

Teachers' Orientation to Practiced Language Policies through Repair: Maximising Cantonese Lexical Exposure for Ethnolinguistic Minority Students in Hong Kong

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Abstract

Ethnic minority students, a linguistically and culturally diverse group, primarily learn Mandarin-based literacy through Cantonese-based oracy in Hong Kong (HK), a multilingual society. This paper investigates the repair practices of the designedly bipartite Cantonese lexis in English-medium-instruction (EMI) Chinese-as-an-additional-language (CAL) classrooms in three HK secondary schools—what I call *Sino-lexical alternative repair*. Using multimodal conversation analysis to investigate the sequential positions of Sino-lexical alternative repair, this study identifies four types of these repair: (i) teachers' other-initiated repair of students' native Cantonese words; (ii) teachers' other-initiated repair of students' Sino-Cantonese words; (iii) teachers' self-initiated same-turn repair; and (iv) teachers' other-initiated repair of students' trouble display in understanding. The findings not only show that teachers face a pedagogical tension in the teaching of the two closely-related sets of Cantonese lexicons, but demonstrate how the designedly bipartite Cantonese lexis is repaired for maximising the exposure of the diverse Cantonese vocabulary, to facilitate ethnolinguistic students' language awareness in a HK context. This study argues that *Sino-lexical alternative repair* is initiated by the problems of expectation and acceptability in the CAL classrooms which further demonstrates how teachers align with the current HK language-in-education policy.

Keywords: conversation analysis, multilingual classrooms, multimodality, diglossia, language policy

Extract 1 comes from a lesson on writing exercise. Students were required to work in groups and to submit their handwritten answers on iPads to Google Classroom.

Extract 1: Drinking water

01 T 有 邊個 想
jau bingo soeng
there who want
'Does anyone would like (to try)?'
02 *#沙 XX*
Saa-XX
NAME
'Saa-XX.'
t *--1--*
fig #fig.10

1: Stretches out her right hand to S1

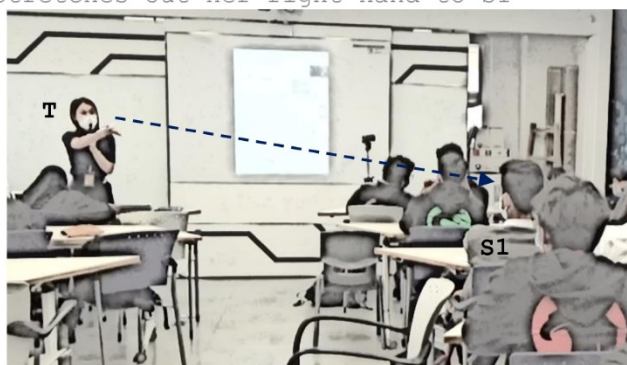


fig.10

03 (0.2)
04 T 好 沙 XX
hou Saa-XX
ok NAME
'Ok. Sa-XX.'
05 T what is the first one tell me?
'Would you tell me what the first one is?'
06 L 水
seoi
water
'seoi.'
07 S1 水
seoi
water
'seoi.'
08 T *水 what is 水
seoi what is seoi
water Q is water
'Seoi. What is "seoi"?'
t *gazes at S1--->
09 L water
10 S1 water
11 T water *
t --> *
12 †有 啲 咩 用 呀 †水?
jau di me jung aa seoi
there some Q use PTC water
'What does the function of water?'
t †gazes at her iPad-----†gazes at S1--->
13 (0.2)
14 S1 drink †
t -->†gazes at her iPad

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15 T drink† 嘅 中文係:: ?
 drink ge Zungman hai
 drink GEN Chinese be
 'How to say "drink" in Chinese?'
 t --> †gazes at S1--->

16 S1 → 飲
 jam
 drink
 'Jam.'

17 L 飲 水 †
 jam seoi
 drink water
 'Jam seoi.'

 t --> †gazes at her iPad--->

18 T → 飲 #或者 我哋 寫 嘅時候
 jam waakze ngodei se gesihau
 drink or 1PL write when
 "Jam" or we write..'
 fig #fig.11



fig.11

19 T → 寫 *喝
 se hot
 write drink
 'write "hot".'

 t *writes a graph "hot" in iPad--->

20 L → 我哋 寫 喝
 ngodei se hot
 1PL write drink
 'We write "hot".'

21 T so I can write it better here ah
 'So I can write it better here.'

22 喝
 hot
 drink

 t --->>writes a graph "hot" in iPad