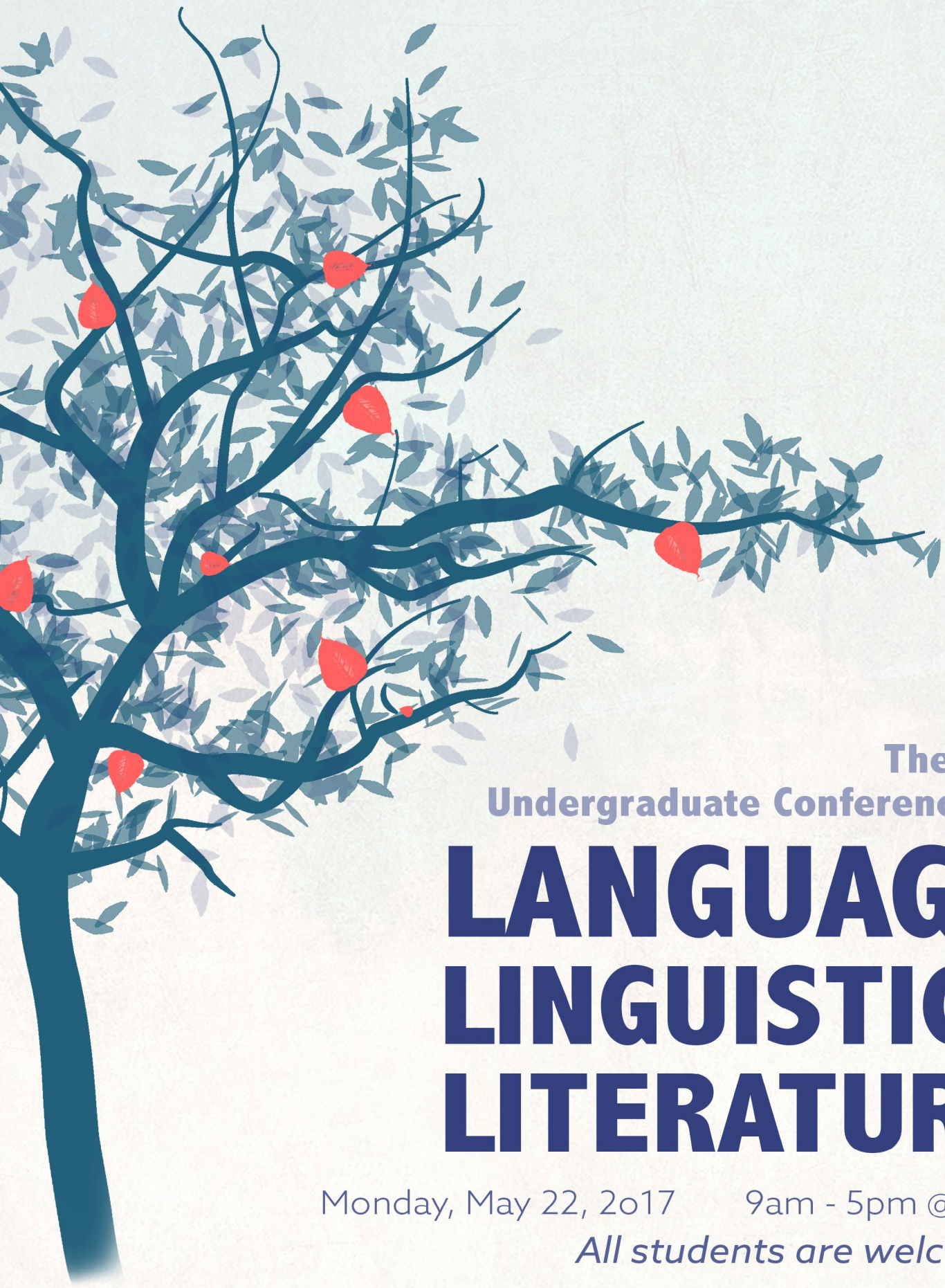


DEPARTMENT OF ENGLISH



The 2nd
Undergraduate Conference on

LANGUAGE, LINGUISTICS & LITERATURE

Monday, May 22, 2017 9am - 5pm @A315

All students are welcome!



