

Hong Kong Archive of Language Learning (HALL)

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The focus of today's talk:

- Background and theoretical underpinning of the HALL Project
- Major features of the digital archive
- Preliminary observations

The LLH project is a UGC-funded language collaborative project led by the Department of English, City University of Hong Kong, in collaboration with the University of Hong Kong and the Hong Kong Institute of Education

The screenshot shows a web browser window with the address bar displaying 'www.narratives.hk'. The main content area features a large orange banner with the text 'ENGLISH LANGUAGE LEARNING HISTORIES BE PART OF HISTORY' and a navigation menu with links: HOME, ABOUT HALL, CATEGORIES, MEDIA COLLECTIONS, ADVANCED SEARCH, and INDEX. Below the banner, there are four story cards, each with an image, a title, and a short description. The first card shows a woman with a suitcase, the second shows a globe, the third shows an open book on a log, and the fourth shows a 'STUDY' sign. A search bar is located on the right side of the page. The bottom of the screenshot shows the Windows taskbar with various application icons and the system clock indicating 'Wednesday, April 27, 2016' at '10:10 PM'.

ENGLISH LANGUAGE LEARNING HISTORIES
BE PART OF HISTORY

HOME ABOUT HALL » CATEGORIES » MEDIA COLLECTIONS » ADVANCED SEARCH INDEX »

Search this archive...

5CJ143
A homestay experience in Australia that involved attending (secondary) school there helped this student improve her

5CJ114
This student experienced role play exercises during English drama lessons in secondary school. He went to the library to

4CJ093
A student enjoyed writing poems and playing games in a workshop on Thanksgiving day at university organised by an

5CJ007
Revising for the use of English A-level paper was the highlight of this student's English language learning which is also involved

ABOUT HALL
The Hong Kong Archive of Language Learning (HALL) is a University Grants Committee-funded project led by the Department of English at City University of Hong Kong, in collaboration with the University of Hong Kong and the Hong Kong Institute of Education. The project aims to develop an online platform that collects, archives and disseminates Hong Kong English learners' stories about how they learn and use English.

Wednesday, April 27, 2016

Objectives:

- Develop a public-access digital archive of personal English language learning histories (in text, video, or audio formats)
- Provide and disseminate textual and media resources for learners and teachers
- Provide a resource for students, teachers and researchers to analyze language learning histories with the aim of creating more student-centred and independent learning and teaching materials.

Research Team

Principal Investigator: Dr Klaudia Lee (CityU)

Co-Investigators: Dr Andy Gao (HKU), Dr John Trent (HKIED)

Chief Transcriber: Dr John Patkin (CityU)

Research Assistants: Kenny Luk and Trace Chui (CityU)

Web manager: Carmen Au (CityU)

Part-time staff: Cecily Lee, Gagan Singh, Kate Kwan

EN final-year project group

Project duration: September 2014 – August 2016

Target: 3000 narratives; mainly undergraduate students

Data nature: Audio and video interviews, written narratives

Collection method:

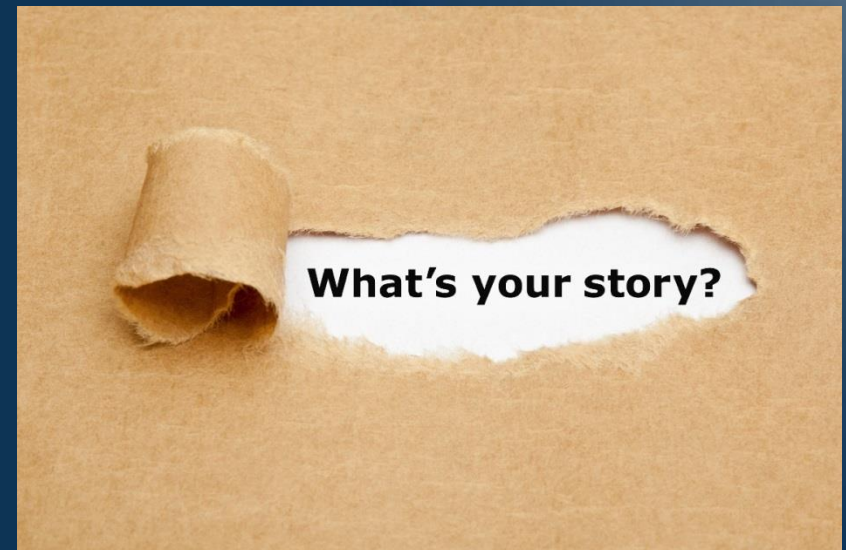
Interviews: Random sampling on Hong Kong university campuses (BU, CityU, HKU, CUHK, HKUST, Lingnan, PolyU, HKIED)

Written narratives: Distributing narrative forms in class

As of today, over 1,300 narratives
have been uploaded to the website.

