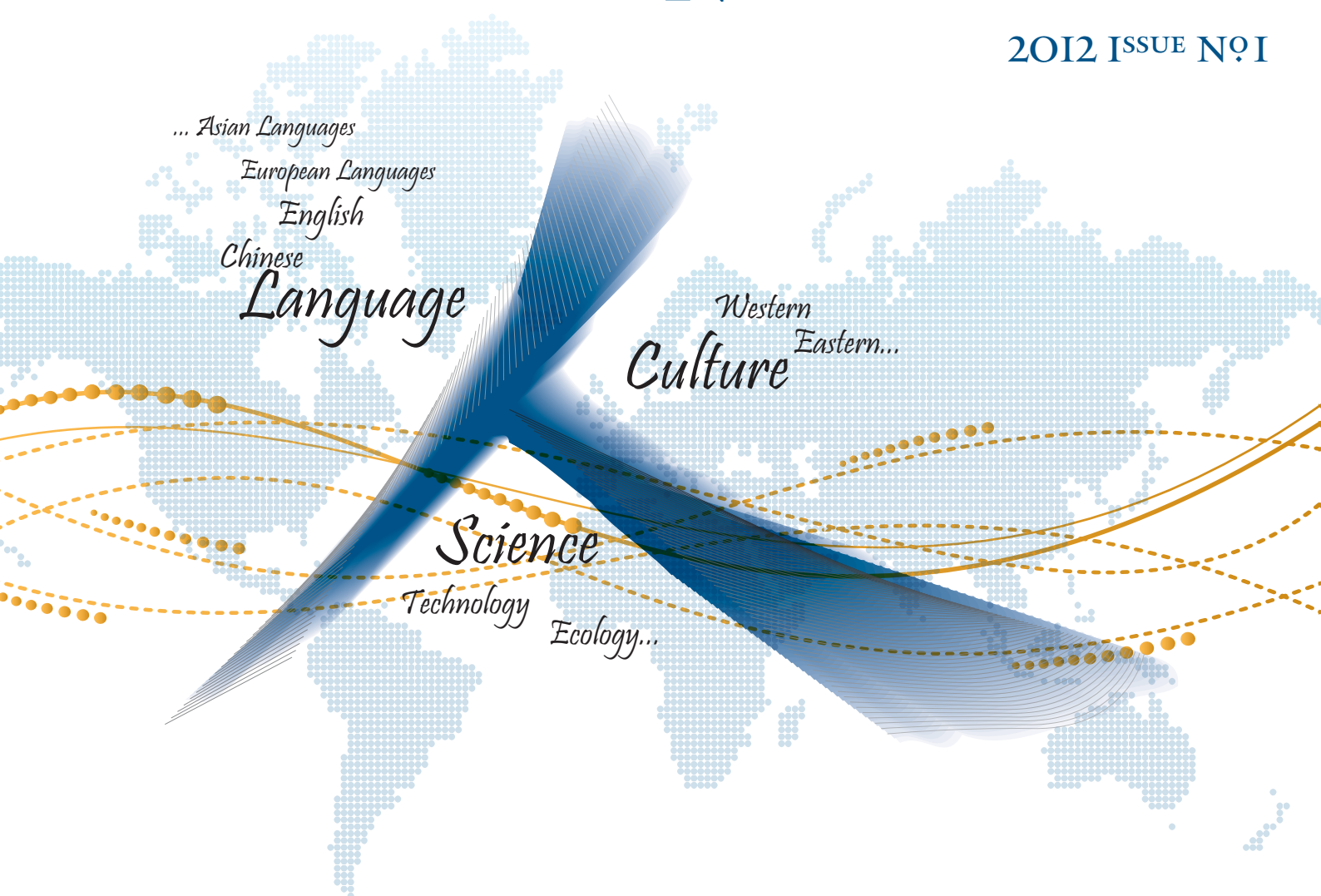


FACULTY OF HUMANITIES NEWSLETTER

2012 ISSUE NO.1



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人文學院電子通訊今天跟大家見面了。

近年來，隨著人文學院隊伍日壯，院務日隆，同仁、同學和校友之間，有時感到難以及時掌握學院各方面的發展。有見及此，我們希望透過這份通訊，為大家提供扼要和精確的資訊，包括學院最新的政策發展、人事變動和研討會預告等。除此之外，通訊亦會報導院內同事的出版狀況和各項重點計劃的進展和成果，以及本院學生的成功故事，期望藉此加強本院的凝聚力。歡迎同仁就通訊內容提出任何建議，謝謝。

Welcome to the inaugural issue of the Faculty of Humanities Newsletter.

As the faculty continues to rapidly expand, it has become increasingly difficult for members of staff, students and alumni to keep track of recent developments. It is our hope that this newsletter will provide an accurate, concise outlet for news about the faculty, including but not limited to new policy developments, staff changes, and upcoming conferences. We also plan to include news of recent publications and

projects of note, and occasional stories of student success in hopes of both informing and providing a sense of community for the faculty. If you have information you would like to be considered for subsequent issues of the newsletter, please do not hesitate to contact us.

The editors

PolyU's Arts and Humanities Ranks No. 21



Image extracted from QS.com

PolyU's Arts and Humanities Ranking Improves

FH reached no. 21 in Quacquarelli Symonds Asian University by Faculty ranking: Arts and Humanities. This is the highest ranking so far and a big improvement from no. 37 we received in 2009, the first year of such ranking. This ranking also happens to be the highest Faculty-based ranking in PolyU this year.

It is gratifying to see that our colleagues' efforts get recognised.

理大中歐對話中心於理大校園揭幕

新成立的「理大中歐對話中心」於5月22日在香港理工大學正式揭幕，為促進中歐兩個社會的持續對話樹立了一個重要的里程碑，它將進一步鞏固香港作為兩地溝通橋樑的角色。新中心正籌備多項學術交流活動，預期亦有助推動大學進一步國際化。

中歐對話中心開幕典禮的主禮嘉賓包括歐盟駐香港及澳門辦事處主任簡倩蕾女士、中歐社會論壇創始人及基金會執行主席陳彥博士、理大行政副校長楊偉雄先生、人文學院院長黃居仁教授。多位歐洲及中國大陸嘉賓亦對中心成立表達誠摯祝賀。

由中歐社會論壇基金會與理大人文學院攜手成立的中歐對話中心，肩負了促進跨文化溝通的崇高使命。它將致力促進兩地社會的思想交流及雙向溝通，並透過舉辦國際研討會、學者及學生交換、跨文化素質及語言能力培訓班、聯合田野考察、主題工作坊、中歐藝術節、美食節等相關活動，一方面加深香港和中國與歐洲之間的交流和瞭解，另一方面，將自身作為一個跨文化人類關係研究的實驗室，培養跨文化意識和跨文化時代的生存能力，動員中歐社會的各種力量和傳統智慧，攜手應對歷史大轉型中共同面臨的危機挑戰。

新中心也為理大人文學院注入了新血。旅居法國多年、專攻跨文化研究的人類學家于碩博士已經加入人文學院擔任副教授，負責籌組成立中歐對話中心。于博士乃中歐社會論壇創始人，在加盟理大之前一直擔任論壇總監。

