



A SURVEY ON THE CURRENT SITUATION OF LANGUAGE EDUCATION IN PRIMARY AND SECONDARY SCHOOLS IN HONG KONG, CHINA

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Abstract:

It was discovered through a questionnaire and interview survey of 570 students, 37 teachers, and 82 parents in six primary and secondary schools in Hong Kong, China, that: (1) each school has the right to choose teaching materials, and the legacy of former colonial education in related to teaching materials and teachers is serious; 90% of schools are public and government-funded schools that adopt traditional Chinese in teaching materials and Cantonese as a medium of instruction; other 10% of schools are private schools use English teaching materials and English as a medium of instruction; (2) There are few introductions to Chinese culture and the Chinese Mainland in broad language textbooks; students' everyday language is predominantly Cantonese. All schools offer one class hour of Chinese Putonghua every week, and students with fewer Putonghua class hours have a lower level. (3) While 63% and 74% of students and parents agreed to include Chinese culture and socialist fundamental principles in the instructional materials, only 30% of teachers agreed. (4) Nearly half of Hong Kong students and nearly half of their parents aspire to go to the Mainland for study or jobs. (5) Television and electronic media are the primary sources of information for teachers, students, and parents regarding the growth of the motherland's Mainland. Due to the high stress of daily life, few people have visited the Mainland, and 90% of them are looking forward to the opportunity to visit the Mainland for free.

Keywords: Hong Kong, China; primary and secondary schools; language education; investigation and analysis

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1. Introduction

Hong Kong is a thriving free port and international metropolis in China. Together with New York and London, it is known as "Nylonkong." It is the world's third-largest financial center. It has a population of 7.47 million people, 1100 primary and secondary schools, and 700,000 primary and secondary students at the moment. It provides free education for 12 years (Xu & Xia, 2021). The central government has had complete control over the Hong Kong Special Administrative Region since its return to China in 1997. For a long time, Hong Kong has adhered to the original capitalist system, implementing "one country, two systems" and "Hong Kong people administering Hong Kong." Hong Kong was a British colony for a hundred years due to historical causes. The former colonial culture had a significant impact on language teaching in primary and secondary schools, and they were required to implement British colonial education. Chinese and Chinese culture was suppressed and separated in the teaching of broad language courses such as "Chinese, English, history, general education / social common sense and geography," especially by a large number of primary and secondary school teachers trained by western teachers' colleges. Some Hong Kong primary and secondary school students, for some reason, oppose or even despise socialism. Many primary and secondary school students in Hong Kong dislike the socialist system on Mainland. Just as children are instigated by bad people to misunderstand and hate their mothers, some students' world outlook, outlook on life and values have also been distorted (Chen, 2021).

Although Hong Kong has been in the motherland for 25 years, the "*decolonization*" of education is far from complete. There are a number of intractable issues in the educational system, including teachers, instructional materials, exams, schools, management, and even institutional design, all of which have had far-reaching and serious implications. It's time to confront and resolve them (Qu & Liang, 2021). The Hong Kong Education Bureau received 247 complaints concerning teachers' professional misconduct during the disturbance in late 2019. Part of teachers influenced students with violent ideas, preached political fallacies like "*breaking the law and expressing justice*," advocated anti-China and anti-Hong Kong remarks that were hostile to the motherland, slandered the government, discredited the police force, distorted the facts, and publicized that the British invasion of China was to help China eliminate opium. As a result, students are unable to create proper values and become pawns in disturbances. During the black riot, more than 10,000 people were arrested on suspicion of breaching the law, with 40% of them being college and high school students. Teachers are known as "*soul engineers*" because they guide young people. However, if teachers themselves believe in extreme violence and anti-socialism, it will be impossible for young students in Hong Kong to develop a correct worldview and viewpoint on life, as well as the life value of serving society and fulfilling oneself (Ling, 2021; Du, 2020).

Meanwhile, Hong Kong's accessible land area is restricted. It is one of the world's most densely populated areas, with some of the highest housing prices. The wealth disparity between the rich and the poor is enormous. The poor population used to be

over 23%. It is becoming increasingly difficult for Hong Kong's civilian population to "settle down". Many high-quality educational resources schools in Hong Kong demand hefty fees, preventing civilian students from enrolling in prestigious schools. They are unlikely to enter prestigious universities without a strong education. Furthermore, the admission rate of Hong Kong's eight major universities is barely 20%, suffocating many people's hopes of changing their fate via education. As a result, the solidification of the class is more apparent. Hong Kong is a city where capitalism has reached its pinnacle. Billionaires control nearly all of Hong Kong's economic sectors. Ordinary young people have a difficult time finding ideal jobs. Former Hong Kong finance minister Liang Jinsong says that "*young people in Hong Kong are in severe desperate*" (Huang et al., 2021).