Narrative Inquiry

The main strength of adopting narrative inquiry in researching on language learning is to “understand phenomena from the perspectives of those who experience them” (Barkhuizen, Benson & Chik 283-284).



Some potential pedagogical benefits of collecting learners' learning histories (LLH):

- students could identify with the story personae about their learning at different times and spaces
- translate abstract pedagogical concepts into practical use
- see diversity in learning styles

Source: Stevick (1989), *Success with Foreign Languages: Seven Who Achieved it and What Worked For Them*

During the interviews, we only asked two major questions:

1. What is your most memorable English language learning experience?
2. What is your most memorable English language reading experience?

The reasons behind the adoption of semi-structured narrative inquiry method:

- Allow respondents the greatest flexibility and freedom in addressing the questions
- Reduce the influence of interviewers on the type of answers that the respondents might produce, or the possibility of the interviewers carrying out “re-storying” during processes of interpreting participants’ experience (e.g., Josellselson, 1996; Bell, 2002)

Atkinson (1998) suggests that “the less structure a life story interview has, the more effective it will be in achieving the goal of getting the person’s own story in the way, form, and style that the individual wants to tell it in” (41)

As Daniel Schacter (1996) puts it, “remembering is a mental travelling”: “as rememberers, we can free ourselves from the immediate constraints of time and space, re-experiencing the past and projecting ourselves into the future at will” (17).



The process of remembering, recollecting, and discursively representing selected learning and reading experiences was already a form of narrative construction, even though the narratives themselves might appear to be fragmentary (e.g., Bruner 1994).

Major Features of the LLH Digital Archive:

<http://www.narratives.hk/>

The screenshot displays the website interface for the English Language Learning Histories Digital Archive. At the top, a navigation menu includes links for HOME, ABOUT HALL, CATEGORIES, MEDIA COLLECTIONS, ADVANCED SEARCH, and INDEX. A search bar is located on the right side of the page. The main content area features a grid of 12 story cards, each with a unique image, a title, a brief description, and a 'Read More' link. The cards are arranged in two rows of six. The first row includes cards with IDs 5C1109, 5T1046, 5C1147, 5C1174, 5C1191, and 4C1078. The second row includes cards with IDs 5C1358, 4C1042, 5T1133, 5C1119, 5C1240, and 5C1117. On the right side, there is an 'ABOUT HALL' section with a brief description of the project.

ENGLISH LANGUAGE LEARNING HISTORIES BE PART OF HISTORY

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ABOUT HALL

The Hong Kong Archive of Language Learning (HALL) is a University Grants Committee-funded project led by the Department of English at City University of Hong Kong, in collaboration with the University of Hong Kong and the Education University of Hong Kong. The project aims to develop an online platform that collects, archives and disseminates Hong Kong English learners' stories about how they learn and use English.

5C1109
A Form 1 teacher worked with this student who improved a lot by Form 2. He did not read much in English except when he

5T1046
Watching gaming YouTube channels developed this economics and finance major's English speaking skills. Reading

5C1147
This Management major listens to English music.
[Read More »](#)

5C1174
Talking to the NET in secondary school allowed this Communication major to learn English and culture. He finds it

5C1191
University tested this graduate's English proficiency because it was the medium for instruction and homework. He reads about

4C1078
A math teaching major from the Mainland says his secondary school was different because there were many foreign

5C1358
A secondary school class enabled this BBA major to meet and chat with people from different countries. He watched

4C1042
Learning phonics in primary school helped this student with his reading skills.
[Read More »](#)

5T1133
Watching English drama and TV shows motivated this Science major to learn English. She says it was an alternative to rote

5C1119
A tutorial school provided writing and exam-oriented support for these Social Sciences major. He read passages in his

5C1240
Being part of the Umbrella Revolution motivated this BBA major to read more news media like the BBC and TIME. He feels

5C1117
Reading computer engineering books is important for this student as they relate to his major. During secondary school,

- User-friendly; easy to find narratives
- Simple Structure and Navigation
- Ways to find narratives
 - a) Categories & Subcategories
 - b) Media Collections
 - c) Quick & Advanced Search
 - d) Index & Tags

Preliminary Observations

- Learning Beyond the curriculum
- Reading Practices

Potential for further research and development of teaching and learning strategies

Learning Beyond the Curriculum

- Travel/exchange tours
- Youtube, Internet
- Movies
- Reading newspapers and magazines
(*SCMP, BBC, Time*)
- Music, lyrics



BBC
NEWS

South China Morning Post
scmp.com

You**Tube**

<http://www.narratives.hk/?p=2587>

The screenshot shows a web browser window displaying the website www.narratives.hk. The page features a header with the title "ENGLISH LANGUAGE LEARNING HISTORIES" and the tagline "BE PART OF HISTORY". Below the header is a navigation menu with links: HOME, ABOUT HALL, CATEGORIES, MEDIA COLLECTIONS, ADVANCED SEARCH, and INDEX. A search bar is located on the right side of the header.