中心已與中歐社會論壇一起開展了連串活動，包括：在《信報月刊》開闢的“歐債危機反思”專欄(2012年2月刊開始)已經做過了一系列與歐洲領導人的專訪，打頭陣的是法國前總理米歇爾·羅卡爾(Michel Rocard)先生，還有導演中國入世的歐洲大使張萬亭(Paul TVT)，和蔚五海(Patrick Viveret)等。下一位受訪者將是歐洲議會綠黨年輕議員Pascal Canfin先生，他將會談及歐洲大選、重建及與中國的關係。



主禮嘉賓包括(由左至右)黃居仁教授、楊偉雄先生、簡倩蕾女士及陳彥博士



出席之嘉賓合照，包括歐洲各國的駐港領事及本院老師



*Speech by Ms Maria Castillo Fernandez
Head of Office of the European Union to
Hong Kong and Macao*



*Speech by Dr Chen Yan
Founder and Executive President of China
Europa Forum Foundation*



*Dr Yu Shuo
Director of China Europa Centre*

Opening of China Europa Centre on PolyU Campus

The opening of the China Europa Centre at The Hong Kong Polytechnic University (PolyU) is a milestone in the development of dialogue between European and Chinese societies in which Hong Kong acts as a bridge strengthening the ties between the two poles of the Eurasian Continent. With its packed schedule of academic exchange activities, the Centre is also expected to contribute to further internationalisation of the University.

The China Europa Centre was opened on 22 May 2012 by Ms Maria Castillo Fernandez, Head of Office of the European Union to Hong Kong and Macao; Dr Chen Yan, Founder and Executive President of China Europa Forum Foundation; Mr Nicholas Yang, PolyU Executive Vice President; and Professor Huang Chu-ren, Dean of PolyU's Faculty of Humanities. Many distinguished European and mainland guests also extended their congratulations on the occasion of Centre's opening.

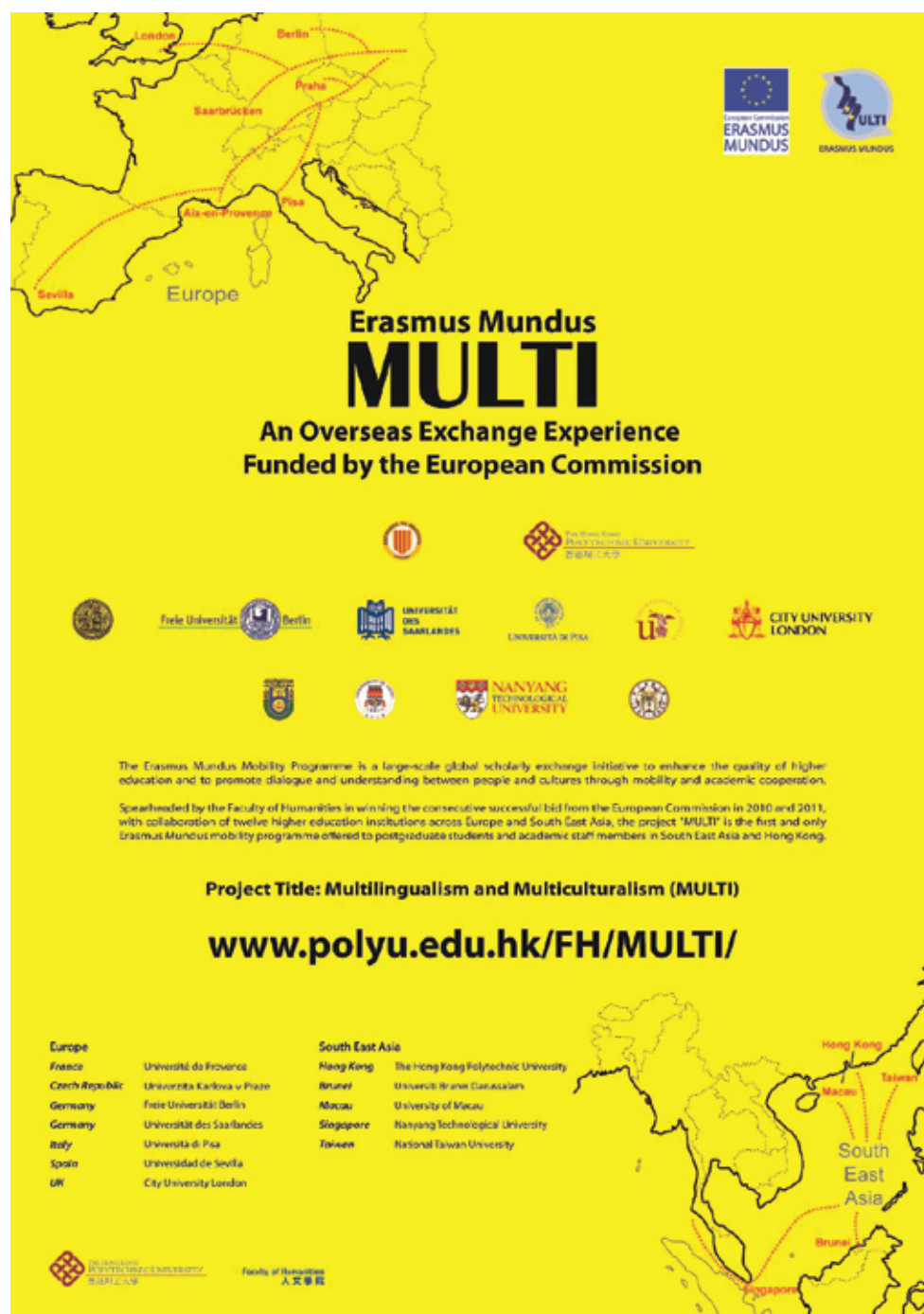
Jointly founded by the China Europa Forum Foundation and PolyU Faculty of Humanities, the Centre was established with the mission to promote transcultural communication through the convergence of ideas. It will seek to promote, facilitate, host and organise activities to deepen understanding between Hong Kong, China and Europe.

The Centre is committed to enhancing exchanges of experiences and traditional wisdom, jointly conducting academic research, facilitating direct contacts between scholars, students and opinion leaders of the two continents in order to explore new human relations. It aspires to be a laboratory for models of living-together in the transcultural world and to form joint efforts to tackle common challenges in the current historical transition.

The new Centre has also added to the strength of PolyU faculty members. An anthropologist specializing in transcultural studies, Dr Yu Shuo has moved from her base in Paris to join PolyU's Faculty of Humanities as an Associate Professor in part in order to set up the China-Europa Centre in Hong Kong. She has been serving as founder and Coordinator General of the China-Europa Forum.

The Centre's recent activities in collaboration with the China Europa Forum Offices include a column on the European debt crisis in the Hong Kong Economic Journal Monthly. Since its launch in February 2012, the series has already included interviews with Mr Michel Rocard, former Prime Minister of France; Mr Paul Tran Van Thinh, former delegate of the European Union for the World Trade Organisation; and influential thinkers Mr Edgar Morin and Mr Patrick Viveret. European Parliament Member Mr Pascal Canfin will be the next interviewee to share his views on Europe after the elections, and on their consequences for European-Chinese relations.

