

POLYU FACULTY OF HUMANITIES



HUMANITIES AT THE HONG KONG POLYTECHNIC UNIVERSITY

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WELCOME TO

POLYU FACULTY OF HUMANITIES

Faculty of Humanities (FH) at The Hong Kong Polytechnic University is a leading tertiary education provider in Greater China and Asia in the fields of applied language sciences, Chinese-English bilingual studies, and bilingual China studies. The Faculty prides itself on making knowledge work by placing our emphasis on the convergence of language, communication, culture and technology.

Academic portfolio

- **Focus:** applied language sciences, bilingual corporate communication, Chinese culture studies, Chinese language, linguistics and literature, English and applied linguistics, English for the professions, English language studies, English language teaching, English language arts, European languages (including French, German, and Spanish), health communication, Japanese, Korean, language sciences and data analytics, teaching Chinese as a foreign language, speech therapy, and translation and interpreting
- **Level:** BA (Hons), MA, Professional Doctoral degree, MPhil and PhD degrees

MESSAGE FROM THE DEAN



Energetically creating synergies among language, culture, communication and technology in education and research, the Faculty of Humanities strives to excel in applied language sciences, Chinese-English bilingual studies, and cultural and historical studies of China. We are also rapidly advancing in the fields of speech therapy, language neuroscience, and health communication.

PolyU's Arts and Humanities is ranked 18th in Asia¹. The subject of Linguistics – the discipline in which a large number of FH staff members are engaged, is ranked 51st in the world². Our research contributes not only to the creation of knowledge, but also the betterment of our community and the future of our world. For example, we examine the relationship among language, ageing and

cognitive decline, with the aim of detecting the early signs of neurodegeneration so as to design methods of effective intervention; we develop child-robot interaction systems to promote language and communication skills in children who are at risk for autism; we study how frequent use of e-devices affect the brain in understanding complex concepts embedded in text; we investigate approaches to reduce communication hurdles between patients and doctors; we examine how rationality and fallacies shaped public's responses to health measures against COVID-19, and we look into how Chinese traditional thoughts influence Hong Kong society nowadays.

Recently, The Hong Kong Jockey Club Charities Trust has approved a grant of around \$49 million to the Faculty to undertake the second phase of the "C-for-Chinese at JC" project. The project is created and funded by The Hong Kong Jockey Club Charities Trust, co-created by three local universities and two non-governmental organisations. The project aims to foster a culturally responsive learning environment with a view to enhancing the Chinese language proficiency of non-Chinese speaking kindergarten students for their better transition to primary education and early social integration. The total funding allocated to PolyU for the whole project exceeds \$98 million.


The Faculty also serves other PolyU students taking language and general education subjects. We strive to help our students to enhance their language competence in both English and Chinese, to facilitate their understanding of what makes us human culturally speaking, as well as the critical issues faced by our society for today's generation.

¹ Quacquarelli Symonds World University Rankings 2021 (by Broad Subject Area and Region)
² Quacquarelli Symonds World University Rankings by Subject 2021

Faculty at a Glance

Faculty of Humanities — where Language, Communication, Culture and Technology converge

Year of Establishment

 **2008** *(our history as a formal department went way back to 1970s)*

over **30** *years of experience in nurturing professional communicators*

Academic Departments & Centres

555 

Students

STUDENT ENROLMENT *(numbers from 2021/22)*

1,697	598
TOTAL	UNDERGRADUATES
>16,000	1,099
ALUMNI	POSTGRADUATES

Research Centres

4 

Faculty

216
academic staff members

from about **20** different countries/regions

16 faculty members are Fellows of the Hong Kong Academy of the Humanities

Publications

420 refereed papers (total output weighting: 285) over the past three years (up to 2020/21)

   Over **81%** of journal publications in the **TOP 30%*** ranked journals

*With reference to our Faculty Journal List 2021 which contains a total of 587 journals selected from roughly 2,000 journals from databases of SJR, SSCI, AHCI, ERIH, SCI, SCOPUS and others.