The main content area displays a video player for the story "5CK016". The video player includes a thumbnail image of a person holding a sign that says "BOOKS". The video title is "5CK016" and the subcategory is "NON-FICTION, TRAVEL". The video description reads: "A summer internship in a law firm in the US immersed this student in an all English environment. He also used English during a bike trip after the internship. He read Tuesdays with Morrie for her HKCEE studies. [5CK016]". The video player shows a progress bar at 00:00 / 01:54.

Below the video player, there are navigation links: "PREVIOUS STORY" and "NEXT STORY". To the left of the video player, there is a "RELATED STORIES" section with a list of links: "4CQ014", "4CQ072", "4CQ101", and "4CQ105".

The footer of the website contains the following information:

- Navigation links: About HALL, How to Cite, User Guide, Terms of Use, Site Map, Contact Us.
- Copyright: © 2016-2026, Hong Kong Archive of Language Learning.
- Logos: CityU (City University of Hong Kong) and DEPARTMENT OF ENGLISH.
- Text: HALL is a UGC-funded project led by Department of English, CityU.

The Windows taskbar at the bottom of the screenshot shows the system tray with the date and time: 10:31, 02/06/2016.

“Actually I don't think of any memorable English learning experience but because I'm crazy about rock music so when I was young I just followed the steps of teachers told us how to learn English and I followed them. But when I started a fan of music I can't figure out what the lyric says, so I tried to understand this. So I checked the dictionary and found the what the meaning of the lyrics. So I just a little bit of interest in English. So that is some memorable English learning experience.” (Student 2)

Learning in an educational context

- Activity-based teaching and learning (e.g. in-class drama)
- Audio-visual aides (e.g. movies)
- English Week
- NET/Good teachers
- Assignments (eg. Newspaper cutting)

<http://www.narratives.hk/?p=2279>

4CK083 | The HALL Project

www.narratives.hk/?p=2279

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Home > 4CK083

Search this archive...

4CK083

SUBCATEGORY: DRAMA, FICTION, JOURNALISM, NON-FICTION, WRITING

Writing and performing a drama in Form 1 exposed this student to everyday English. She feels a sense of accomplishment for reading the entire Harry Potter series. She prefers non-fiction these days. [4CK083]

00:00 / 02:18

[« PREVIOUS STORY](#) [NEXT STORY »](#)

RELATED STORIES

- > 4CJ004
- > 4CJ018
- > 4CJ022
- > 4CJ024

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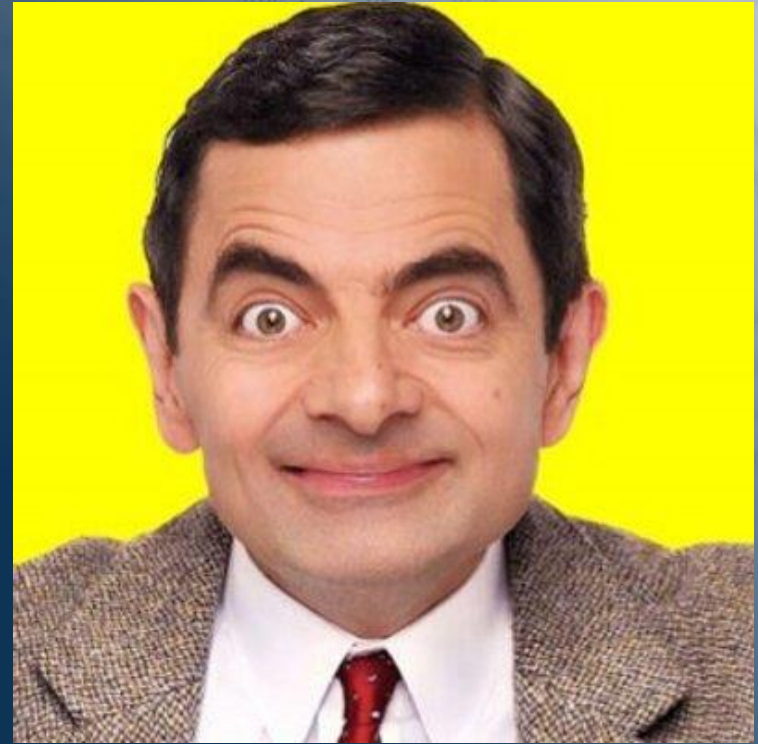
CityU 香港城市大學 City University of Hong Kong