Erasmus Mundus (EM) Mobility Grant by European Commission



The poster for the Erasmus Mundus MULTI project features a yellow background with a map of Europe and South East Asia. It includes logos for the European Commission, Erasmus Mundus, and the project itself. The text reads: "Erasmus Mundus MULTI An Overseas Exchange Experience Funded by the European Commission". Below this, it lists partner universities from Europe and South East Asia. The project title is "Multilingualism and Multiculturalism (MULTI)". The website is www.polyu.edu.hk/FH/MULTI/. At the bottom, it lists the partner universities for Europe and South East Asia.

Europe

- France: Université de Provence
- Czech Republic: Univerzita Karlova v Praze
- Germany: Freie Universität Berlin
- Germany: Universität des Saarlandes
- Italy: Università di Pisa
- Spain: Universidad de Sevilla
- UK: City University London

South East Asia

- Hong Kong: The Hong Kong Polytechnic University
- Brunei: Universiti Brunei Darussalam
- Macau: University of Macau
- Singapore: Nanyang Technological University
- Taiwan: National Taiwan University

PolyU has been awarded a total of nearly €2.6 million from the European Commission's Erasmus Mundus Mobility Grant over two consecutive years to promote academic exchange. Twelve universities in Europe and South East Asia have formed a consortium to collaborate on the project "MULTI – Multilingualism and Multiculturalism" spearheaded by PolyU's Faculty of Humanities. The two-day Global Selection Meeting, consisting of members from all partner universities, was held on 5-6 March 2012 at PolyU. 38 scholar places (including staff mobility) out of a quota of approximately 90 were finalised for 2012-13. The remaining places will be filled in the coming two years. PolyU expects to receive 10 scholars (4 MAs, 4 PhDs, 1 post-doc and 1 staff) in 2012. Our own Tam King-fai was selected for a staff mobility programme in Europe this fall.



The second EM Global Selection Meeting was held on 5-6 March 2012

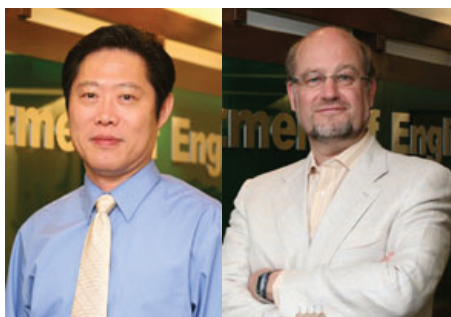
Recent Research Grants Received/Award by FH Staff



Dr Gail Forey has been awarded HK\$1,287,000 by the Education Bureau for providing academic English support and professional development for secondary school teachers across the curriculum.



Prof David Qian has been awarded HK\$250,000 by the Language Training and Testing Centre in Taiwan. The grants are intended to assist external researchers in conducting quality research on topics related to the General English Proficiency Test to improve the reliability and validity of the test. The project title is "A Register Analysis of Advanced General English Proficiency Test Examinees' Written Production".



Prof David Qian and Prof Christian Matthiessen, being the principle investigator and co-investigator respectively of the project entitled "Profiling Spoken Meta/Discourse Features in Real Academic Settings: A Multidimensional Perspective", have been awarded the "2012 TOEFL Committee of Examiners Research Grant" by the Educational Testing Service, USA through a global open competition. The grant is approximately HK\$600,000.



Dr Tam King-fai was awarded earlier in the year the Intellectual Exchange Conference Grant from the Japan Foundation in the amount of HK\$182,000 towards the planning of the conference "Visions of Peace, Memories of War: Filmic Representations of World War II in China, Japan and Korea". The conference was held from 23-26 February at PolyU with 19 local and overseas presenters.



Ms Cheung Yuen-man was awarded the First Prize in the category of Medium-length Novel in the "25th United Literature's Novel Writing Competition for Novice Writers".

Recent External Appointments



Prof Chu Hung-lam as Visiting Professor of the Department of History at Sun Yat-sen University from Sep 2011 to Aug 2014.



Prof Winnie Cheng as an elected member of the International Pragmatics Association (IPrA) Consultation Board, 2012-2017.



Prof Huang Chu-ren as a member of Research Grants Council's (RGC) Humanities and Social Sciences Panel since 1 Feb 2012 and as Vice President of the Hong Kong Academy of the Humanities with a term from 2 May 2012 to 1 May 2014.

Student Achievements



Miss Zhang Xinyu, Jennifer, BAESP Year 3 student, was selected as the Most Outstanding PolyU Student of 2011. The presentation ceremony was held on 8 March 2012 at the Chiang Chen Studio Theatre. In expressing her thanks, Jennifer sang a song on stage at the ceremony. In addition, Ms Lam Chong Ka, BACBS Year 3 student, was one of the candidates for The Outstanding Student of Faculty Awards.



Mr Chan Yee Him, PhD student of Dr Stephen EVANS from the Department of English, was awarded the Sir Edward Youde Memorial Fellowships for Postgraduate Research Student 2011/12. Only ten awards were open for application by the eight tertiary institutions.



The PolyU Debate Team, affiliated to the General Education Centre and led by Dr Yu Kam-por, won the Championship and “The Best Debater Award” at the Hong Kong Inter-collegiate Debate Competition, co-organised by RTHK and Hong Kong Federation of Students. The final round matches were held on 14 April 2012 at the Hong Kong Cultural Centre. The motion for the debate was “The Individual Visit Scheme brings more benefits than harm to Hong Kong”.



Mr Ernest Pan Mingwei, a PhD student of Prof David Qian and Prof Christian Matthiessen from the Department of English has been chosen, through an open Hong Kong-wide competition, as a Junior Fulbright Fellow to spend one academic year in a US university in 2012/13. Ernest is going to spend his fellowship at the University of Illinois at Urbana-Champaign, where he will conduct his thesis research on language testing. Ernest has also been given a 2011-12 Travel Award by the Hong Kong Association for Applied Linguistics in the amount of HK\$1,000 to cover the cost of attending conferences.

The 7th International Symposium on Teaching English at Tertiary Level cum Inauguration of the PolyU – Tsinghua U Centre for Language Sciences



Following the previous six successful symposia, the 7th International Symposium on Teaching English at Tertiary Level (ISTETL) was held on 13-14 October 2011, under the joint organisation of the Department of English, The Hong Kong Polytechnic University, and the Department of Foreign Languages and Literatures, Tsinghua University, Beijing. The School of International Studies of Zhejiang University also contributed to this Symposium as a co-organiser. The 7th ISTETL provided a platform for academics to discuss various

challenging issues pertaining to teaching English at the tertiary level. Contributions were invited from a large number of English-language education experts, researchers, scholars and doctoral students. Speakers included Professor Alister Cumming from the University of Toronto, Professor Christian M.I.M. Matthiessen from our Department of English, and three renowned experts on language assessment from the Chinese mainland: Professor He Lianzhen, Professor Jin Yan, and Professor Zou Shen.