英文學系
DEPARTMENT OF ENGLISH
恒生管理學院
HANG SENG MANAGEMENT COLLEGE

The 2nd Undergraduate Conference on Language, Linguistics and Literature

The 2nd Undergraduate Conference on Language, Linguistics and Literature

Department of English

Hang Seng Management College

Date: 22 May 2017

Time: 9:30-17:00 (Monday)

Venue: A315, **S H** Ho Academic Building

DEAN'S MESSAGE

The annual Undergraduate Conference on Language, Linguistics and Literature is an important event of the Department of English as it marks a key milestone of our senior students' academic achievement. This year, the 2nd Undergraduate Conference on Language, Linguistics and Literature of our senior students is scheduled on May 22nd to bear testament to what they have learned before their graduation.



The Conference features some 13 presentations out of five panels of literary and linguistics topics, and is a summation of their 4 years hard work. Through a Socratic style of question and answer during their presentation, students will reap both the fruits of independent learning and learning in partnership with their advisers. What will come out of this, I hope, will vindicate the objectives the English Department laid down at the inception for the kind of graduates we want to foster.

Lastly, I wish to congratulate our students on bringing their senior projects to a smooth finish and that they will leave HSMC with this spirit of intellectual pursuit and apply it to whatever they will undertake in life.

A handwritten signature in blue ink, which appears to read 'Thomas Luk'.

Prof Thomas Luk
Programme Director (BA in English Programme)
Dean of School of Humanities and Social Science

EDITOR'S MESSAGE

Welcome to the proceedings of the 2nd Undergraduate Conference on Language, Linguistics and Literature!

Time flies and without realising it, our second cohort of students are completing their final year of studies and are due to graduate. My colleagues and I have set high goals that our students have never failed to meet our high expectation – this conference is an opportunity for these students to display the effort they put into their academic pursuits and showcase the best work from their college career.

I am happy to report to you that this year's conference is continuing the string of success and the good academic practice of the Department of English, and featuring a total number of 13 research presentations across a range of literature, linguistics, and language and culture topics.

As I said last year: our students always surprise us. It was a pleasure reading their abstracts while I was compiling this volume and I was impressed by the high quality of their work. This conference bears witness to our students' hard work and willingness to transform themselves – they are no longer the lost freshmen we once met, but keen and motivated young intellectuals ready for their next stage of life. My colleagues and I are honoured to be part of their growth and transformation.

Lastly, may I urge you to read these, on their own merits, as thought-provoking research projects, and as a collaborative story of the achievements of the class of 2017. I look forward to carrying on our intellectual conversation.

Dr Catherine Wong, Conference Organiser and
Editor

The 2nd Undergraduate Conference on Language, Linguistics and Literature

THE 2nd UNDERGRADUATE CONFERENCE ON LANGUAGE,
LINGUISTICS AND LITERATURE ORGANISING COMMITTEE

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PROGRAMME

Registration open, 09:00 – 17:00

Conference opening ceremony 09:30 – 10:00

Panel 1: Monday 22 May 2017, 10:00 – 10:40

Literature and Critical Theory

Moderator: Stephen Ko

Merry Tse

From Birth to Death: Water Images in Three T. S. Eliot's poems

Christy Chan

Videogames, Narratives and Capitalism

Panel 2: Monday 22 May 2017, 11:00 – 12:00

Language Acquisition

Moderator: Tracy Mok

Ken Chan

An Investigation into the Relationship between Self-Esteem, Strategy Use and Hong Kong EFL Learners' English Proficiency

Nicole Ho

The Effects of Linguistic Choices and Positions of Keywords on Listening Comprehension

Wincy Kwok

Hong Kong Tertiary Students' Language Attitude towards Cantonese, English and Mandarin at the end of 2nd Post-colonial Decade

