

A case study of a Hong Kong primary school's online after school pull-out intervention for “cross-boundary” students

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Abstract

The Covid-19 pandemic impacted on schools around the world in different ways. In this school, students who are required to cross the border between Hong Kong and Mainland China daily to attend school, known as “cross-boundary students” were no longer able to do so due to stringent Covid-19 measures and the adoption of Mainland China’s “zero-Covid policy”. A pragmatic solution to this was the provision of an after-school pull-out intervention for targeted “cross-boundary” students. Through the case study research, it became clear that the intervention was effective in dealing with students’ academic needs, but that very little was done to address their non-academic needs during this time of online classes. The intervention promoted good opportunities for assessment and feedback and interaction opportunities between teachers and students, but less so for student to student interactions.

Introduction

In this case study, the focus or *case* will be students who are required to cross the border between Hong Kong and Mainland China daily to come to school (Education Bureau, 2021b). These are normally called “cross-boundary students” or “CBS” as they will be commonly referred to in this paper (Education Bureau, 2021b). As of May 2020, there were 27,000 students who would cross the border daily for school, however, due to stringent Covid-19 measures and the adoption of Mainland China’s “zero-Covid policy”, these students are unable to cross the border daily to attend school (Government News Hong Kong, 2020a; Legislative Council Secretariat, 2021). This has led to the implementation and adoption of educational guidelines by the Education Bureau, and subsequent adaption by schools to ensure these students do not “fall behind” their peers and studies since they are unable to attend face-to-face classes (Education Bureau, 2020a; Legislative Council Secretariat, 2021).

In terms of the school of focus, it will be a primary school that, due to its close proximity to the Hong Kong-Mainland China border, has a high proportion of CBS, accounting for around 1 in 6 students that attend the school. However, only one of the four year 6 classes that the school has will be observed which means there will be around 5 students in intervention that are being studied. The reason for selecting this age group is to see how the school is managing with students’ “catch-up”, assessments and individual learning needs, if any, of students who will soon be progressing onto secondary school in the following academic year. As Pokhrel and Chhetri (2021) point out, assessments that have taken place online, due to Covid-19, are likely to be trial and error at first which might lead to teachers, students and parents being uncertain about the assessment process, particularly with how it is to be conducted under such circumstances. This is further enlightened by Doucet et al (2020) which states that formative assessment and feedback, given in a good timeframe, are essential for online learners to make good progress. Therefore, it is integral for the students that they are getting enough interaction and feedback from their teachers, meaning that this intervention is expected to be helpful for these students who do not get as much feedback in their “normal” timetabled lessons since they are normally observers rather than contributors due to the medium of learning (Pokhrel and Chhetri, 2021; Doucet et al, 2020).

Regarding the chosen intervention, it has been taking place since the Hong Kong-Mainland China border closed in 2020 and has changed since face-to-face classes resumed for those living in Hong Kong (Government News Hong Kong, 2020b; Education Bureau, 2021a). The resumption of face-to-face classes led to teachers

focusing primarily on those students who are physically present in the classroom and not spending much of the lesson time on those who are also in the lesson via video chat on Zoom, since they are too preoccupied with the students' needs of those directly in front of them. As research suggests, online learning might deepen existing geographical and/or socio-economic issues that are present amongst the students (Garbe, 2020; Wang et al., 2020; Armitage and Nellums, 2020). This is unlike before when all students were on Zoom, as all students would have had the same amount of teacher time (Garbe, 2020). Therefore, the school created the intervention, led by the main subject teachers (English, Chinese, Maths and General Studies) at first, then later included all subjects, to ensure that any questions and queries that the students had during the lesson can be answered in the pull-out intervention classes, with the main aim being that all students progress and "catch-up" at the same pace, regardless of whether they study in the classroom or online. As Hafen, et al. (2015) claim the interaction that students have with teachers deeply impact students' academic performance and social development, thus making the intervention valuable for students' social and emotional needs too.

Literature Review

This section of the research paper will focus on literature on online learning, Covid-19 and online learning, and the impacts Covid-19 has had on school-based learning interventions and learning support plans.

