessments, student performance metrics, and feedback mechanisms. The focus is on tailoring instruction to the diverse linguistic needs of students, adapting pedagogical methods to suit various proficiency levels and learning styles. Illustrative examples from empirical research will be presented, showcasing the tangible benefits of these data-driven approaches in EME. These examples will not only demonstrate the possibility of successful outcomes but also provide a framework for implementation in varied educational contexts. The presentation will also engage with challenges associated with these methodologies, such as data privacy concerns, the necessity for adequate training in data analysis for EME educators, and ensuring equitable access to educational resources. Finally, implications of these approaches for key stakeholders, including policymakers, EME educators, and EME researchers will be discussed. This presentation aims to advocate for a collaborative effort to fully utilise the potential of data in EME language education, and to inspire a shift towards a more evidence-based approach, promising enhanced EME educational outcomes.



# Abstracts



## Daniel Fung

*Academic Unit of Language and Literacy Education, Faculty of Education,  
The University of Hong Kong*

### **Developing strategic listening in EMI: A secondary school classroom-based study**

In English Medium Instruction (EMI) programmes, students learn content subjects (e.g., Science) through their second language (L2) English. Given that the teaching and learning is conducted in students' L2, which is usually their less familiar language, it is crucial to examine how they listen to and process the teacher input in the classroom. Unfortunately, there has been a scarcity of research that employs a learner-oriented angle in examining how learners comprehend the EMI teacher input and learn content subjects effectively. For example, little is known about how students use a range of listening strategies (e.g., inferencing, recall of prior knowledge, monitoring, etc.), which can facilitate their comprehension of the teacher input. Filling this gap of research is necessary to enhance our understanding on what learners do to strategically listen for the teacher input, which can give rise to important pedagogical implications.

Building upon some recent studies on how learners listen to teacher input in the secondary school classroom, this study takes one step further by investigating how learners can be trained to become more strategic listeners. A class of junior secondary students studying in an EMI secondary school in Hong Kong was recruited to participate in this study. The students took Science in EMI and were provided with a listening strategy instruction (SI) programme. The listening SI programme includes workshop on strategic listening, lesson observations and researcher support in using listening strategies. This presentation will focus on the interview data from two of the student participants, exploring how they were learning to use strategies to enhance their comprehension of the teacher input. The presentation will end with a discussion on the importance of listening SI in EMI context as well as pedagogical implications for how students can learn to become strategic listeners in the naturalistic EMI classroom, ultimately improving their learning effectiveness.

# Abstracts



## Jookyung Jung

*Department of English, The Chinese University of Hong Kong*

### **Task-based approach to second language collocation learning from reading**

This presentation will address the feasibility of incidental L2 collocation learning in task-based reading, highlighting the significance of task design and structural support. Previous findings have primarily focused on the feasibility of collocation learning through meaningful reading experiences for general comprehension purposes. However, real-life reading situations involve diverse reading goals that may not always require full comprehension of the text. Understanding the impact of task factors, such as pre-task instruction, planning, external or internal support, task structures, and post-task reflections, is crucial in investigating incidental collocation learning (Ellis et al., 2020; Skehan, 2018).

Against this backdrop, this study investigates how incidental collocation learning can be promoted through task-based reading. A group of 101 Cantonese speakers participated in the study, reading three English texts containing 12 target collocations. Acting as magazine editors, participants were tasked with evaluating the acceptability of articles for publication in the next issue. Half of the participants ( $n = 51$ ) evaluated the articles without specific acceptance criteria, while the other half ( $n = 50$ ) received structural support in the form of a list of specific evaluation criteria. Eye-movement data was recorded during the task, and participants' knowledge of the target collocations was assessed through recall and recognition tests immediately after the task and two weeks later. Additionally, stimulated recalls were conducted with ten participants from each condition, allowing for insights into their reading processes.