The 2nd Undergraduate Conference on Language, Linguistics and Literature

Panel 3: Monday 22 May 2017, 13:00 – 14:00

Register, Style and Narrative

Moderator: Ophelia Yim

Tracy Cheung

Textual Analysis on Hong Kong Print Advertisement

Kily Lee

Gesture and L2 Comprehension: An Analysis in Hong Kong

Tiffany Wong

Morality in Self-Exploration Journey

Panel 4: Monday 22 May 2017, 14:10 – 14:50

Language Use in Hong Kong

Moderator: Christie Chan

Carmen Tang

American Pronunciation among Hong Kong Students

Patrick Wong

Review on the Policies of Learning Chinese as a Second Language in Hong Kong

Panel 5: Monday 22 May 2017, 15:10 – 16:10

Fantasy and Quest

Moderator: Jenny Siu

Iglesha Cheung

The 21st Century Feminism: Representations of Girl Power in *Harry Potter* series

Henry Chun

The Connections between Exile and Death in *the Little Prince*

Erica Wong

Investigate the Influences of Readerships through the Productions of ‘Ashputtel’, ‘Snow White’ and ‘Briar Rose’

Christy CHAN

Videogames, Narratives and Capitalism

As Mark Fisher has argued, it is impossible to ‘escape’ or avoid being influenced by the values of capitalism. Even the virtual world – the world of videogames — is affected by them. Videogames are no longer only entertainment or distraction, since with the advance of technology and more in-depth research, profound meanings are now delivered through their nuanced narratives and gameplay. This project discusses whether videogames encourage or discourage a belief in the values of capitalism. In most traditional videogames, the gamer is offered four options — to die, to cheat, to subvert or to conform to capitalist values. Some games have pro-capitalist narratives while others have anti-capitalist messages. On top of this, their ‘gameplay’ can be in conflict with their narratives, so that a game with an anti-capitalist narrative may have capitalist gameplay, and vice versa. As a result, apart from analysing the capitalist values in the games, this project will focus on the relationship between narrative and gameplay. Last but not least, question of whether videogames can give us the satisfaction that the reality cannot provide will be considered.

Keywords: Videogames, capitalism, narratives, satisfaction, conflict

Ken CHAN

An Investigation into the Relationship between Self-Esteem, Strategy Use and Hong Kong EFL Learners' English Proficiency

This study investigates the possible relationship between Hong Kong EFL learners' self-esteem, their English language proficiency and their use of language learning strategies in view of limited research on this topic. 62 university students participated in the study. Rosenberg Self-esteem Scale and Strategy Inventory for Language Learning were used to explore the students' global self-esteem and their use of language learning strategies (i.e. cognitive, metacognitive, mnemonic, compensatory, affective or social learning strategies) respectively. The students' DSE English scores were utilized to gauge their English proficiency. Statistical analysis reveals that while there is a lack of correlation between global self-esteem and English proficiency, self-esteem is positively correlated with the use of social learning strategy. The students' English proficiency has also been found to be positively correlated with the use of metacognitive strategy while their writing proficiency is positively correlated with all the learning strategies except the compensatory one. Pedagogical implications are discussed.

Keywords: Global Self-esteem, Language learning strategy, English proficiency, Hong Kong EFL learners

Iglesha CHEUNG

The 21st Century Feminism: Representations of Girl Power in *Harry Potter* series

This paper investigates the representations of girl power in *Harry Potter* series by J.K. Rowling. As one of the newest extensions in feminism, the suggestion of ‘girl power’ aims at liberating women from both feminist and conformist stereotypical gender expectations and transforming conventional conceptions on females. By offering new insights to the 21st female identity, girl power promotes the empowerment of women and celebrates individualities in gender. By exploring the expressions of girl power in *Harry Potter*, the paper also reflects the sexist criticisms on the novels. Through illustrating various images and expectations on women, the study intends to revise feminism through literary means. As women are stereotyped in today’s societies, hopefully the notions of girl power can inspire them to develop their own perspectives in feminism and acknowledge the possibilities in feminist beliefs. The first part of the paper introduces the basic concepts, differentiations of feminist theories and *girl power* as a new variety in feminism. Basing on *Harry Potter*, woman stereotypes and representations of girl power are classified and discussed using a stylistic analysis of features and behaviours. The paper at last concludes with a discussion of how the female characters in *Harry Potter*’s world transcend the rigid boundaries of women stereotypes, exhibit girl power and manifest heroic attributes.