In this context, investigating and comprehending the current state of language education in Hong Kong's primary and secondary schools, analyzing existing problems, and proposing practical improvement countermeasures have positive and significant value significance for promoting educational reform and development in Hong Kong, as well as the development of social ideals and career goals among Hong Kong's youth.

2. Review of relevant research

According to various research, Hong Kong youths' national identity is lacking due to historical reasons and Hong Kong's educational system. To ensure the long-term stability and development of the cause of "one country, two systems", it is critical to strengthen Hong Kong teenagers' national identity education, vigorously enhance their national identity, national identity, and cultural identity, and allow them to build their understanding of their national identity on a rich and solid historical and factual foundation, firmly identify with their national identity, and be loyal to it (Li, 2021; Chen, 2019). In particular, we should take advantage of the integrated development of the Guangdong-Hong Kong-Macao Greater Bay Area, take front-end initiatives to optimize the education of students in Hong Kong, and enhance the sense of motherland identity (Yan, Liang & Liu, 2020), comprehensively deepen the reform of the general education system in Hong Kong, continuously enrich and improve the content of patriotic education for Hong Kong youth, and realize the interface between general education in Hong Kong and moral education in the Mainland, which is an urgent task to enhance the national identity of Hong Kong youth and to cultivate new-age Hong Kong youth with both national concept and feelings of Hong Kong.

The issues that young students in Hong Kong face in terms of patriotic education are numerous. The difficulties of building national identity among Hong Kong college students have been increased by the legacy of colonial education, more hostile forces, and a news industry with a weak social responsibility. Young people's ideals and views are linked to the country's future. To realize the great rejuvenation of the Chinese nation, it is necessary to cultivate high-quality builders and successors who love the country and Hong Kong. Faced with obstacles and challenges in Hong Kong college students'

patriotism education, we must constantly strengthen and improve the route of patriotism education in Hong Kong (Wang, 2020).

These studies have looked into a variety of issues in Hong Kong's education and proposed some solutions, but they have overlooked the fact that the main causes of these issues stem from the discipline of language instruction and broad language education in elementary and secondary schools. There is a scarcity of comprehensive research on this topic, much alone meaningful reform plans and implementation strategies. Hong Kong's basic education has always favored English over Chinese, valued English culture over Chinese culture, and despised or even hated and distorted Chinese culture, resulting in generations of Hong Kong residents and teachers' rejection of the motherland's language, culture, and socialist core values, leading to a large number of thugs. Without a complete change in this educational environment, it is impossible to cultivate a new generation of patriots and Hong Kong lovers.

This research will fill this gap, study and analyze the problems existing in language education and pan language subject education in primary and secondary schools in Hong Kong, and put forward the countermeasures and implementation path of language education reform in primary and secondary schools in Hong Kong, so as to enable Hong Kong children to receive real education and Cultivation of Chinese, Chinese culture and socialist core values as soon as possible.

3. Investigation and analysis

3.1 Survey tools

The research team designed a questionnaire about language teaching in Hong Kong's primary and secondary schools. The questionnaire contains 13 questions, including the respondents' basic information, the version / text / content of the broad language teaching materials used, the teaching language, the language of daily life, the Chinese Putonghua curriculum, and whether they understand the Mainland's development, how to understand it, whether they travel to the Mainland, go to university, their employment plans, and what suggestions they have for language education. Cronbach's alpha coefficient as a whole is 0.87, indicating strong reliability and validity. Meanwhile, the interview outline for language instruction in Hong Kong's elementary and secondary schools was produced in accordance with the aforementioned survey direction.