International Conferences/Symposia

9  international conferences and symposia were organised between 2018/19 and 2020/21 with over **3,000** participants around the globe

International Rankings

Linguistics at PolyU	10th in Asia ²	51st in the world ¹
Arts and Humanities at PolyU	18th in Asia ²	124th in the world ¹

Outreach

185,870+ **27,270+**

students worldwide enrolled in our Massive Open Online Courses (MOOCs) since their launch in 2015

attendees participated annually in our programmes accessible to the public, including summer camps, public lectures and cultural activities
(2018/19 to 2020/21)

Overseas Partner Institutions (from 2018/19 to 2020/21)

12 MOU & agreements	42 research collaboration with non-local institutions	exchange in 33 universities & internships in 12 cities
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¹ Quacquarelli Symonds World University Rankings by Subject 2021.
² By regional filtering of Quacquarelli Symonds World University Rankings 2021 (by Broad Subject Area and Region).

A photograph of two women sitting at a wooden table, looking at a tablet. The woman on the left has long reddish-brown hair and is wearing a dark blazer. The woman on the right has long brown hair, wears glasses, and is smiling. They are in a bright room with large windows in the background. A blue diagonal bar is on the left side of the image, and a red diagonal bar is on the right side.

DEPARTMENTS, RESEARCH CENTRES

AND OTHER UNITS

Academic Departments/Centres

- ▶ Department of Chinese and Bilingual Studies
- ▶ Department of Chinese Culture
- ▶ Department of English and Communication
- ▶ Chinese Language Centre
- ▶ English Language Centre

Research Centres

- ▶ International Research Centre for the Advancement of Health Communication (IRCAHC)

The Centre develops research strengths in areas such as the social psychology of language in health communication, E-Health, health economics, business and management, innovative methodology, and explores the role of the community, organisations, groups and individuals who negotiate and manage patient care and safety.

- ▶ PolyU – Peking U Research Centre on Chinese Linguistics (P2U2 ReCCL)

The Centre is devoted to research and applications in the area of Chinese Linguistics, especially in Modern Chinese Linguistics. The primary aim of the Centre is to conduct academic research based on its major research areas such as Chinese syntax, and jointly enhancing further development for postgraduate research students from both institutions in relevant disciplines.

- ▶ Research Centre for Language, Cognition, and Neuroscience (RCLCN)

Inaugurated in January 2019, the Centre uses psychological and brain-imaging techniques, such as Electroencephalography (EEG), functional near-infrared spectroscopy (fNIRS) and Magnetic Resonance Imaging (MRI) to look at language-related issues in the brain from an evolutionary perspective.

- ▶ Research Centre for Professional Communication in English (RCPCE)

The Centre aims at providing a forum for academics and practitioners with an interest in communication in professional settings to engage with each other and exchange ideas; creating and hosting on-line specialised corpora for researchers' and practitioners' reference; promoting best practices in professional communication; and promoting knowledge transfer of Applied Linguistics research to the wider community.

Other Units

- ▶ Centre for Translation Studies (CTS)

The Centre is dedicated to conducting academic and professional research in translation studies and related areas. It is also actively involved in organising relevant academic conferences and publications.

- ▶ Confucius Institute of Hong Kong (CIHK)

The Institute is dedicated to promoting Chinese language and culture as well as facilitating cultural exchanges between China and the world.

- ▶ Speech Therapy Unit (STU)

The Unit aims to create a platform to serve clinical education and research purposes through the provision of speech therapy services. It serves both adult and child clients with a wide range of communication disorders and swallowing disorders.