Keywords: Fantasy, Feminism, Girl Power, Harry Potter, Heroism

Tracy CHEUNG

Textual Analysis on Hong Kong Print Advertisement

The role of rhetorical figures contributes in print advertisement in different ways. This article addresses how language uses in print advertisement can achieve the purpose of advertisement. A textual analysis approach is taken to examine the language uses in Hong Kong print advertisements among the personal care and home appliance industries. A total of 193 advertisements from both industries were collected. Text-interpretive Analysis designed by McQuarrie and Mick (1996) framework is used to classify and examine the use rhetorical figures in advertisements. Speech Acts Theory introduced by Austin (1962) is used to investigate the purpose and intention of advertisements. The distribution of rhetorical figures in advertisements, the different uses of advertisement language, and the relationships between rhetorical figures and speech acts will be discussed.

Keywords: Advertising language, print advertisement, rhetorical figure, speech act, textual analysis

Henry CHUN

The Connections between Exile and Death in *the Little Prince*

This project aims to uncover the relationship between exile and death through the exploration into the characters within the book *The Little Prince* written by Antoine de Saint-Exupéry. The concept “journey” serves as the important component of the whole story when connecting home, exile and nostalgia together. Through the analysis of the allegorical character the Little Prince himself as well as the narrator pilot, it is revealed that the representation of innocence and experience are displayed in a way where the journey of man starts with the departure of home or the loss of innocence. Regardless of the effort of preserving innocence, there is an inevitability of exile as well as the non-returnability of home as it is shown as the Prince does not realise the importance of his rose until the gaining of experience, referring to his departure from his planet. After the discussion on the depictions of innocence and experience, the project further explores the resolution over such impossibility of returning. Two paths are depicted by the Prince and the narrator including death and cherishment. These two concepts can in fact be categorized into two restorative and reflective nostalgia. The ultimate goal of this project is to reach conclusion with the two choices of resolutions with the attempt of revealing the necessity of the gaining of experience for cherishing the fragments of the remaining instants.

Keywords: The Little Prince, Growing up, Exile, Returning, Cherishment

Nicole HO

The Effects of Linguistic Choices and Positions of Keywords on Listening Comprehension

This experiment examines how much people can possibly remember in their first and second languages. Previous studies show that one's processing capacity is limited (Miller, 1956). One can usually process about seven units or pieces of information in working memory. Meaning is often prioritized over forms, especially when working memory is overloaded. This study investigated if different inputs from one's first language and second language will affect the accuracy of recalling form and meaning. Twenty-four participants were invited to participate in the experiment for listen-then-recall tasks in Cantonese (L1) and English (L2). It was hypothesized that the recall of form would be more accurate in L2 while that of meaning would be more accurate in L1. The results show that meaning recalls outperform form recalls by far in both L1 and L2. Whereas when comparing form recalls in the two languages, participants did better in their L1 than L2. Also, the position of the words affects their listening comprehension. It was found that participants were able to recall content best in final positions but worst at the beginning. The research confirms George Miller's research regarding limited capacity and shows that people perform better in the language they are familiar with.

Keywords: bilinguals, working memory, listening comprehension, word position

Wincy KWOK

Hong Kong Tertiary Students' Language Attitude towards Cantonese, English and Mandarin at the end of 2nd Post-colonial Decade

Hong Kong is a trilingual society where Cantonese, Mandarin and English play an important yet distinctive role in the society. Due to historical background, although Cantonese is the mother language of the majority of citizens in Hong Kong, citizens are widely exposed to English while Mandarin has rising usage and exposure after return of sovereignty to China in 1997. Previous studies have explored Hong Kong secondary students' attitudes toward the three languages at the end of the 1st post-colonial decade. However, little is known about Hong Kong tertiary students' language attitude towards the three languages at the end of 2nd post-colonial decade. To fill this gap, this paper investigates Hong Kong tertiary student's language attitude towards Cantonese, English and Mandarin twenty years after Hong Kong's return to China. A language attitude questionnaire was distributed to 90 college students to gauge their attitudes along the dimensions of integrative orientation and instrumental orientation. In terms of integrative orientation, the participants held the most favourable opinion of Cantonese, followed by English. In terms of the instrumental orientation, the participants valued English the most, followed by Cantonese. Mandarin was rated as the least favourable both integratively and instrumentally. Regardless of the societal and educational changes from 2002 to 2017, the participants in the current study showed attitudes consistent with the participants in Lai's (2005, 2012) studies. Possible reasons behind this were discussed.