Online Learning

Online learning has been around since before the second millennium and has recently begun to take hold in the past decade due to faster internet connections, greater accessibility and flexibility and it generally being cheaper than face-to-face classes (Sarkar, 2020; Nguyen, 2015). In addition to this, Nguyen (2015) claims that students are not constrained by smaller classroom sizes and, despite larger classes, students are generally more engaged with the class materials since there are less distractions, providing that all participants apart from teachers are muted throughout. Although several researchers suggest that online learners are restricted in terms of learner-learner and learner-teacher interactions, leading to some academics suggesting that a mixture of both asynchronous and synchronous learning environments would better promote communication, collaboration, and rapport while also decreasing loneliness and boredom (Dumford and Miller, 2018; Reese, 2015; Martin et al, 2018; King, 2014). To prevent boredom from happening and enhance engagement, education providers can create opportunities for group work and communication through discussion boards, chat sessions, group video calls, etc., which might boost students' performance through academic discussions and debates (Banna et al, 2015; Nguyen, 2015). Some other ways to increase student interactions and progress can be made through timely and constructive feedback where any misunderstandings can be addressed in a well-timed manner (Nguyen, 2015; Martin et al, 2018). However, Tsai et al (2015) suggest that, by using interactive games and learning aids that implement immediate feedback and positive reinforcement will increase students' engagement and decrease boredom (Martin et al, 2018).

Covid-19 and Online Learning

Academia for Covid-19 has become a developing field of study during the past few years, and this has led to a paradigm shift in education since the pandemic began. This is illuminated by Breslin (2021), Panovska-Griffiths et al (2020) and Onyema (2020) who underline some of the key changes that educators have learnt during the past few years, and how they have enhanced issues among education providers, students and parents who are aiding their children at home. The main issues that were found are those such as: lower parental engagement yielding lower student ability; a heightened level of existing socio-economic disparities; a lack of access to good technology and an increase in stress amongst students, parents, and teachers (Breslin, 2021; Panovska-Griffiths et al 2020). Meanwhile, Mukhtar et al (2020) and Zhou and Li (2020) examined the effects of Covid-19 on education and found that there were some advantages and disadvantages, and they also gave some suggestions on how post-Covid-19 education can be improved based on their findings. An advantage of online learning was that remote learning increased academic accessibility, however, for lower income families it could make it more inaccessible since they might not be able to afford the required technology (Mukhtar et al, 2020; Zhou and Li, 2020; Breslin, 2021). Though, one of the disadvantages was that of "academic integrity", which suggests that some academic procedures such as assessments, feedback, etc. might not have been up to the same level as before online learning (Mukhtar et

al, 2020; Zhou and Li, 2020). They also suggested that educators should increase feedback and interaction with students and parents by using mobile phones, but this may also increase stress for teachers since they are unable to “switch off” in the evenings due to the constant need to reply to parents (Mukhtar et al, 2020; Zhou and Li, 2020). Aside from that, they also gave some recommendations to schools such as providing more training to ensure that teachers are creating lesson plans which ascertains that well-planned lessons are being delivered (Mukhtar et al, 2020; Zhou and Li, 2020).

Covid-19 Impacts on School-based Interventions and Learning Support Plans

The Covid-19 pandemic has led to students with academic and non-academic difficulties being more marginalised than before the outbreak since support strategies are not always implemented in distance learning, which could stem from a lack of internet connection among poorer students, thus creating a greater rift between low and high socio-economic backgrounds (United Nations, 2020a; 2020b; UNESCO, 2020). Furthermore, since some students are not always fluent in the language of instruction and receive less at-home support due to parents’ lack of digital skills and subject knowledge to assist with homework, students have greater divergences in their ability which became more apparent due to Covid-19 (UNESCO, 2020; Mishra et al, 2020). Besides that, it is also suggested that when parents are subject to more stress, parents are going to respond much slower to their children’s needs, as might be the case for those who are suffering the most as a result of financial struggle and increased parental duties due to the pandemic, meaning that some students’ education will be more “unfinished” than others (Prime et al, 2020; Nepl et al, 2016; Newland et al, 2013; Dorn et al, 2021; McRae et al, 2021).