The results revealed that structural support led to increased fixation durations and counts on the target collocations, as well as improved performance in the immediate posttest. The stimulated recalls further indicated that structural support facilitated more attentive and goal-oriented reading. These findings underscore the importance of careful task design in promoting incidental collocation learning during reading. This line of research will not only provide practical guidance for designing and implementing L2 reading tasks but also enhance our understanding of goal-oriented and task-based input processing and its impact on incidental L2 learning.

# Abstracts



## Yuen Yi Lo

*Academic Unit of Language and Literacy Education, Faculty of Education, the University of Hong Kong*

### **Teacher Assessment Literacy Inventory for Bilingual Education**

Assessment plays a critical role in classroom, as it measures students' learning outcomes and informs teachers' instruction. In bilingual education programmes like English Medium Instruction (EMI), designing and implementing assessment is more complex as students' content knowledge is assessed in their less proficient language. In order to implement valid assessment, teachers need to become assessment literate. Lo and Leung (2022) have proposed a framework of assessment literacy for teachers in bilingual education, which comprises (i) knowledge of assessment purposes, knowledge of assessment dimensions, knowledge of assessment strategies, knowledge of assessment interpretation and action-taking, (ii) decision-making and implementation of assessment, and (iii) potential mediation of contextual factors. This framework provides the foundation for further research on teacher assessment literacy, particularly on how to tap into teachers' existing literacy level and identify needs for professional development. The next step is to construct a valid and reliable inventory to probe into teachers' assessment knowledge and practice.

In this talk, the speaker will report the process of inventory development and validation. The inventory consists of three sections that correspond to the teacher assessment literacy framework. The first one seeks to understand teachers' approaches to assessment and it includes four assessment scenarios, each with various statements on different aspects of CLIL assessment knowledge. The second section prompts teachers to reflect on the importance of different mediating factors (e.g., educational policies, school policy and culture, personal experience) in affecting their assessment practices. The final section asks teachers to assess their skill level in relation to various assessment practices such as assessment of/for/as learning, assessment accommodation, content and language integrated assessment. The inventory has been validated through an expert-panel review and pilot test with EMI teachers in Hong Kong and the Mainland. It is believed that the validated inventory can be used by researchers and teacher educators to examine bilingual education teachers' assessment literacy, and understand and support their professional development.

# Abstracts

## Angel M.Y. Lin

*Department of English Language Education, The Education University of Hong Kong*

### **Towards Ethical and Responsible Engagement of Generative AI in Education: The PAA Model and 4T Lenses in Action**

In this presentation I respond to the growing concerns on the risks and responsibility regarding Generative Artificial Intelligence (GenAI) in education by proposing a model for ethical engagement with AI: The PAA Model. I discuss the theoretical foundation underpinning the development of the PAA Model and introduce the 4Ts--translanguaging, trans-semiotizing, tran-knowledging, and trans-culturing--as useful lenses to guide the engagement of GenAI in transforming English medium education in an ethical, responsible manner.



# Abstracts



## Jack Pun

*Department of English, The City University of Hong Kong*

### **Development of a school-based assessment of Academic English Language Skills for measuring Hong Kong secondary students' reading comprehension**

As the dominant role of global language, the need for effective learning through English ever more pressing. Among the required skills for learning, reading comprehension, which is relevant for academic purposes, is essential to the learners' academic achievements. For the students learning content subjects through English medium instruction (EMI), academic English proficiency as found to a key barrier to acquire and demonstrate knowledge of subject matters, is not proper to be assessed at a general language level. However, students' academic English skills has usually been narrowly interpreted. Up to now, there's no study or official data provides evidence-based information on Hong Kong students' English reading comprehension subject to academic language skills. This study aims to develop an instrument to explain school-relevant language proficiency of students. It measures (n=2500 from 15 secondary schools) Hong Kong secondary school students' Core Academic Language skills which can accurately predict students' reading comprehension. This study sheds light to further understand local secondary students' actual academic language skills and provide scientifically reliable measuring tools for English teachers and EMI teachers to understand their students' academic English abilities.