Keywords: Language attitude, Hong Kong tertiary students, Trilingual society, Instrumental orientation, Integrative orientation

Kily LEE

Gesture and L2 Comprehension: An Analysis in Hong Kong

Co-speech gestures are important parts of spoken utterances, perhaps especially for the comprehension of second language (L2) utterances. This research explores the contributions that co-speech gestures make by comparing comprehension of L2 utterances in connected discourse with and without co-speech gestures. Additionally, this research analyzes what potential meanings individual gestures may express for members of the Hong Kong population. In this study, participants were asked to watch or listen to a series both narrative and non-narrative stimuli and answer questions concerning their contents. Then, they were asked to rate the acceptance level of different gestures when paired with different possible meanings. Participants were all L1 Cantonese and L2 English speaking university-level students. The results suggest that in some cases co-speech gestures aid comprehension, in others gestures do not seem to offer any advantages for comprehension or memory and in some cases, participants remembered more details without co-speech gestures. There was general agreement about the possible meanings associated with representational gestures, but not with beat gestures. Participants also indicated that gestures were more helpful in the comprehension of unfamiliar than the familiar L2 accents. The results suggest that there is a significant improvement in people's understanding with gesture towards the same materials, and a potential necessity to pay more attention to the use of gesture in L2 teaching in the Hong Kong context.

Keywords: Co-speech gesture, Representational gesture, Narrative, Non-narrative, Second Language understanding

Carmen TANG

American Pronunciation among Hong Kong Students

This paper investigates the use of American English (AmE) vowels and consonants in Hong Kong context, and finds out whether Hong Kong tertiary students pronounce English in American accent. Despite being a former British Colony, which leads to the assumption that English spoken in Hong Kong is closer to British English (BrE) standard in all aspects. Yet it is observed that the language production of Hong Kong students contains some features of AmE; for example, some students pronounce “schedule” as [skɛdʒəl]. The present study investigates the pronunciation of AmE among Hong Kong students. Data in two production tasks, which are elicitation paragraph and word list, are recorded and analysed. The pronunciation of the participants were transcribed into International Phonetics Alphabet (IPA). The results of this study show that AmE pronunciation can be observed from the production of the participants, but their AmE pronunciation is lexical, which means the occurrence of AmE pronunciation is not predictable based on phonological or morphological environments. In addition, it is found that there are more variations in the pronunciation of the participants than the predicted BrE or AmE standards, which the phenomenon of phoneme replacement as well as some features of Hong Kong English occurred in this study. For example, some participants pronounced the word “dance” as [dens], which they pronounced [e] instead of the targeted [a] in BrE and [æ] in AmE.

Keywords: World Englishes, American English, Hong Kong English, Hong Kong students, pronunciation

Merry TSE

From Birth to Death: Water Images in Three T. S. Eliot's Poems

T. S. Eliot is renowned for juxtaposition of different images in his works and readers may find them difficult, mysterious and obscure (Lázaro 160). Hence, this study aims to explore the roles of water images in nature, religion and alienation through the intertextualities in 'The Love Song of J. Alfred Prufrock' (1915), *The Waste Land* (1922) and 'The Hollow Men' (1925). The persona compares and contrasts the past and present cultural glories of the early 20th century of England and the contemporary world and criticizes nihilism, selfishness and sexual immorality of the hollow men in the contemporary world. This study aims to challenge Eliot's idea of the roles of readers via Roland Barthes' readerly and writerly texts as well. Eliot hopes his readers to play a passive role and do not 'produce' or 'write' any meanings to his poems (Martin and Furbank 150-153) while Barthes wishes his readers to play an active role and 'produce' or 'write' any meanings to the poems (Barthes 6). Therefore, not only does this study preach the readers against nihilism, selfishness and sexual immorality but it also allows them to reflect on their roles when reading poems.