However, it is not just the parents and students who have suffered because of the pandemic, as research suggests teachers were also underprepared and required to teach via distance learning without proper guidance, training, and resources, thus leaving interventions having a lack of different approaches that embrace learning diversity (United Nations, 2020a; Education Endowment Foundation, 2020a). Additionally, the Education Endowment Foundation (2020a;2021) also suggests that teaching quality is much more important than the medium that lessons are delivered in, but schools should also ensure that students have access to technology, increased chances to communicate with their teachers and peers, and that teachers are using a range of approaches that cater for different pupils’ academic and non-academic needs (Modan, 2020). Moreover, Moorhouse et al (2020) and Wong and Moorhouse (2020) also argue that school-based professional support in Hong Kong is essential to ensure that teachers remain well-trained and motivated since the 2019 social unrest and subsequent pandemic has left teachers becoming increasingly demotivated and wanting to change profession (World Health Organisation, 2020; American Psychological Association, 2020).

Methodology and Ethical Considerations

This section of the paper will focus on the research methodology and the different data collection methods used as part of the study, their advantages and disadvantages, and any ethical issues that they pose, if any, followed by a brief section on triangulation.

Case Study

The methodology and structure of this essay will be that of a case study. As Tracy (2020) defines, a case study is a naturally occurring event that might use qualitative and/or quantitative data. In addition to this, Tracy (2020) also claims that case study data might be used to look at the micro, such as a single case, or the macro, as in a multi-faceted study into a whole society and/or culture. However, Rashid et al (2019) states that case studies are generally used to do in-depth studies of phenomenon in a specific context. Hamilton (2019), like Rashid et al (2019), also agrees that case studies will heighten one’s awareness of what specific individual(s) or group(s) in a targeted area of study. Although, Wellington (2015) suggests that case studies are real-life events which provide live and workable data, thus increasing the relevance of specific studies in a certain period, while Denscombe (2014) argues that case studies can often be difficult to work with since researchers tend to struggle with where to set the boundaries of the study. Furthermore, Pring (2015) suggests that case studies can be generalised providing they are focusing on specific and complex issues. On the contrary, Yin (2018) suggests that case studies only represent a single case and, instead, contribute to a larger pool of data

or case studies. This case study, however, will focus on a single's school intervention and will use three sources of data to enable triangulation of data, thus likening to the notion of a micro case that, depending upon its findings, might be able to be generalised to the macro (Tracy, 2020; Pring, 2015; Wellington, 2015; Yin, 2018).

Semi-structured interview

The first data collection method that will be used in the study will be a semi-structured interview and said interview will be recorded using field notes (see: appendix A). The person who will be interviewed will be a senior member of staff who has been responsible for making the arrangements of the intervention. As Adhabi and Anozie (2017) state, semi-structured interviews can take different sorts of turns during the interview since it is not essential for the interviewer to stick to the predetermined questions, resulting in more questions being asked since interviewees generally feel more comfortable responding. Alamri (2018), on the other hand, suggests that interviews, regardless of whether they have a structure or not, might pose problems since the interviewee might try to answer with socially desirable answers rather than answering in a completely truthful and objective manner. Although, since the interviewer and researcher are colleagues, then it is unlikely that the senior member of staff will make the researcher doubt their credibility and reliability by answering untruthfully (Alamri, 2018). Though there is still a possibility of the interviewee answering in a socially desirable manner due to the member of staff not wanting to present any potential misdemeanours or errors, if any, in creating the school-based intervention (Alamri, 2018).