In the meantime, the 7th ISTETL also witnessed the inauguration of The PolyU-Tsinghua U Centre for Language Sciences, another milestone signifying the further strengthening of intercollegiate relations between the two departments on the basis of the existing close academic collaboration for more than a decade at multiple levels. The launch of the Centre not only testifies to the long friendship and frequent exchanges between The Hong Kong Polytechnic University and Tsinghua University, but also manifests an on-going diversified co-operation between the two parties in key areas of language sciences.



“The Centre was inaugurated at a time when the Faculty of Humanities of PolyU just launched its professional doctorate programme in applied language sciences. These two initiatives will certainly strengthen the research culture of the Faculty of Humanities at PolyU, especially in the domain of language sciences,” said Professor David Qian, Professor of the Department of English and Director of the PolyU-Tsinghua Centre for Language Sciences.

The Centre is run by the two central offices in Hong Kong and Beijing respectively. The mission of the Centre is to promote, facilitate, host and organise academic activities between the two departments, to deepen our understanding of the nature, development, learning, teaching and use of English as a second or foreign language or as an international lingua franca, in classrooms, professional workplaces and other speech communities. The Centre will disseminate its research findings from joint research projects on applied linguistics and on English language teaching and learning through a series of international symposia, roundtables, seminars and workshops so as to enhance academic exchange and exercise positive influence on researching and teaching English at the tertiary level in Asia and beyond.

On-going General Research Fund Projects

This year sees a bumper-crop in the success of the Faculty of Humanities in securing funding from the General Research Fund.

The 1958 Campaign for Wiping out “White Banners of Capitalism” in Universities of the People’s Republic of China

Principal Investigator: Prof Chak Chi-shing, Department of Chinese Culture

Immediately after the Anti-Rightist Movement in China in which more than 500,000 intellectuals were found guilty of being “bourgeois rightists”, those not convicted were labeled “bourgeois intellectuals” by Mao Zedong. Mao suspected professors of being skeptical of Party policies and found them “intellectually ignorant”, leading to the Chinese Communist Party’s campaign to mobilise students to criticise their teachers and, wiping out the “white banners of capitalism”, to plant the “red banners of communism” in every university. The campaign inflicted long-term suffering on university teachers and damaged the Chinese teacher-student relationship for a generation at least. Academic disciplines were destroyed and China’s higher education was paralyzed.

This project explores the similarities and differences in the fate of five universities that were devastated during the campaign. Besides the examination of individual victims, the tacit resistance and the mutual infighting among the teachers, as well as the bewilderment, the inner conflict and the sense of guilt experienced by the students, this project will also investigate the origins, formation and development of Mao’s anti-intellectualism by his systematic tactics of “psychological engineering”. The aim is to uncover a neglected, important aspect of the thought-reform movement and place it in the larger context of the contested relationship between the Party and intellectuals in contemporary China.

The New Aristocracy in the Northern Song Dynasty (960-1126): A Study of the Eminent Li Clan of Generals and Imperial In-laws from Shangdang Prefecture

Principal Investigator: Dr Ho Koon Wan, Department of Chinese Culture

This project is directed at the examination of the rise and fall of the eminent Li Clan 李氏 of the Shangdang Prefecture 上黨 in the present-day province of Shanxi, a typical family of generals achieving the prestigious status of imperial in-laws 外戚 in the Northern Song Dynasty (960-1126). This project aims at reviewing the role played by this new power group in the new dynasty which is commonly perceived as being dominated by the newly rising scholar-official class.



On-going General Research Fund Projects

Crowd-sourcing: Linguistic Analysis, and Language Resources

Principal Investigator: Prof Huang Chu-ren, Department of Chinese & Bilingual Studies

Language is an ability shared by all human beings. For a specific language, the number of speakers can easily exceed tens of thousands, or even millions. A long-standing bottleneck in empirical linguistic research is the small number of subjects that can be studied. Owing to practical constraints, existing methods, such as psychological experiments and electronic corpora, typically involve no more than a few dozen subjects. In this research, we will adopt a new “crowd-sourcing” approach developed by Mechanical Turk, which makes it possible to collect behavior data from a substantial sample of subjects in a time-efficient and financially-feasible way. A series of linguistic judgment experiments will be designed and conducted with Mechanical Turk. To fully examine this new method, results will also be compared with those from psycholinguistic experiments and manually annotated corpora.



Cantonese Standup Comedy in Hong Kong: the Comic Vision of Wong Tze-wah as a Case Study

Principal Investigator: Dr Tam King-fai, Department of Chinese Culture

As an imported art form, standup comedy as practiced by Cantonese artists in Hong Kong bears

characteristics distinct from that in English-speaking areas. Using Wong Tze-wah as a case study, this project will investigate two aspects of Cantonese standup comedy. The first has to do with the process of cultural hybridisation, which goes a long way in explaining the form and sensibilities of Cantonese standup comedy. The second aspect focuses on the interconnectedness between historical understanding and comic vision.

Standup flourished at a point in Hong Kong history when the public discourse enjoys an unprecedented degree of ideological openness. The is evident not only in the tone of delivery, but also in the choice and rendition of the subject matter in Wong's standup act. The findings of the project will shed light on the dynamic relationship between history and art.



Images by Ms. Maggie Ma
<http://www.maggiemarket.com/>

Traditional Chinese Ideas on Translation

Principal Investigator: Prof Chu Chi-yu, Department of Chinese & Bilingual Studies

This project aims to investigate the evolution of traditional Chinese thinking on translation from the perspective of recent developments in translation studies. The scope of investigation covers the period from the Eastern Han dynasty (2nd century A.D.) to 1949, which includes four major translation movements: translations of the Buddhist sutras, Western missionary translations of Christian texts (the Ming and Qing dynasties), translation of science and technology (the late Qing dynasty), and literary translation of the Republican period. Based on the analytical and critical scrutiny of existing materials, the current study seeks to re-capitulate and re-assess the achievements and failures of translation scholars, offering categorisation, description, explanation, and evaluation, not in terms of "right" or "wrong", but in terms of their contribution to theorisation of this transnational activity.

A by-product of this research is *An Anthology of Traditional Chinese Theories of Translation*, a multi-volume collection of articles on translation. The materials used in this project, collected over ten years and totaling over 800 articles and selected passages (many unknown to contemporary scholars) will prove a valuable source book for future research.

The outcome of this project will be a series of journal articles, conference presentations, and a multi-volume source book.

Short Course for Secondary School Teachers on Teaching the Key Learning Areas of Technology Education, Arts Education and Physical Education in the English Medium

The project was awarded by the Education Bureau, and Dr Gail Forey received funding of just under HK\$1.3 million for a two-year study.