3.2 Subjects

In 2021, the research team chose six primary and secondary schools in Hong Kong: one public secondary school, one public primary school, one government-funded secondary school and one government-funded primary school, one private international secondary school and one private international primary school. As anonymous respondents, students, associated teachers, and parents from two teaching classes were chosen at random from Grades 3-6 in primary school, Grades 1-3 in junior middle school, and Grades 1-2 in senior high school. 689 valid questionnaires were retrieved, with a recovery

rate of 91.87 percent, including 570 student questionnaires, 37 teacher questionnaires, and 82 parent questionnaires. 60 children, 12 instructors, and 30 parents were chosen at random for group interviews at the same time.

3.3 Investigation results and analysis

The contents and results of the questionnaire are as follows:

Table 1: Questionnaire on the current situation of language education in primary and secondary schools in Hong Kong (n = 689)

Question	Survey items	Findings	Quantity	%
Basic information	Survey schools	Public primary and secondary schools	2	33.33
		Government-subsidized primary and secondary schools	2	33.33
		Private primary and secondary schools	2	33.33
	Participants (person)	Students in grades 1-2 of senior high school	123	17.85
		Junior middle school students in grades 1-3	186	27.00
		Students in grades 3-6 of primary school	261	37.88
		Total students	570	82.73
		Teacher	37	5.37
Parent		82	11.90	
	Total	689	100.00	
Broad language teaching materials	Number of schools with self-selected teaching materials		6	100.00
Languages of textbook	Number of schools using this language	Traditional Chinese	4	66.67
		Simplified Chinese	0	0
		English	2	33.33
Content of teaching material	Biased view on Chinese culture & socialism	Before 2021: Very serious		
		After 2021; Improved		
	Correctly introduce Chinese culture	Before 2021: Hardly any		<5
		After 2021; Partial increase		10-15
Teaching language	Number of schools Medium of instruction	Cantonese	4	66.67
		Mandarin	0	0
		English	2	33.33
Situation of Chinese Putonghua courses	Number of schools	One class hour per week, limited class hours, students' Putonghua is poor	6	100.00
Daily life language	Students, parents and teachers	Number of Cantonese speakers (person)		>95.00
	Students (person)	Know	77/570	13.51

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Do participants know the development of the mainland of China. In 2021, the GDP of Hong Kong has been exceeded by that of Beijing, Shanghai, Guangzhou, Shenzhen, and Chongqing, etc.		I don't know much	302/570	52.98
		I don't know	191/570	33.51
	Parents (person)	Know	14/82	17.07
		I don't know much	53/82	64.63
	Teachers (person)	I don't know	15/82	18.29
		Know	5/37	13.51
Do the students have any plans to go to the Mainland for university or employment	Quantity (person)	Yes	236/570	41.40
		Not sure yet	217/570	38.07
		No	117/570	20.53
Do parents have any plans to send their children to the Mainland for college or employment	Quantity (person)	Yes	37/82	45.12
		Not sure yet	24/82	29.27
		No	21/82	25.61
Are you in favor of adding Chinese culture and socialist core values to the textbook	Students (person)	Support	358/570	62.81
		Neutral	166/570	29.12
		Opposite	46/570	8.07
	Parents (person)	Support	61/82	74.39
		Neutral	13/82	15.85
		Opposite	8/82	9.76
Parents (person)	Support	12/37	32.43	
	Neutral	4/37	10.81	
	Opposite	21/37	56.76	
At present, the main ways to understand the development of the Mainland (multiple choices)	Students (person)	TV and electronic media	531/570	93.16
		Paper media, broadcasting	93/570	16.32
		Introduction of parents, teachers and students	115/570	20.18
		Mainland tourism	53/570	9.30
	Parents (person)	TV and electronic media	78/82	95.12
		Paper media, broadcasting	19/82	23.17
		Introduction of colleagues and friends	16/82	19.51
		Mainland tourism	9/82	10.98
	Teachers (person)	TV and electronic media	35/37	94.59
		Paper media, broadcasting	11/37	29.73
		Introduction of colleagues and friends	7/37	18.92
		Mainland tourism	6/37	16.22
If there is a free or half-price opportunity, are you willing to travel to the Mainland	Students (person)	Yes	543/570	95.26
		No	27/570	4.74
	Parents (person)	Yes	74/82	90.24
		No	8/82	9.75
	Teachers (person)	Yes	34/37	91.89
		No	3/37	8.11

Note: Broad language education refers to Chinese, English, general/common knowledge, history, geography and other subjects

According to the survey data in Table 1, the analysis is as follows:

A. Basic information

a. Survey subjects

This survey selected 6 schools, for primary school, a public, a government-funded, and a private international primary school were selected. As for secondary school, the research group also selected a public, a government-funded, and a private secondary school. There are 261 students in two classes from grade 3 to grade 6 in primary schools, 186 students from grade 7 to grade 9, 123 students from grade 10 to grade 12, 82 parents and 37 teachers. There were 689 effective responses in all.

b. Textbook version

All types of schools in Hong Kong have the option to choose their own textbooks. Two public and government-funded primary and secondary schools use local Hong Kong publications, whereas two private international primary and secondary schools use the UK's original English textbooks. There are over 1100 primary and secondary schools in Hong Kong. More than 90% of students attend public or government-funded schools, all of which employ Hong Kong-published Chinese textbooks. Original British textbooks are still used by less than another ten percent of students in private primary and secondary schools (including overseas institutions).

c. Language of textbook

Two public primary and secondary schools, as well as two government-funded primary and secondary schools, use traditional Chinese characters for all subjects (excluding English), whereas two private schools use English for all subjects, as is the case in similar Hong Kong schools.

d. Content of textbook

Through consulting the teaching materials of broad language courses in the investigation school, the research group found that the former colonial education color of the old teaching materials of various subjects before 2021 was serious, and there were many contents that separated Chinese culture and vilified socialism. The proportion of objectively introducing Chinese history and culture is less than 5%. This situation has improved after public schools began to use some new textbooks in 2021. The new textbooks began to objectively and fairly introduce Chinese history and culture and the socialist construction in the Chinese Mainland. The proportion of these contents in the textbooks has increased to 10-15%.

e. Medium of instruction

According to the survey, Cantonese is the primary medium of instruction at Hong Kong's public primary and secondary schools and government-funded primary and secondary

schools. English is the main medium of teaching in private primary and secondary schools, and students have a good level of English.

B. Situation of Chinese Putonghua in Hong Kong

Chinese Putonghua is China's official language, as well as the teaching and folk language of various Chinese Mainland schools. Exchanges and collaboration with the Mainland in the economy, education, and other fields have risen since Hong Kong's return to the motherland. Many exceptional young individuals in Hong Kong desire to develop in Mainland China due to the rapid development of the economic building. As a result, many students want to learn Mandarin. However, according to the survey, Chinese Putonghua in Hong Kong primary and secondary schools currently open one class hour per week, resulting in fewer class hours, poor teaching effectiveness, few opportunities for students to practice, and a low Putonghua level.

C. Language in daily life

According to the survey, more than 95 percent of Hong Kong primary and secondary school students utilize Cantonese in their daily lives. Cantonese is commonly used for peer interaction at school and family communication after returning home, and most TV broadcasts are in Cantonese, which is also why most students' Chinese Putonghua and English levels are not very strong.

D. Understanding of the development in the Mainland

Since the reform and opening up in 1978, the socialist construction and economic development in China's Mainland has been fast and changing. China's GDP as a percentage of global GDP has climbed from less than 2% in 1978 to more than 18% in 2021, placing it second in the world and establishing it as a true global economic power. China's tallest buildings did not reach 200 meters in 1978. China now has eight of the world's ten highest skyscrapers. There was no private enterprise in China in 1978. They were all state-owned companies with a little presence among the Fortune 500. Chinese companies now account for 115 of the world's top 500 companies, with more than 25 of them being private companies. China's middle-class population has grown from zero to 230 million people. Except for the United States, this is greater than the population of all developed countries combined. Furthermore, young Chinese buyers consume 70 percent of the world's luxury products, with an average age of 39. The national railway business mileage has surpassed 150000 kilometers, with 40000 kilometers of high-speed railway, accounting for more than 70% of the world's high-speed railway business mileage, placing it #1 in the world (Xiong & Wang, 2022). In 1994, the GDP of Hong Kong, China was one quarter of that of the Chinese Mainland. In 1997, the GDP of Hong Kong reached 1.2 trillion yuan, higher than the combined GDP of Beijing, Shanghai, Guangzhou and Shenzhen in the same year. However, the total GDP of Hong Kong in 2021 was 2.37 trillion yuan, which has been continuously surpassed by Shanghai (4.32 trillion yuan),

Beijing (4.03 trillion yuan), Shenzhen (3.07 trillion yuan), Guangzhou (2.82 trillion yuan) and Chongqing (2.79 trillion yuan) (Yin et al., 2022).