Non-participant observation

The second data collection method that will be used will be a non-participant observation of the same senior teacher that will be interviewed, and this will also be recorded using field notes (see: appendix B). As it will be a non-participant observation it will remove potential biases held by the researcher due to the lack of participation in the intervention (Cohen et al, 2017). Although, Hammond and Wellington (2020) question whether it leads to the person being observed acting differently under pressure – which could be the case here since the observed has been interviewed first and will feel the need to act as previously said – resulting in them suggesting a more covert observation. Although, ethically, it would be unsound to do so and likely to be disapproved by any ethics board informed of such research, meaning that this case study will continue to use non-participant observations (Podschuweit, 2021).

Documentary data

The third data collection method that will be used in the study will be documents that will be collected from a range of sources such as the Hong Kong Education Bureau's website(s) (see: reference list) and from the school's own website (see: Appendix C) to compare what is written to what is done. Rapley and Rees (2017) say that in case studies that use documents, it is necessary for the researcher to ensure that they are using relevant, credible, and authentic sources. As this study will use documents created by the Hong Kong Education Bureau, a government bureau, one can assume that the documents shall be credible and authentic since they have been produced by the government, however, the researcher will still have to determine the relevance of the documents (Rapley and Rees, 2017). Though as Martin (2018) points out, document collection can be a very time-consuming process and since the parameters and guidelines of Covid-19 are constantly changing, the documents collection could consume too much time, thus meaning that by the time the research has been published it may well be out of date due to rapidly changing government guidelines in Hong Kong. Yin (2018), however, suggests that case studies generally contribute to a larger body of data, thus likened to an anthology of different cases that creates greater knowledge about a specific phenomenon.

Triangulation

Even though there have been certain issues raised about problems that might arise during the chosen data collection methods, it yields the importance of triangulation. Triangulation is generally the bringing together of multiple data collection methods to ensure that studies go ahead unbiased and with relevance, showing authenticity and reliability, thus giving researchers credibility when it comes to presenting their findings (Shefner and McKenney, 2018; Flick, 2018).

Data collection (results)

In this section, the focus will be on the different data streams used (non-participant observations, interviews, and documents) and their findings.

Unpacking Data Stream Two (Semi-structured Interviews: see appendix A)

The first data stream used in this study is a semi-structured interview with a senior member of staff. From the semi-structured interview, it became quite clear that the school encourages students to use a mixed range of resources and continued communication. This is evident with the use of “ETV” (Educational Television) (see: Hong Kong Education City, 2021), “parents being able to communicate with teachers through “WeChat””, “getting the PDFs of textbooks used in class to send to students”, “giving students iPads”, “sending worksheets over OneDrive”, “posting materials” and “working with cross-boundary learning centres to enable examinations to go ahead”. It can also be noted that the students will send digital copies of their work to ensure marking and feedback continues to happen. The final important finding from the interview was that the school continues to keep a “classroom/zoom etiquette” by the students raising their hand and wearing school uniforms.

Unpacking Data Stream One (Non-participant Observations: see appendix B)

The second data stream used in this study is a non-participant observation with a senior member of staff. From the non-participant observation, the researcher was able to see that the English lesson often use Chinese translation to aid students in their understanding, with the main resource used in the lesson being PPTs that contained some pictures and GIFs. For assessment, teachers ask students questions and sometimes encourage students to “write on the screen” using their own iPads which makes it so everyone in the call can see, despite this speech and listening appears to be the most common kind of assessment. Unlike what is said in the interview, there was no presence of “ETV” used in the lesson (see: Hong Kong Education City, 2021). While for classroom management most students appeared to be wearing uniforms and raising their hands to answer questions.

Unpacking Data Stream Three (Documents)

The third data stream used in this study are documents collected from the Hong Kong Education Bureau’s website and the school’s own website. From the documents collected, it was clear to see that the government has a range of guidelines in place to ensure that the students are getting as much support as possible so they do not fall behind students who can attend face-to-face (Education Bureau, 2020a). This is present through the discussions held in LegCo - the Hong Kong government’s complex that houses legislation debates - that have previously resolved around supporting students who are currently in the Mainland (see: Education Bureau, 2021b). In addition to these debates, there have also been numerous press releases which have discussed cross-boundary students which shows the government’s persistence to aid these students, through additional resources, and ongoing negotiations with the central government on border reopening (Education Bureau, 2020b; 2020c). However, the screenshot taken from the school’s website (see: Appendix C) does not suggest much evidence of how the school supports the students and only appears to show some of the resources that parents can download to aid their children in learning traditional Chinese and English since both are not used as much in the mainland.