The design of the course is based on the understanding that using English as the medium of instruction requires teachers to be able to:

- ➔ develop sufficient control of the English language to present and explain the subject content clearly and systematically.
- ➔ adopt, adapt and design instructional materials to cater to students with different levels of proficiency in English.
- ➔ design assignments and assessments in English that are clear, supportive and informative for students without reducing the scope or sophistication of the targeted learning.
- ➔ maximise learning through providing a macro-scaffold for students by ensuring that the scope and sequence of activities are suitable and that classroom interactions are timely.
- ➔ provide multiple ways (not only through language) for students to access the meanings.

With this in mind, teachers participating in this course will:

- ➔ develop an understanding of the role of language in learning particularly as it applies to students who are still developing control of the English language.
- ➔ develop an understanding of how patterns of language, visuals, sound, colour, symbols, space and movement shape how they teach and how their students learn.
- ➔ develop an explicit pedagogy in which rigorous challenge works hand in hand with a high level of support so that students can engage in successful and sustained learning.

In addition to the course, which will run periodically from December 2011 to September 2013, teachers will receive five hours of one-to-one support in the Key Learning Areas of the target subjects.



*Dr Gail Forey
Associate Professor
Department of English*



Impact of Medium of Instruction on Tertiary Students' Vocabulary

Research Project by English Language Centre

Staff members from the English Language Centre (ELC) and the Department of English (ENGL) have come together to research the medium of instruction on two projects: the first in relation to the vocabulary knowledge of PolyU students; the second, the challenges our students face studying in an English-medium university over their three-year programme.

A team comprising Linda Lin, Bruce Morrison and Freeman Chan (ELC) and Gillian Humphreys (ENGL) investigated the academic vocabulary knowledge of PolyU students, particularly in relation to the change of language policy relating to medium of instruction in primary and secondary schools. The study identified the differing vocabulary needs of students from Chinese-medium schools and those from English-medium schools. 762 students from 8 faculties with specialties in various streams participated in both the receptive and productive vocabulary tests (109 English majors, 652 non-English majors). Findings indicate that the students in the study year cohort (who went to secondary school after the change of language policy) need more help in strengthening their academic vocabulary, especially their productive vocabulary, than those at PolyU before the policy change. The study also indicated that students from Chinese-medium schools were considerably disadvantaged in both their productive and receptive vocabulary. In addition to the publication noted below, the research results have been presented

on Pearl Report, an English news programme on TVB, and News Magazine, a Chinese current affairs programme on TVB, as well as in a staff development session in the English Language Centre of the City University of Hong Kong.

In the other study, Stephen Evans (ENGL) and Bruce Morrison (ELC) collaborated to track the learning experiences of a group of PolyU students in relation to their use of English over the period of their undergraduate degree studies. In particular, it aimed to identify language-related problems that they encountered when studying academic subjects in English and the ways in which they attempted to overcome them. The data were collected as part of a qualitative multiple-case study which recorded the learning experiences of twenty-eight students from various disciplines. In addition to the publications noted below, the researchers also presented the study findings at five international conferences.

Impact/'im.pækt; **noun/verb** [C, usually sing., U]

- 1 ~ (of sth) (on sb/sth) the powerful effect that sth has on sb/sth
- 2 the act of one object hitting another; the force with which this happens

Medium/'mi:.di.əm; **adj., noun**

- 1 a way of communicating information, etc. to people
- 2 something that is used for a particular purpose



Instruction/'ɪn'strʌk.fən; **noun, adj.**

- 1 ~ (on how to do sth) detailed information on how to do or use sth
- 2 ~ (to do sth) ~ (that...) something that sb tells you to do
- 3 ~ (in sth) (formal) the act of teaching sth to sb

Vocabulary/və'kæbjələri; NAmE -leri/ **noun** [C,U] (pl. -ies)

- 1 all the words that a person knows or uses
- 2 all the words in a particular language

Research output and publications

Evans, S. and Morrison, B. (2011). The first term at university: Implications for EAP. *ELT Journal*, 65(4), 387-397.

Evans, S. and Morrison, B. (2011). Meeting the challenges of English-medium higher education: The first-year experience in Hong Kong. *English for Specific Purposes*, 30(3), 198-208.

Evans, S. and Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education*, 25(2), 147-162.

Lin, L. H. F., & Morrison, B. (2010). The impact of the medium of instruction in Hong Kong secondary schools on tertiary students' vocabulary. *Journal of English for Academic Purposes*, 9, 255-266.

INTERVIEW OF PROFESSOR JAMES XING, CO-EDITOR OF THE BOOK SERVICE LEARNING IN ASIA: CURRICULAR MODELS AND PRACTICES AND DIRECTOR OF GENERAL EDUCATION CENTRE, ON SERVICE LEARNING

Paris Lau from the GEC recently conducted an interview with Prof James Xing on the relevance of service learning to the general education of PolyU. The conversation covered a wide range of topics: the themes and purposes of his co-edited book, the definitions, pedagogies and assessment methods of service learning, its relevance to Asia in general and Hong Kong in particular. Prof Xing also shared his service learning experiences in the US and China and outlined the challenges and expectations of prospective practitioners of service learning at PolyU."

P: Paris Lau
J: James Xing

P: What led you to write this book, and what are its major themes?

J: The book grew out of a project I did when I was working for the United Board for Christian Higher Education in Asia. The purpose of the book is two-fold. First, it is meant to take inventory of the status of service learning in Asia. During 2006 and 2007, I travelled to over a dozen university campuses, in the Philippines, India, Japan, Indonesia, Thailand, Taiwan and Korea, where I heard many touching stories about how service learning was changing students' lives and transforming higher education. In 2007, I was invited as a key-note speaker to the Asia-Pacific regional conference on service learning. At that conference, I met and interviewed scholars from across different universities in Asia. It was an inspiring experience. I thought it would be great to have a book that summarises the service learning experience in Asia and also outlines the future directions of service learning. I thought we had to know where we had been and where we were going at that time.

The book is organised around three major themes. First, service learning should focus more on social justice education. There is a long-time misconception that service learning is some sort of charity work. To move students away from that myth, we need to ask students to engage more in meaningful service and act as a strong advocate for social change. The second theme relates to the promotion of indigenous ideas and traditions about service learning in Asia. Service learning as a movement started in the US, but its development in Asia grows out of its specific local and regional contexts. The book is an effort to explore and document those regional and local contexts. Finally, the third theme is to promote international service learning. Most of the programmes we have in Asia right now focus more on domestic service learning, which often is the first step. However, to promote cross-cultural competency and global citizenship, we need more international service learning activities.

P: What do you mean by service learning? How is it different from internship?

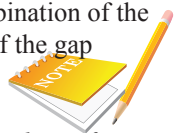
J: Different scholars and practitioners may have their own emphasis in defining service learning. For me, three things stand out. First, service learning is a form of experiential learning that unites academic education — that is, credit bearing course work — with meaningful community service. Second, the learning really enlivens service, and the service informs learning. There is a very close relationship between the two. Third, service learning has to be reciprocal, meaning that both the students and the community benefit from the experience. For internship, the focus is on benefits for students, who get academic credits and practical training. There is little or no emphasis about what the community could get out of it. But for service learning, both students and the community benefit. A reciprocal relationship or reciprocity are key for service learning.



Interview of Prof James XING (con't)

P: How is service learning different from more traditional ways of learning and teaching in a classroom setting?