Keywords: T. S. Eliot, water image, intertextuality, Roland Barthes' readerly and writerly texts

Erica WONG

Investigate the Influences of Readerships through the Productions of ‘Ashputtel’, ‘Snow White’ and ‘Briar Rose’

Fairy tales play an important role in educating children audience from generation to generation. Storytellers repeatedly revising the tales so that children in different eras and cultures are capable of realising the message of the tales. In other words, audience may affect the evolution of fairy tales. This project aims to investigate the influences of audience towards the editing and adaptations of fairy tales. Audience from different eras and cultures have different expectations such as the style of the tales. This project explores the evolution of fairy tales by the changes and preserved elements of “Ashputtel”, “Snow White” and “Briar Rose” of the 1st and 7th editions of the Brothers Grimm’s *Children’s and Household Tales*, and the 7th edition of the Brothers Grimm’s and animation productions of Walt Disney in the 20th century. Regard to the evolution, it demonstrates the expectations of audience have influenced the style, genre and representations of the fairy tales. Fairy tales continue to demonstrate moral lessons. Yet, fairy tales are furnished with new images and representations that might distract the audience from moral teaching. And the evolution helps preserve the status of the tales but the changes have given new meaning and representations in fairy tales which make the readers less focus on moral teaching. This project hope to show how the evolution of fairy tales has maintained the status of fairy tales in the literature and as well as to raise the concern on the evolution has detracted the status of a moral in a fairy tale.

Keywords: Audience, Fairy tale, Adaptation, Brothers Grimm, Walt Disney, moral teaching

Patrick WONG

Review on the Policies of Learning Chinese as a Second Language in Hong Kong

This paper argues that the existing ‘Chinese Language Curriculum Second Language Learning Framework’ (Learning Framework) has many inadequacies in helping ethnic minority students learn Chinese. As a result, ethnic minority students have difficulties in learning Chinese, it causes the low proficiency of Chinese and they cannot enter to the universities. Simultaneously, because of the low proficiency of Chinese, they can only engage in some low-income work. Therefore, it is a necessary for ethnic minorities to learn Chinese. Apart from integrating into the society, the proficiency of Chinese is related to their livelihood. With the increasing number of the ethnic minority students in Hong Kong, the problem of why the ethnic minority students cannot learn Chinese better in Hong Kong is more needed to be resolved. This paper suggests that ‘Chinese Language as a Second Language’ should be implemented as an independent subject, in order to allow the ethnic minority students learn Chinese better. To achieve this goal, the Education Bureau should adjust the related policies. It should ensure the effectiveness of teaching methods, the development of teaching/learning materials, the qualification of teachers, the validity and reliability of the examination. When the government is proud of the equal opportunities of our city, our ethnic minority students are facing the unequal educational policies in learning Chinese. This study urges the government should undertake the responsibilities of improving the Chinese proficiency of ethnic minority students.

Keywords: Teaching Chinese as a Second Language, Ethnic Minority Students, Difficulties in learning Chinese, Second Language Acquisition, Education Policies

Tiffany WONG

Morality in Self-Exploration Journey

The project is set off to exhibit the progressive changes in the main character Scout Finch's understanding on morality in the self-exploration journey. In Harper Lee's novel *To Kill a Mockingbird*, the theme of morality is being highlighted in the story to demonstrate the significant and profound contributions to Scout Finch's personal growth. Since the problem of racial discrimination is a prevalent and perilous phenomenon that happened in the society, it has posed immense and considerable influences on Scout Finch in developing her personal moral judgment as well as the relationship with her father Atticus Finch. The project aims at exploring and investigating Scout Finch's ongoing transformation in terms of her attitude and responses towards the moral questions. A stylistic approach is used to examine the conversations between Scout Finch and other pivotal characters in order to uncover the distinctive and marked variations regarding their perceptions towards the racial issues. In particular, this project examines the arrangement of social deixis, turn-taking, code-switching as well as the depiction of mood and word sense in these conversations to illustrate the interactions between the white American and the African American characters and the intricate and complex connection of the two races. Therefore, through an in-depth and thorough discussion on the stated topic, the project can contribute to the future research with respect to the significant role of morality in constructing the racial identity.

Keywords: Self-exploration, Morality, Racial discrimination, Stylistics