Data Analysis, Discussion, Recommendations and Limitations

This section will focus on data analysis and will discuss the findings by using relevant literature on Covid-19 interventions, theories, practices, and policies and give recommendations for how the intervention could be further developed by using appropriate literature.

Connection to Theory

The semi-structured interview (see: Appendix A) and non-participant observation (see: Appendix B) suggest the school is continuing to use summative and formative assessments, despite technology-based assessments often being considered as under-developed (Timmis, 2016). The school does summative assessments using centres over the border and formative assessments online through questions between student and teacher. As literature suggests, more innovative assessments have received a lot of interest

among education providers and researchers alike, and it is good that the school continues to do assessment whereas some countries have postponed or cancelled their examinations (UNICEF, 2020; Education Endowment Foundation, 2020a). This will ensure teachers can monitor students and provide support, where necessary, thus leading to the CBS catching up at a comparable pace as to those attending face-to-face classes (UNICEF, 2020; Education Endowment Foundation, 2020a). Additionally, it is worth noting that the document *Education Bureau (2020a)* suggests that the schools should continue to provide adequate assessment opportunities for CBS, and since the school is doing just that then the school appears to be adequately adhering to government guidelines for CBS. Although, at times, assessment opportunities were missed at the start of the lesson where the teacher could have activated prior learning by making links to previous lessons to contextualise learning, which will also guarantee that students are continuing to work and think independently, especially since the pandemic has led to a rise in concern of pupils losing their academic independence (Education Endowment Foundation, 2020a; 2021). Though, it is expected that some Special Educational Needs & Disabilities (SEND) students are still going to be reliant on parental support depending on their individual needs (Education Endowment Foundation, 2021).

Another positive of the intervention is continued communication with parents through “WeChat”, the most popular mobile-based messaging application used in Mainland China (See: Appendix A). This not only appears to link to the guidelines set out in document *Education Bureau (2020a)*, but it also links to theories on parental support and continuity of standard educational practices. As Darragh and Franke (2021) and Gewin (2020) suggest communication between parents and teachers is essential so that teachers can address any difficulties that the students have had to enable academic continuity and development to make certain that progress can be made amongst all parties within a child’s education bubble. Although, some parents might only communicate when they believe there is a problem with their child’s development which could limit the effectiveness on interventions that focus on catching up through lack of communication (Palts and Harro-Loit, 2015; Wolf et al, 2019).

Connection to Good Covid-19 Intervention Practices and Policy

Firstly, it is worth mentioning that the school is hosting the intervention in small groups and has a standardised timetable that ensures students are receiving stable support (Education Endowment Foundation, 2020a). Conversely, the school could try to focus more on specific needs such as written English, as specific interventions are going to make the greatest difference to the students’ ability as they guarantee the same needs are being met as they would be in the classroom (Education Endowment Foundation 2020a). Furthermore, since most meta-analyses conducted suggest, interventions are as effective regardless of their medium so schools should try to conduct them in a similar manner to pre-pandemic teaching (Education Endowment Foundation 2020a; 2020b).

Secondly, in the semi-structured interviews (see: Appendix A) and non-participant observations (see: Appendix B), it is apparent the students continue to wear school uniforms and maintain the same behaviour and etiquette as they would in school. This also links to the guidelines set in *Education Bureau (2020a)* which suggests that students should establish good online learning habits similar to those in face-to-face classes. This not only ensures continuity of learning in a similar way that would go ahead at school, but it ensures that students feel a sense of belonging to their school which can have a positive effect on students’ academic performance (Pendergast, 2018; St-Amand et al, 2017). Additionally, if students have a greater sense of belonging, they are likely to have positive mental health and positive social relations with their peers which will ensure that the students are developing psychologically at an age-appropriate rate (St-Amand et al, 2017; Kern et al, 2016; Fiske, 2014; Calvin, 2015).