J: Classroom learning pretty much uses the traditional pedagogical format. We are probably familiar with John Dewey's famous saying that there is always a gap between the gown and the town. The "gown" means the academy, while the "town" is the community. In the traditional way, we teach students in our classroom, where they learn by reading, writing and interacting with instructors and students. There is little contextual interaction between the classroom experience and the community. In contrast, service learning is a nice combination of the two, by taking students out of the classroom into the community and engaging them in experiential learning, hands-on experience and practical training. Service learning does not emphasise only one side, either the gown or the town, but a combination of the two, or at least a narrowing of the gap between the two.



P: In the Foreword of your book, Prof Edward Chan argues that there is no one single formula for implementing service learning, which is to a large extent culture, location and institution specific. We know service learning is an American model of experiential learning bridging the gown and the town. How is it relevant to Asia and particularly to China and Hong Kong?

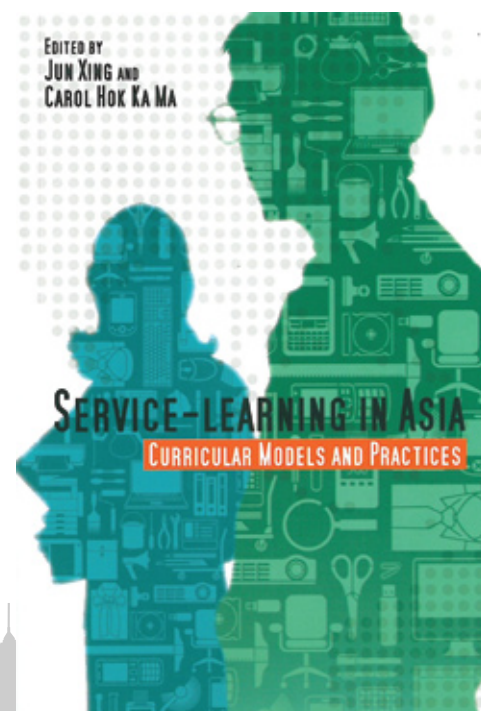
J: On the surface, service learning seems to be culturally neutral, but it is not. In the US, for example, the majority of scholars and practitioners of service learning give credit to John Dewey for the beginning of the service learning movement. But in other countries, service learning emerged and grew out of very different historical circumstances, carrying different cultural meanings. Take India for example. The beginning of service learning has a lot to do with the doctrine of decolonisation and nation-building after independence. When people think about service learning in India, they often emphasise the role service learning played in the nation-building movement. Similarly, in the Philippines, I learnt during my fieldtrip there that service learning was practiced mostly at Christian institutions. Christian colleges and universities often practice service learning because of their faiths and religious convictions.

P: Can you comment on the significance of service learning to Hong Kong and especially to PolyU?

J: Among Asian institutions, Hong Kong is a few steps ahead in promoting service learning, but the development is uneven. For example, the CUHK started service learning rather early because of the Christian influence and the liberal arts tradition, while at other institutions such as PolyU, service learning is a recent development. Also, at PolyU, non-credit bearing extra-curricular service learning activities have been organized by the Student Affairs Office for several years now, but credit-bearing service learning subjects were just offered only recently. The pending transition to the four-year programme in Hong Kong offers great opportunities for Hong Kong universities to engage in service learning. With one extra full year added to the curriculum, we have more opportunities to teach students about civic engagement and social responsibility. At PolyU, we now have the three-credit core requirement of service learning in the General University Requirement. This is a huge step forward in the institutionalisation of service learning, but of course, challenges remain, especially in terms of faculty training, curricular development, student advising, and resources and logistic support. Service learning is a very meticulous and time-consuming process. It demands a lot of co-ordination and logistic preparation. It will add a lot to staff teaching load and also students' workload.

P: If we want service learning to be a credit-bearing subject in the General University Requirements, there are practical issues related to grades and evaluation. How can service and learning link with each other to form a credit-bearing academic subject in the University curriculum? Students' reflection in the end will be an important part of the learning outcome. How can the teachers evaluate such an experience and give students grades and credits?

J: Over the years, scholars and practitioners of service learning have struggled with assessment issues because of the general perception that community-based service learning by nature is not as rigorous as classroom learning. This is not true. In fact, a service learning class is more rigorous and more demanding both in effort and time commitment. Recently, there is a growing body of literature on the assessment of service learning. For example, scholars emphasise that assessment has to be a joined effort involving three parties in the project, including students, instructors and community partners. First, there must be feedback from the students themselves as well as the instructors. But an equally important element in assessment is community involvement and participation. In other words, good assessment is based on full partnership, and we need feedback from all of the three parties involved, the students, the instructors and also community members. That's one recommendation.



Interview of Prof James XING (con't)

J: The second is we need a portfolio rather than a single tool of assessment, including keeping a log, of daily activities and a journal with entries that show students' reflection upon their experiences — about what they have learnt, where things have gone right or wrong and how they plan to address the problems. In addition, surveys and questionnaires can be used to solicit feedback from alumni, community partners and even employers.

P: As the Director of the General Education Centre (GEC) at the Faculty of Humanities, do you think service learning could form an integral part of general education? In what way can GEC make a contribution to the whole university population in the field of service learning?

J: Let me backtrack a little bit. In the past, PolyU had no service learning requirement in general education. With the newly approved three-credit core requirement of service learning in place, I hope colleagues at GEC can take a major role in offering service learning as subjects that fulfill the General University Requirements. There are really two different kinds of service learning subjects available for students. One is discipline-based subjects, offered by departments and faculties that cater mostly to their own students. Student capacity, which means their professional knowledge and skills, is a prerequisite. But for GEC, because of our mission to teach general education subjects such as those that fulfill the General University Requirements, we should develop and deliver service learning subjects that are open for all students at PolyU regardless of their specialisations and majors. We should design service learning and civic engagement activities that all students are capable of performing. As a new core requirement, more service learning subjects are needed, and GEC, as a multidisciplinary team with historians, artists, philosophers, literature experts and science education specialists, should be in a good position to make contributions. Also, there are many community needs both locally and overseas. I am currently developing a service learning subject to serve Hong Kong's various ethnic minority communities, including the South Asians, the Thais, the Filipinos and the Indonesians.



P: We know that you have been engaged in the teaching of service learning in the US and the Chinese mainland for many years. Could you briefly tell us your experiences in those areas? What are the similarities and differences between the learning and teaching experiences in the two places? What are the merits and challenges?

J: I started teaching service learning courses about twelve years ago when I was a professor in Colorado. My experience teaching service learning in the US was both good and bad. The good part was that service learning had really transformed students' lives. Some students became cross-culturally competent, and learnt a lot of social skills, which opened their minds. The negative part was the ethical problems I encountered. For example, I experienced first-hand in Thailand the problem of "academic tourism," where American students rarely spent the time to interact with local people. They tended to congregate among themselves. They didn't take the learning very seriously and were more interested in taking photos and making postcards to show that they had been there. That was a very frustrating experience. To me it is a serious ethical issue because it could be a form of exploitation of the local community. Students were in other people's territories where they're supposed to offer meaningful and sustainable service, but a number of ethical, safety and liability issues arose. I have learnt that service learning carries tremendous responsibilities for the instructors because they are responsible for the ethical conduct of the students.