# Abstracts



## Xuyan (Christy) Qiu

*Department of English and Communication, The Hong Kong Polytechnic University*

### **Research postgraduate students' perceptions and use of using GenAI in academic writing in English-medium higher education**

Recent advancements in Generative Artificial Intelligence (GenAI), such as ChatGPT, have significantly influenced university students' learning behaviours, particularly in areas such as cognitive skill development and problem-solving. This has sparked debates on the extent to which GenAI aids in the development of students' academic literacy. However, research postgraduate students (RPGs) in the context of English-medium Education (EME) have received little attention. This student population is required to disseminate their research work through theses, journal articles, and other forms of publications, necessitating the development of their English literacy. However, they may face challenges in academic English writing, especially if English is not their first language. Therefore, it is intriguing to explore whether they would utilise GenAI to develop their academic literacy and overcome these challenges.

This study, focusing on RPGs' perceptions and use of GenAI in academic writing, targeted at a group of RPGs who undertook a compulsory academic writing course at a university in Hong Kong. In this course, the students were required to write an academic essay (either the introduction chapter of their thesis or part of a research article) to disseminate their own research work, following the process writing approach. They submitted the draft essay for teacher feedback mid-term and revised and resubmitted the essay at the end of the semester. They were surveyed about their use and perceptions of GenAI during different writing stages (i.e., prewriting, drafting, revising and editing, and publishing) after their first draft (N = 71) and final submissions (N = 64). A focus group interview was also conducted with these students to gain further insights into their perceptions and use of GenAI in the assignment. Descriptive statistics were used to analyse the surveys, and thematic analysis was conducted on students' responses to the open-ended survey questions and the interview data.

The findings revealed that approximately 58% of the students used GenAI to proofread their writing during the drafting and revising stages, but only 35% of them utilised GenAI during the prewriting stage and 44% referred to AI feedback when revising their writing. Those who did not use GenAI throughout the writing process cited their unfamiliarity with the technique, inability to generate effective prompts, and perceived unreliability of GenAI. While they generally perceived GenAI as effective for grammar checking and enhancing syntactic and lexical complexity of writing, most expressed concerns about the reliability and limited scope of source information provided by GenAI. They also complained that GenAI disrupted their logical progression of ideas. During their revision, they sought feedback from GenAI due to its speed and the ability to interact with it multiple times. Nonetheless, they perceived teacher feedback as more valuable and were more confident in the thoughts of themselves, as disciplinary insiders and trained researchers, than AI advice. The findings suggest a critical awareness among RPGs of the functions of GenAI and the needs for training students on how to effectively use GenAI to develop their academic literacy.

# Abstracts



## Pramod K. Sah

*Department of English Language Education, The Education University of Hong Kong*

### **Anti-Racist Policies and Pedagogies for Decolonial English-Medium Education**

This talk acknowledges that there is nothing called “neutrality” in English-medium education (EME): we either push for equity and social justice or maintain/renew inequalities and injustices. To create meaningful change, there is an immediate need for decolonizing EME policies, programs, and pedagogies (Sah & Fang, 2024), which involves examining how universities and schools practice the core elements of Western neo/colonial projects through EME policies and programs. This includes a rethinking of educational frameworks of English-medium programs otherwise, challenging the logics of coloniality and racism in relation to power and privilege in the policies, instructional practice, and institutional designs. In this talk, I will first discuss the connection between anti-racism and decolonization in the Global South, followed by a presentation of how EMI policies, programs, and pedagogies can be re-envisioned from the Global South perspective to warrant epistemic, racial, and linguistic justice for diverse teachers and students. To conclude, I will propose actionable steps for advancing inclusive and multilingual possibilities in EME policies and programs, paving the way for future research and pedagogical advancements.