DEPARTMENT OF ENGLISH

HALL is a UGC-funded project led by Department of English, CityU

EN 10:45 02/06/2016

“In my secondary school where we always watch videos, English videos, Mr. Bean, and discuss with our classmates. I enjoy it because first of all it is showing some comedy, the class are interested in it, and also we can share our ideas with our classmates.” (Student 3)



Reading Practices

The initial findings of the data have revealed the strong influence of popular culture, especially movies, on students' reading preference and practices.

For example, *Harry Potter* and *Hunger Games* emerge as the most popular movies/literary texts that students have watched or read.

READING MATERIALS

A

- A Christmas Carol (5)
- A Hunger Artist (1)
- Aimless Love (1)
- Alex Ferguson (1)
- Alex Rider (1)
- Alice in Wonderland (4)
- All the Light We Cannot See (2)
- A Midsummer Night's Dream (1)
- And Then There Were None (1)
- Angel's Ashes: A Memoir (1)
- Angels and Demons (1)
- Animal Farm (7)
- more »

B

- Before I Go to Sleep (3)
- Billy Elliot (1)
- Black Cat Readers (1)
- Brave New World (1)
- Bridget Jones's Diary (1)
- Bridge to Terabithia (2)
- Brokeback Mountain (1)
- Business Insider (2)

C

- C++ Bible (1)
- Cambridge English (2)
- Can You Keep a Secret (1)

G

- Game of Thrones (4)
- Geronimo Stilton (1)
- Gilgamesh (1)
- Go for It (1)
- Goldilocks and the Three Bears (1)
- Gone Girl (3)
- Gone with the Wind (2)
- Goosebumps (1)
- Gossip Girl (2)

H

- Hamlet (6)
- Harry Potter (176)
- He's Just Not That into You (1)
- Heart of Darkness (1)
- Henry James (1)
- High School Musical (2)
- Holes (2)
- Hong Kong Free Press (1)
- How China's Leaders Think (1)
- How Google Works (1)
- Howl's Moving Castle (2)
- Hunger Games (33)

I

- If I Stay (1)
- In Cold Blood (1)
- In Dialogue with Nature (1)

L

- Lady Chatterley's Lover (1)
- Les Misérables (3)
- Lewis Carroll (4)
- Life of Pi (4)
- Life without Limits (3)
- Little Women (3)
- Logavina Street: Life and Death in a Sarajevo Neighborhood (1)
- Lolita (1)
- Lone Wolf (1)
- Look Listen and Learn (1)
- Lord of the Flies (8)

M

- Macbeth (5)
- Magic Finger (2)
- Magic Treehouse (1)
- Marley and Me (2)
- Matilda (13)
- McGraw Hill (1)
- Memoirs of a Geisha (1)
- Men Are from Mars Women Are from Venus (1)
- Merchant of Venice (1)
- Michael McIntyre (1)
- Millions (1)
- Mr. Men and Little Miss (2)
- more »

N

- National Geographic (12)
- New Concept English (3)
- New Oriental English (1)

R

- Racing in the Rain: My Life as a Dog (1)
- Rain Man (2)
- Reader's Digest (8)
- Read with Biff Chip and Kipper (1)
- Redwall (1)
- Remember Me? (2)
- Revolutionary Road (1)
- Romeo and Juliet (6)

S

- Seattle Times (1)
- Seventeen (2)
- Sherlock Holmes (13)
- Shopaholic (6)
- Silver Lining Playbook (1)
- Snow White (2)
- Solitude (1)
- Sophie's World (1)
- South China Morning Post (56)
- Star Trek (1)
- Steve Gerrard (1)
- Steve Jobs (4)

T

- Taliban: The True Story About the World's Most Feared Guerilla Fighters (1)

W

- Warm Bodies (1)
- What If (2)
- What They Don't Teach You at Harvard Business School (1)
- Where's Wally? (1)
- Who Moved My Cheese? (1)
- Why I Left Goldman Sachs: A Wall Street Story (2)
- Wild (1)
- Wizard of Oz (1)
- Wuthering Heights (3)