I have been promoting service learning in China for several years now. I gave a number of lectures on university campuses and organised faculty training and development seminars on service learning. The good part of the experience in China was that Chinese students were much easier to manage. I didn't encounter many disciplinary issues. Most of my students were very serious learners. There were other kinds of challenges, however. For example, I often find it very hard to deal with the bureaucracy. Teaching service learning carries some major risks related to bureaucracy, politics, cost and other sensitive issues. I find that one needs to have lot of knowledge and patience and to navigate the process there.

P: Now that PolyU is going to implement service learning as a mandatory credit-bearing component of the General University Requirements, do you have any professional advice and suggestions for prospective teachers and students?

J: Service learning has a lot to offer our University and students. To bring out its full potential, there needs to be strong institutional support for its design, delivery and administration. For example, I hope to see more professional development opportunities available on campus, including workshops, seminars and symposiums for sharing experiences among service learning scholars and practitioners both locally and overseas.



Prof James XING
*Co-editor of the book **Service Learning in Asia: Curricular Models and Practices**,
Director of General Education Centre*

For a review of Professor Xing's book see:
<http://openjournals.libs.uga.edu/index.php/jheoe/article/view/584/471%E2%80%8F>

Support Programme for Students in the New Senior Secondary Curriculum

Programme Coordinator: Dr Julia Chen

In the past year, the English Language Centre has forged a close relationship with secondary schools and launched a number of initiatives for their teachers and students. One of these initiatives is to pilot a two-part intensive English language training programme for Secondary 5 students. A hundred students from twenty-one local secondary schools were selected by their school principals to attend the training sessions, which ran for two full days over Easter and nine afternoons from late June to early July, 2011.

The programme was an initiative to support the first batch of students taking the Hong Kong Diploma of Secondary Education Examination to facilitate their transition to the 3-3-4 New Secondary School Curriculum. It aimed to enhance skills as well as foster confidence in language learning. Students received focused language training in small classes of around sixteen, particularly in reading and writing. There was an emphasis on the development of reflective skills, as students were guided to reflect and analyse their weaknesses and think of possible improvements.

To develop their learning-to-learn skills, students in this programme were given the choice to pay a small fee to access the Centre for Independent Language Learning in A305. They responded so enthusiastically to the self-access learning opportunities offered in the Centre that thirty-seven achieved the “Bronze Certificate” and 4 achieved the “Silver Certificate”,

awards which demonstrated the lengths of time they devoted to learning English in the Centre.

The programme received glowing feedback from students for fulfilling their needs in ways not usually feasible within their heavy curriculum in normal secondary school settings.



S5 students English language enhancement training



Senior secondary English language teacher support project - Teacher Training Meeting



Senior secondary English language teacher support project - Teacher Sharing Meeting



S6 students English speaking enhancement training



Extension Programmes for ‘Gifted’ Secondary Students

Outreach Activities Coordinator & Programme Coordinator: Ms Anna Ho

To support the pursuit of language excellence in the wider Hong Kong community, the English Language Centre (ELC) has run a number of English programmes for gifted secondary students in the past two summers: a twelve-month programme called “English for the Community: Learn and Serve”, and a two-week intensive programme called “English for Young Leaders”.

“English for the Community: Learn and Serve” was launched in July 2010 and ran until July 2011. Approximately thirty-five Secondary Four students from over twenty-five schools took part in it. The programme comprised intensive language and teaching skills training, attendance at ELC’s “Big Mouth Corner”, and a service learning component in which students facilitated language classes for primary school children in Yingde, a small town in Guangdong Province. For intensive language and teaching skills training, students had to attend a three-week intensive training course in the Hong Kong Polytechnic University in the summer of 2010. They also participated regularly in ELC’s Big Mouth Corner during semester time to enhance their confidence and ability in speaking English, and learn how to lead group activities. Such skills came to ready use when they facilitated language classes in China during the Easter holidays. The programme concluded with the presentations of their experience in learning and applying what they learnt in the summer of 2011.

Another programme, English for Young Leaders, focused on the development of workplace English communication skills. In the summer of 2011, students from about sixty secondary schools attended this two-week programme. The core of the programme was the “Promote Hong Kong Challenge”. Students in small groups had to develop a proposal to promote Hong Kong to international visitors. To complete their task, students had to conduct research about Hong Kong and its attractions, as well as to exercise their creativity to develop a practical idea. The final outcome was an oral presentation of the proposal for a competition. Support activities, such as a cocktail party and a talk, were organised to help students develop their skills and acquire relevant knowledge. The cocktail party gave students an opportunity to practise their socialising and business networking skills, while the talk facilitated by the Hong Kong Tourism Board provided them with professional information about the tourist industry.

Both of the programmes have provided an extension to students’ usual classroom learning experience: the former allows them to serve the community using what they have learnt, while the latter offers them realistic contexts to develop and practise their skills. The programmes go beyond learning English to cover other educational outcomes for developing students as whole persons.

Study Tour in Japan undertaken by MA Students of Department of Chinese Culture



Thirty students of the MA Programme in Chinese Culture received funding from the Ministry of Education of Japan to undertake a study tour to Japan in December 2011. As the final exercise of the course “Chinese Culture in Japan”, the tour was led by Dr. Tam King-fai and Dr. Tong Sau-lin and took the students to the Kansai area for a week, where they visited cultural sites that bear testimony to the long-standing cultural relationship between China and Japan, and engaged in exchanges with students of Kwansei Gakuin University.

The Department of Chinese Culture incorporates study-tours in many of its courses, but the December tour to Japan was the first that took students to places outside of China, and allowed students to see the manifestation of Chinese culture in a foreign setting. The department will continue to look for similar opportunities in the future.

Hong Kong Academy of the Humanities (HKAH)



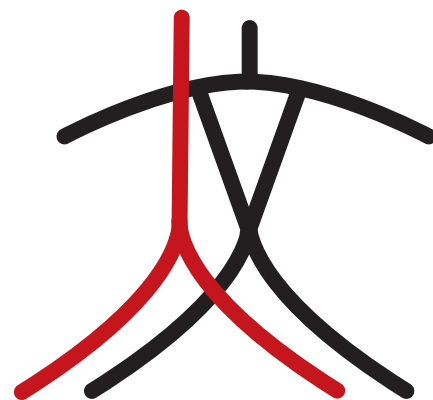
In April 2011, leading scholars in humanities from across Hong Kong established Hong Kong Academy of the Humanities. With thirty-nine Foundation Fellows from the eight government-funded institutions of higher education and the Open University of Hong Kong, the Academy aims to bring together Hong Kong's leading humanities scholars to form a strong and united voice on behalf of the humanities, and to properly recognise excellence in humanities scholarship and research. All humanities disciplines including history, philosophy, literature, languages, linguistics, music, fine arts, Chinese, English, cultural studies and translation are represented by these Foundation Fellows.