Finally, the documents produced by the Education Bureau (see reference list) appear to be guidelines and are not, therefore, legally binding, giving the schools more autonomy and not ensuring total compliance, meaning that some students might not receive the support they need to perform better and could lead to them falling behind rather than catching up as intended from the intervention (Browne and Catlow, 2019; Dutson et al, 2018). Consequently, Hong Kong schools and the government should ensure that they are making guidelines mandatory to safeguard the cross-boundary students’ education and make sure they are

not falling behind those who can attend face-to-face (Browne and Catlow, 2019; Dutson et al, 2018; Education Endowment Foundation, 2021).

Conclusion

In conclusion, since this is a small-scale study, it is worth mentioning that the findings of this study might only be emblematic of what happens in a single school and should not be generalised to other schools' practices in other Hong Kong schools unless larger amounts of data are used (Yin, 2018; Lam, 2015; Harry and Lipsky, 2014). Although, from this single school intervention case study, it can be said that the intervention promotes good opportunities for assessment and feedback and interaction opportunities between teachers and students, but less so for student to student interactions (Education Endowment Foundation, 2020; Pokhrel and Chhetri, 2021; Doucet et al, 2020; Hafen, et al, 2015; Dumford and Miller, 2018; Reese, 2015; Martin et al, 2018; King, 2014; Nguyen, 2015; Mukhtar et al, 2020; Zhou and Li, 2020).

That being said, there are certain areas of the intervention that could be altered slightly to ensure that students are also given chances to focus just as much on their non-academic needs as they are on their academic needs, such as their socio-emotional well-being to ensure that students are getting the whole-child support that they need to ensure that students are not isolated and lonely and developing well (Education Endowment Foundation, 2020a; Minkso and Gelbar, 2020; Pollack et al, 2021). Also, schools should regularly adapt their teaching during the online interventions rather than using a "one size fits all" approach, as this might marginalise socio-economic groups more and lead some students to not catch up which, in the long run, should also safeguard falling student numbers in Hong Kong (SENDSuccess, 2020; Hoffman and Miller, 2020; United Nations, 2020a; Education Endowment Foundation, 2020a; 2020b). Finally, governments should also warrant policies that are kept up-to-date, as well as creating emergency legislation to be more responsive to students who have greater socio-emotional, mental health, disabilities, and learning needs during times of hardship such as pandemics (Toquero, 2020; Zhang et al, 2020).

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Appendices

Appendix A: Field notes from a semi-structured interview conducted in the staff room

The following field notes are from an interview with a vice principal at the school:

Question 1: How would you describe the intervention that takes place to aid the cross-boundary students?

“The students haven’t been able to come back to school for around 1 year and a half, so the school conducts extra after school classes to aid the students who are mainly from Mainland China. These students will also join the classes during normal school hours, but they will be on Zoom rather than in the classroom like everyone else. In total, there are around 100 or so cross-boundary students, mostly in P3-6, who are taking part in the intervention.”

Question 2: How is support provided to the cross-boundary students?

“The school has purchased a full account on Zoom, so it doesn’t time out after the free time limit to ensure that all students can remain logged in without any issues. In addition to this, the students/parents can communicate with the teachers through WeChat, which is the main messaging system that is used in Mainland China, to ensure that we can effectively communicate with parents who will also aid the students in their studying. We also use a range of resources such as “ETV” which is provided by the education bureau to aid students in their studies when studying online (Hong Kong Education City, 2021). Finally, the school sought help from the book publishers to send us the PDFs of the textbooks so we can regularly send the new textbooks to the cross-boundary students when students need them.”

Question 3: How are the cross-boundary students assessed, both formative and summative?