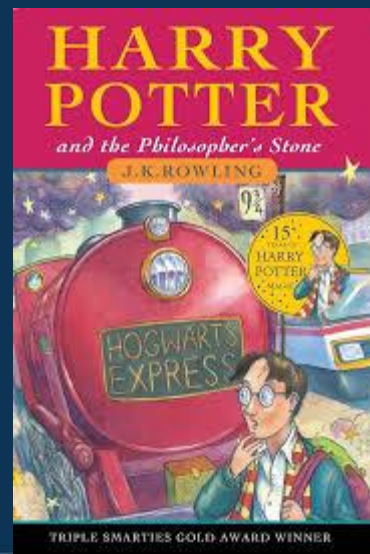
Y

- Young Post (5)
- Your Inner Fish (1)

1

- 1984 (12)
- 1986 (1)

“Oh, I love the film first. I watched the film first and I love science fiction, so I know it's from novel. And I wanna know more about the details and I wanna know the origin. Yeah, the most original version of this story, so I choose to read books. At first I read Chinese books but I found it's not the original version, so I choose to read English.” (Student 4)



“Oh. The Hunger Games [Collins 2009] and Harry Potter @@. We can watch the film. After watch the film I sometimes want to read the books too. I tried to read it and it is the most memorable English reading experience because when I read the books, I remember picture from the film. Then I can read it more easily and can easily understand.” (Student 5)



The interviews that we collected, while highlighting the influence of popular culture on students' reading practices, also shed light on aspects of students' reading practices that have yet been fully explored in existing scholarship on literature pedagogy.

John Schilb argues that a greater attention should be paid to the “acts that students will be expected to perform” when encountering literary texts. (Schilb 2001, 512)



Wolfgang Iser argues that “the convergence of text and reader brings the literary work into existence, and this convergence can never be precisely pinpointed, but must always remain virtual, as it is not to be identified either with the reality of the text or with the individual disposition of the reader” (Iser 1980, 50).

“Certainly to the great majority of readers, the human experience that literature presents is primary. For them the formal elements of the work—style and structure, rhythmic flow—function only as a part of the total literary experience. The reader seeks to participate in another’s vision—to reap knowledge of the world, to fathom the resources of the human spirit, to gain insights that will make his own life more comprehensible” (Rosenblatt 1983, 7).

To date, empirical studies remain limited on students' actual reading practice, how they approach a text, and the pedagogical implications. The data that we collected could contribute to our understanding of students' meaning-making processes, their approaches to texts and factors contributing to their interest in reading.

Some preliminary observations:

Affect and imagination

The appeal of “alterity”

Reading in the multimedia age

SCK066 | The HALL Project

www.narratives.hk/?p=2473&s=1984


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Home > SCK066

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SCK066

SUBCATEGORY: FICTION, INTEREST

An interest in bands led this student to develop an interest in inversion. While reading [1984](#), she felt like she became part of the story. She also likes Cloud Atlas. [SCK066]

00:00 00:00 🔊

« [PREVIOUS STORY](#) [NEXT STORY](#) »

RELATED STORIES

- » [4CJ123](#)
- » [4CK005](#)
- » [5CJ208](#)

<http://www.narratives.hk/?p=2473&s=1984>

4CJ033 | The HALL Project

www.narratives.hk/?p=804&s=Jane+Austen


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Home > 4CJ033

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4CJ033

SUBCATEGORY: FICTION, MENTOR, NON-FICTION, SPEECH

A teacher encouraged this student to become a school emcee to overcome her pronunciation difficulties. She also enjoyed reading Elizabeth the Golden Age and [Jane Austen's](#) Pride and Prejudice. [4CJ033]

00:00 00:00

[« PREVIOUS STORY](#) [NEXT STORY »](#)

RELATED STORIES

- > 4CJ063
- > 4CK013
- > 4CK031

www.narratives.hk

<http://www.narratives.hk/?p=804&s=Jane+Austen>

“the experience of engaging with an inventive work of the past is an encounter with alterity, an alterity that has either in some way survived the passage of time, or, having been for a time culturally accommodated, once more become an effective absence in the present.” (Attridge 2004, 46)

Which texts do we want to use in class? How may these relate to the kind of experience that we want students to have when reading?

What are the meaning-making processes when students perform acts of reading?

How can we strike a balance between diversifying teaching and learning materials (such as the use of audio-visual aides) and developing students' interest in reading and their skills in interpreting and writing about written texts/literary works?

Before the end of the project in August, our main task will be to develop teaching and learning materials based on the findings of our project. These will include:

- Recommendation on English teaching and learning strategies
- Independent learning materials that students can use outside the classroom context



We welcome any feedback or suggestions you may have on the digital archive!

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Please also join our Facebook page:

https://www.facebook.com/HKLLH/?ref=aymt_home_page_panel