# Abstracts

## Gene Thompson

*Department of Global Business, College of Business, Rikkyo University, Tokyo, Japan*

### **Academic language development in EMI preparatory programs and success in EMI study: A case study from Japan of where we are at and where we are going**

The role of language support programs and the efficacy of such programs are key issues facing researchers in the field of English medium instruction (EMI) (see McKinley & Rose, 2022). Research from a range of contexts has highlighted the various academic challenges facing learners who study content via English (e.g., Aizawa et al., 2023; Evans & Morrison, 2011), however less is known about the extent to which language support programs address such challenges to help EMI learners to succeed in their studies. In this talk, I will introduce a preparatory program that supports EMI learners in Japan, highlight what we have learned about the extent to which our program appears to help learners to succeed in their EMI classes, and lay out a research agenda for better understanding this relationship in the future.

I will start by introducing the learning context and the preparatory program. The Department of Global Business at Rikkyo University in Japan began in 2006 with a partial EMI program, making it one of the earlier entrants to EMI in Japan. Students take around 70% of their business management classes in English, starting from their second year of study. Using an institutional concurrent support model (Richards & Pun, 2023), the Bilingual Business Leader (BBL) Program is tasked with developing overall and business specific English language proficiency whilst preparing students to study content classes via English.

Next, I will focus on research findings from the program to highlight what we have learned about where we are in supporting the academic skills and associated self-beliefs towards EMI of our learners. Research from the program has highlighted reading and speaking as key domains of challenge for students (Aizawa et al., 2023; Thompson, 2018), which contrasts with other EMI programs (e.g., Evans & Morrison, 2011; Lee & Lee, 2018), highlighting (1) how challenges may vary across different EMI learner populations, and (2) the likely influence of the preparatory program on student perceptions.

There is now a growing body of research examining learner success in EMI settings. The Department of Global Business was one of the first contexts used to explore the relationship between learner performance in the preparatory program and in their EMI classes. I will introduce findings from a range of studies (e.g., Rose et al, 2020; Thompson et al, 2022a; Thompson et al. 2022b) to show what we learned about our learners, their beliefs, and how the preparatory program appears to support their needs related to academic language as EMI learners.

To conclude the talk, I will cite recent calls for future research (e.g., McKinley & Rose, 2022) and address how we hope to tackle such questions with a research agenda that continues to examine the relationship between preparatory program performance, academic language development, EMI performance, and EMI success.



# Abstracts



## Rui (Eric) Yuan

*Faculty of Education, University of Macau*

### **Navigating EMI learning through note-taking in higher education**

Note-taking, as a valuable learning strategy, can enhance students' comprehension and application of knowledge while contributing to their cognitive processing and development. This qualitative case study explores the forms and functions of note-taking as well as its influencing factors in English-medium-instruction (EMI) learning environments in China. The findings from the perspectives and experiences of two university students demonstrate that they deliberately and strategically utilized various resources (e.g. symbols and diagrams) and strategies (e.g. codeswitching and using cognitive reminders) in their note-taking. These practices encompassed cognitive, motivational, and affective aspects in accordance with either product or process orientation. The study sheds light on the potential of note-taking as a mediating means for students to navigate the intricacies of EMI, thus offering practical implications for effective EMI teaching in higher education.

# Abstracts



## Sihan Zhou

*Department of Curriculum and Instruction, The Chinese University of Hong Kong*

### **English-medium higher education in China: Students' academic challenges and ELT support**

A long-standing debate in EMI research is whether students can learn academic knowledge sufficiently when it is taught through English as an L2 that students have limited proficiency in. Dialogues and collaborations between content specialists and language experts are needed to synthesize knowledge from both sides to better support students' learning in EMI contexts. Drawing on data from a British Council project, the talk will first introduce the recent policy trend of EMI in Chinese higher education. Then results from a questionnaire survey (N = 394) measuring the difficulties of 45 academic tasks will be reported, organizing students' academic difficulties around the four skills of reading, writing, listening, and speaking. To explore structural language support for overcoming such challenges, findings from fieldwork interviews with 26 senior faculty at eight universities in four cities in China will be shared. These findings highlight disparities in the structural support across institution types, and reveal the grassroots efforts from teachers to help students understand content via using their multilingual repertoires when the structural support is lacking. The talk will conclude with suggestions for institutions to design effective language support and advice for EMI instructors to scaffold their students' learning at a classroom level.



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