The Academy strives to contribute to the advancement of Hong Kong society through collegial exchange in and support of the arts and humanities. It aims to promote outstanding scholarly achievements of the territory through meaningful engagement and cooperation with similar institutions regionally and internationally. It will endeavour to assist local humanists in scholarly engagement and collaboration in Asia and other international communities.

President of the Academy, Prof. Kam Louie, Dean of Arts, University of Hong Kong, explained the need for the organisation: *"The humanities, which play such a vital role in enriching Hong Kong life, need to be better explained and promoted – to government, business and the community – and who better to do this than the territory's most distinguished humanities scholars?"*

Three PolyU scholars elected as Foundation Fellows

Besides being elected as an executive committee member, Prof. Huang Chu-ren, Chair Professor of Applied Chinese Language Studies and Dean of PolyU Faculty of Humanities, was also elected as a Foundation Fellow of the Academy, and has been elected the Vice President in 2012. Two other PolyU scholars who were elected as Foundation Fellows are Prof. Chu Hung-lam, Chair Professor and Head of the Department of Chinese Culture, and Prof. Winnie Cheng, Director of the Research Centre for Professional Communication in English of the Department of English.



Hong Kong Academy of the Humanities
香港人文學院



Prof. Huang Chu-ren, Chair Professor of Applied Chinese Language Studies and Dean of PolyU Faculty of Humanities

香港人文學院正式成立

二零一一年四月，香港頂尖人文學者攜手創立香港人文學院，並選出學院的三十九位創院院士，他們來自政府資助的八所高等教育院校和香港公開大學。香港人文學院的成立，旨在匯聚香港頂尖人文學者，形成一把代表人文學科強而統一的聲音，並表彰人文學術和研究領域的傑出成就。學院的創院院士代表了人文學科的不同領域，包括歷史、哲學、文學、語言、語言學、音樂、美術、中文、英文、文化研究及翻譯等。

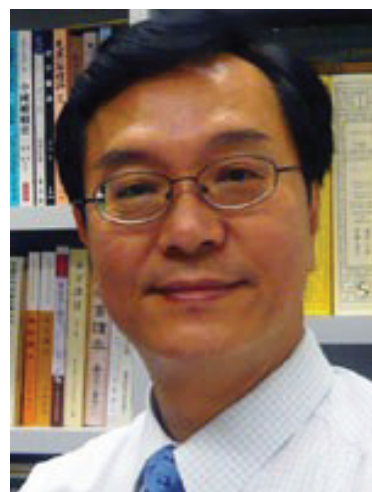
學院致力透過在人文藝術學範疇上的學術交流與支援，推動香港社會的發展。學院亦期望透過與區內及國際間同類型院校進行具意義的協作計劃，表揚本地學者的傑出成就。學院更會致力推動本地人文學者在亞洲及其他國際社會中進行學術協作活動。

學院新任院長香港大學文學院院長雷金慶教授表示：「人文學科在豐富香港人的生活方面扮演極為關鍵的角色，我們應該向政府、工商界和社會大眾更有效地解釋人文學科的重要性，以促進這學科的發展。要做到這一點，還有誰比本港最傑出的人文學者更能勝任呢？」



理大三位學者成為創院院士

理大講座教授兼人文學院院長黃居仁教授除了被選為學院執委之外，亦被選為學院其中一位創院院士。黃院長更於2012年獲選為該會副會長。理大另有兩位學者被選為創院院士，他們是：中國文化學系講座教授兼系主任朱鴻林教授、以及英文系英文專業傳意研究中心總監鄭梁慧蓮教授。



中國文化學系講座教授兼系主任
朱鴻林教授



英文系英文專業傳意研究中心總監
鄭梁慧蓮教授

ASIALEX

*The Asian Association
for Lexicography*

AsiaLex at PolyU in 2015

At the 7th Biennial Conference of The Asian Association of Lexicography (AsiaLex 2011) in Kyoto, Japan, The Hong Kong Polytechnic University won the bid to host AsiaLex 2015. Prof Huang Chu-ren was elected as the Vice President of AsiaLex and Dr Li Lan will continue her duty on the Executive Committee of AsiaLex. The Asian Association of Lexicography (<http://www.asialex.org/>) was founded in Hong Kong in 1997. With this 9th biannual conference, it returns to its birth place.

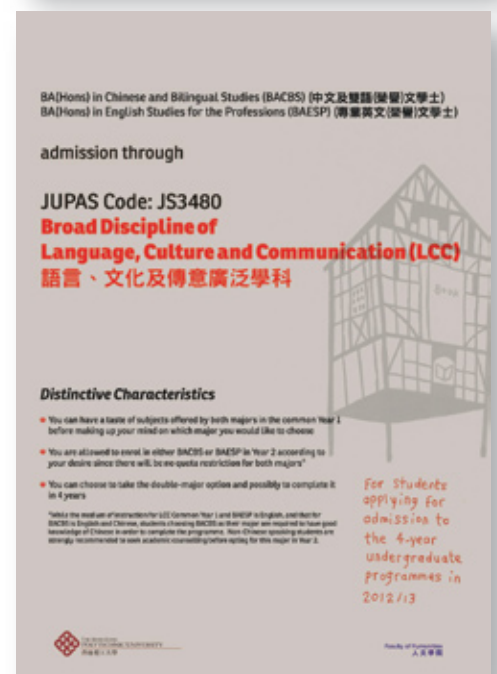
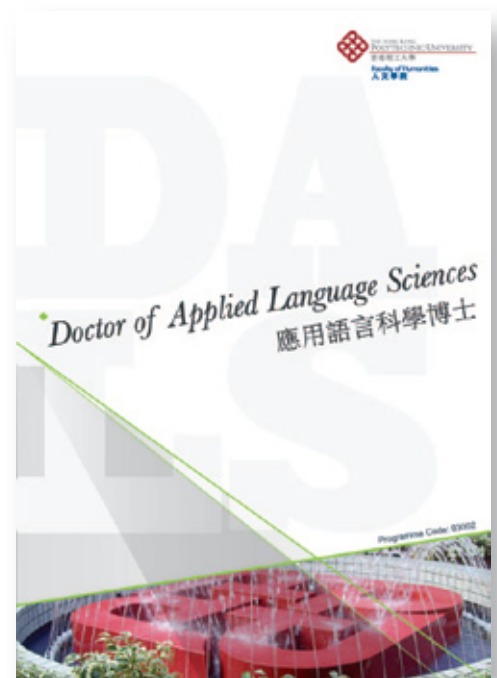
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MA in Chinese Linguistics
MA in Japanese Studies for the Professions
MA in Teaching Chinese as a Foreign Language
MA in Translating and Interpreting
MA in Chinese Culture
MA in English for the Professions
MA in English Language Arts
MA in English Language Studies
MA in English Language Teaching

Broad Discipline of Language, Culture and Communication
BA in Chinese and Bilingual Studies
BA in Bilingual Studies
BA in Translation and Interpreting Studies
BA in English Studies for the Professions
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Upcoming Events

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