“The school regularly sends documents through OneDrive and sends extra-large materials in the post to ensure that these students can complete the same work as those in the classrooms. We also get students to take pictures or scan their work so teachers can mark it to provide feedback to students in good time using the iPads that the school purchased to ensure we can do online learning better. For summative assessments, during the first year the government cancelled all examinations for primary schools, so we didn’t have to worry about it, but now, in the second year, we managed to contact education centres in the Mainland and formed partnerships to ensure that the students are able to take their exams in exam conditions. However,

oral examinations remained to be cancelled since it might be unfair for the cross-boundary students to do these exams since they might not get as much preparation.”

Question 4: Has there been any training for teachers?

“The school arranged for training sessions for teachers and parents to ensure that both are prepared for students studying from home. Also, our teachers also share resources to ensure that the students stay engaged in the afternoon classes as well as training each other through peer review such as observations and looking at each other’s materials.”

Question 5: Are the students able to do any extra curricular activities? How do you keep them as active members of the school?

“The school has previously arranged for online sports day style activities where students record themselves doing different activities which are shared with the rest of the students on Zoom. Last year we also had a Christmas party on Zoom too. Finally, we also encourage students to keep their school uniforms and behave in the same etiquette as if they were at school to ensure that there is also some classroom or “Zoom etiquette”.”

Appendix B: Field notes from non-participant observation

The following field notes are from a non-participant observation which was observed by the researcher.

The questions below show what the observer was looking for during said observation. Since the teacher said all lessons are conducted in a similar way the researcher only observed one lesson that was conducted in English.

Question 1: What resources is the teacher using?

The person conducting the lesson is on Zoom and providing the intervention to the students using their computer. It can be noticed that the teacher shares their screen while doing so to enable the students to see the PowerPoint presentation (PPT) that has the lessons materials on. The PPT has a lot of images, GIFs and text on.

Question 2: What assessment opportunities are there in the intervention?

The teacher frequently asks the students questions and provides feedback to the students. It can also be noticed that the teacher tries to scaffold the students' learning while doing so too. In addition to this, at times, the teacher enables the students to write on the screen which also shows they are using the resources/features on Zoom that enables the students to be active participants in the lessons.

Question 3: Is "ETV" used in the observed lesson (see reference: Hong Kong Education City, 2021)?

It can be noticed that there weren't any examples of resources being used, even though the interviewee said so in the interview.

Question 4: What sort of classroom management techniques are used in the lesson?

It can be noticed that some of the students are wearing school uniforms and the students are reminded to raise their hands before asking questions as well as sitting properly.

Question 5: Are there examples of speech, writing, listening, and reading in the lesson?


There doesn't appear to be many chances where the students are required to read and write, but there appears to be more opportunities for speech and listening.

Appendix C: Screenshots translated by Google Chrome taken from the focus school's website

[Student Support Department goals](#) |
 [Learning support](#) |
 [Support for New Arrivals](#) |
 [Support for non-Chinese speaking children](#) |
 [Information for non-Chinese speaking parents](#)

Support for New Arrivals

The Hong Kong Education Bureau provides a lump-sum grant to every student who "newly arrived in Hong Kong from the Mainland for less than one year and has not enrolled in any school in Hong Kong for more than one year before enrolling in this school". Language Supplementary Course" and related support.



Overview of our school's support

Outdoor visit and study <ul style="list-style-type: none"> • Visit the space museum • Visit Disney • Visit Noah's Ark • Visit the ocean park • Visit the Airport Children' s Dream City 	School-based English textbooks <ul style="list-style-type: none"> • English Textbook for Newly Arrival Students • Download school-based English learning materials 	External tutors for intensive counseling <ul style="list-style-type: none"> • English improvement class • Self-esteem class
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Support website for new arrivals

Learn traditional characters

- http://convert.cdickt.info/g2b_text.php
- <http://xh.5156edu.com/jtof.php>

Learn English pronunciation'

- <http://www.starfall.com>

Learn traditional characters

- http://convert.cdickt.info/g2b_text.php
- <http://xh.5156edu.com/jtof.php>

Learn English pronunciation'

- <http://www.starfall.com>

Know Hong Kong

- <http://www.discoverhongkong.com/tc/plan-your-trip/traveller-info/about-hong-kong/index.jsp>