However, in the interview survey, it is found that more than 80% of students, parents and teachers do not understand these situations. Many people also believe that the Mainland is still in the state of poverty in the 1980s. Therefore, they are disgusted with the Mainland's socialist system, Chinese culture and even Mandarin, the common language of the Mainland.

Some teachers even claim that Hong Kong's economic slump is related to the territory's return to China. When Hong Kong was returned to China in 1997, its GDP was only US \$0.18 trillion, accounting for 0.56 percent of the global economy; the UK's GDP was 1.56 trillion US\$, accounting for 4.93 percent of the global economy, ranking fourth; and China's GDP was 0.96 trillion USD, accounting for 3.04 percent of the global economy, ranking seventh. Hong Kong's GDP was 0.37 trillion dollars in 2021, 2.06 times that of 1997; the UK's GDP was 3.11 trillion dollars, 1.99 times that of 1997, and it ranked fifth in the globe; the GDP of China was 16.86 trillion USD and 17.56 times that of 1997, ranking second in the world (Jiang, 2022). It can be seen that the world has progressed since 1997, with Hong Kong and the United Kingdom progressing at roughly the same rate, while China has emerged as the most beautiful dark horse in global economic development. It took 24 years to get from 0.62 times the size of the UK in 1997 to 5.42 times the size of the UK in 2021. In another 3-5 years, the GDP is predicted to surpass that of the United States and become the world's first economy. Unfortunately, most Hong Kong teachers and parents are unaware that the socialist economic development route is the best for the Chinese people.

E. Plan to get admission of universities or employment in Mainland

Many Hong Kong students are not eligible for further education since the admission rate of Hong Kong's eight main universities is less than 20%. (Shi, 2020). With an admission rate of about 50% and a huge number of scholarships, several major universities in mainland China have implemented preferential policies for combined examination and examination-free admission of students from Hong Kong, Macao, and Taiwan. Furthermore, the rapid development of the Mainland economy has made countless high-quality job prospects, which are particularly appealing to students from ordinary Hong Kong families (Chen, 2019).

F. Parents' plan to send their children to the Mainland for college or employment

According to the survey, due to Hong Kong's low gross enrollment rate of higher education, limited job opportunities, and high competitive pressure., 45 percent of parents plan to send their children to university and work in the Mainland, while 29 percent are considering it, and 26 percent have no plans at this time.

G. Attitudes to adding Chinese culture and socialist core values to the textbook

According to the survey, 63 percent of students agreed, 29 percent neutral, and 8% disagreed; 74 percent of parents agree, 16 percent vote for neutral, and 10% disagree. 32 percent of teachers agreed, 11 percent neutral, and 57 percent disagreed. The large percentage of teachers among opponents indicates that primary and secondary school teachers in Hong Kong do not accept socialism with Chinese characteristics and Chinese culture. For a long period, former colonial education has instilled in some Hong Kong elites a complete identification with the western world, complete with a submission and pilgrimage mindset, which also made them a strong feeling and ideology of turning a blind eye to the motherland's development and advancement, and a lack of comprehension of the motherland's progress. Even in real life, there are misunderstandings and conflicting interests. There are even misunderstandings and interest considerations in real life. As a result, these people agree that Hong Kong belongs to the British and American Western world rather than China in terms of cultural values and political identity.

H. Approaches to understand the development of the Mainland

This question allows participants to give multiple replies. Close to 93-95 percent of children, parents, and instructors use television and electronic media. Paper media outnumbers radio by 16 percent among students, 23 percent among parents, and 30 percent among teachers, only 16 percent of teachers, 11 percent of parents, and 9 percent of pupils have gained on-the-spot understanding of the Mainland through tourism. About 20% of students, parents, and teachers learn from coworkers, friends, classmates, and teachers.

I. Willingness to travel to the Mainland

Because of a lack of time and money, the respondents have few possibilities to visit the Mainland. More than 90% of respondents are extremely keen to visit the Mainland if the motherland offers free or half-price possibilities, which will greatly assist them in firsthand understanding the motherland's economic construction and development and identifying with Chinese culture and socialism.

J. Interview results and analyses

In the questionnaire survey, we randomly selected 60 students, 12 teachers and 30 parents to conduct a group interview survey. The interview questions are basically consistent with the questionnaire questions, but through in-depth interviews, we can better understand the truth behind some questions.

According to the interview, the education management department, the principal, and the school board make decisions about teaching materials and systems in primary and secondary schools. Ordinary teachers merely follow the prescribed teaching materials and lesson plans. Teachers and parents polled said they were not opposed to socialism on the Mainland and that they acknowledged Hong Kong as a Chinese

territory. They also said they wanted to improve the review and administration of educational materials. They do feel, however, that the Hong Kong government should implement relevant rules, particularly to improve guidance on the selection of instructional materials for numerous church schools and international schools.

Ordinary teachers in Hong Kong get a comparatively generous yearly income of up to HK \$400000-500000, however they work more than 30 hours per week. They work more than ten hours a day on extracurricular activities, and their cumulative workload is enormous. Their sense of professional contentment is low when compared to Hong Kong's housing price of 200000 / m². After paying off the house loan every year, it's difficult to save money for long-distance travel. Some Hong Kong teachers look up to their Mainland counterparts. Primary and secondary school teachers in Shenzhen, for example, work only 12 hours per week and earn 300,000 yuan per year, while the cost of living in Shenzhen is less than half that of Hong Kong. This is equally true for regular Hong Kong parents. Their pay is lower, and their living conditions are worse. They also want to live a happy life at a slow pace like the people on the Mainland. However, many residents in Hong Kong cannot afford to buy a home due to high prices and high property prices. The entire family may only rent in a small "pigeon cage," requiring them to focus solely on earning money and settling down each day. These ordinary teachers and parents just hope that prices will not rise again, that work pressure will be lessened; they have no time to comprehend the socialist construction on the Mainland; they have no nation and national identity in their hearts, and they are ideologically indifferent.

4. Conclusions and suggestions

Through the questionnaire and interview survey of 570 students, 37 teachers and 82 parents in 6 primary and secondary schools in Hong Kong, China, it is found that:

A. In Hong Kong, 90% of schools are government-funded and adopt traditional Chinese teaching materials and Cantonese as the teaching language; the other 10% are private schools that employ original English textbooks and English as the teaching language. All schools have the liberty to select their own teaching materials. Former colonial education has had a considerable impact on the selection of teaching materials and teachers; for example, original British textbooks used by church schools and foreign schools that educate in English have a strong anti-socialist tone and isolate Chinese culture, preventing primary and secondary school children from developing national feelings of patriotism and affection for Hong Kong.

B. In Hong Kong's broad language textbooks, there are few objective introductions to Chinese history and culture, as well as the successes of socialism building in the Chinese Mainland, which limits students' understanding and choice of socialist fundamental values. Furthermore, Cantonese is the primary language spoken by students in their daily lives. Despite the fact that all schools offer Chinese Putonghua classes, there is only one

hour of instruction per week. The teaching hours are short, and the students' Putonghua proficiency is inadequate, resulting in a language gap between Hong Kong students and Mainland job applicants.

C. Adding Chinese culture and socialist fundamental values to instructional materials is supported by 63 percent of students and 74 percent of parents, but just 30 percent of teachers. This suggests that part of elementary and secondary school instructors in Hong Kong have a limited understanding of Chinese culture and socialism, as well as a problematic former colonial education attitude. Many Hong Kong teachers urgently need to be retrained in order to improve their quality; otherwise, it will be difficult for primary and secondary students in Hong Kong to form a correct worldview, outlook on life, and values, let alone the ambitious ideal of serving society and realizing themselves.

D. Hong Kong has a low gross enrollment rate in higher education, and jobs are scarce and highly competitive. Therefore, close to 50% of students wish to go to university or get a job in the Mainland, and close to half of parents have this wish. This indicates that there are more and more Hong Kong students who wish to integrate into the socialist construction of the motherland.

E. Teachers, students, and parents are mostly informed about the motherland's growth through television and electronic media. However, few individuals have visited the Mainland due to busy work schedules and high life pressures, and 90% of them are looking forward to the possibility to travel to the Mainland for free or half price. The Chinese government and people on the Mainland can pay attention to this situation, increase the release and distribution of Mainland television and electronic media news in Hong Kong, invite Hong Kong residents to visit the Mainland for free to see the rapid socialist construction in the Mainland, and use the great reform and opening-up achievements to improve the national identity of Hong Kong citizens.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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