FACULTY RESEARCHERS

Applied Language Sciences & Digital Humanities, and Chinese Linguistics

Dr Chen Si
Assistant Professor

Dr Emmanuele Chersoni
Research Assistant Professor

Dr Fung Suk Yee Roxana
Associate Professor

Dr Hsu Yu-Yin
Assistant Professor

Prof. Huang Chu-Ren
Chair Professor of Applied Chinese
Language Studies

Dr Kim Sun-A
Associate Professor

Dr Lee Yat Mei Sophia
Associate Professor

Dr Leung Wai Mun
Assistant Professor

Dr Liu Yi
Assistant Professor

Dr Stephen Politzer-Ahles
Associate Professor

Dr Yao Yao
Associate Professor

Prof. Zhu Xinhua
Professor

Speech & Language Therapy

Dr Angel Chan
Associate Professor

Dr Kwong Yee Lan Elaine
Assistant Professor

Dr Lau Kai-Yan Dustin
Associate Professor

Dr Mohammad Momenian
Research Assistant Professor

Prof. Sheng Li
Professor

Dr Wong Min Ney
Assistant Professor

Language & Cognitive Neuroscience

Prof. Li Ping
Chair Professor of Neurolinguistics
and Bilingual Studies

Dr Peng Gang
Associate Professor

Prof. William S-Y. Wang
Chair Professor of Language and
Cognitive Sciences

Dr Zhang Caicai
Associate Professor

Bilingualism & Communication

Prof. Chan Shui Duen
Research Professor

Dr Cathryn Donohue
Research Assistant Professor

Prof. David C. S. Li
Professor

Dr Liu Ming
Assistant Professor

Dr Ngai Sing Bik Cindy
Associate Professor

Translation & Interpreting

Dr Cheung Kay Fan Andrew
Associate Professor

Dr Gu Chonglong
Assistant Professor

Dr Li Dechao
Associate Professor

Dr Liu Kanglong
Assistant Professor

Dr Wu Zhiwei
Assistant Professor

Intercultural Communication and Media Communication

Dr Nate Ming Curran
Assistant Professor

Dr Feng Dezheng William
Associate Professor

Dr Jamie Mckeown
Research Assistant Professor

Dr Anne Schluter
Assistant Professor

Dr Gerald Stell
Assistant Professor

Applied Linguistics & Language and Professional Communication

Prof. Kathleen Ahrens
Professor

Dr Aditi Bhatia
Associate Professor

Prof. Louise Cummings
Professor

Dr Victor Ho
Associate Professor

Prof. Hans J. Ladegaard
Professor

Dr Phoenix W.Y. Lam
Assistant Professor

Dr Dennis Tay
Associate Professor

Dr Margo Turnbull
Research Assistant Professor

Prof. Bernadette Watson
Professor

Language Teaching & Learning

Dr Sal Consoli
Research Assistant Professor

Prof. Hu Guangwei
Professor

Dr Phoebe Lin
Assistant Professor

Dr Renia Lopez
Assistant Professor

Chinese History, Religion, Arts and Literature

Dr Chang Wei-ling
Research Assistant Professor

Dr Chen Jing
Assistant Professor

Prof. Chu Hung-lam
Chair Professor of Chinese Culture

Prof. Han Xiaorong
Professor

Dr Mak Yim-king Kathy
Assistant Professor

Dr Mark Meulenbeld
Associate Professor

Dr Pan Lu
Associate Professor

Dr Brian Tsui
Associate Professor

Dr Wu Wan-Yi
Assistant Professor

Dr Zhang Yu
Assistant Professor

Dr Zhang Yun
Research Assistant Professor

FACILITIES

The Faculty houses state-of-the-art laboratories dedicated to education and scientific research. These laboratories are equipped with the latest technologies for faculty members and students to carry out research and practical work.



Simultaneous Interpretation Laboratory

- ▶ Simulates accurately the facilities used by professional interpreters at international conferences and meetings

Speech and Language Sciences Laboratory

- ▶ Equipped with cutting-edge research facilities such as the NeuroScan EEG system, EYELINK 1000 Plus and Tobii Eye-tracker



Brain, Language, and Computation Laboratory

- ▶ Equipped with the latest VR tools for conducting language learning and cognitive training experiments, including HTC Vive, Microsoft HoloLens and HTC Vive Pro Eye



Language Laboratories

- ▶ Provides supplementary facilities to enhance the language learning experience

Speech Therapy Unit

- ▶ Operates an in-house clinic that provides professional speech therapy services to the general public
- ▶ Serves both adult and child clients with a wide range of communication and/or swallowing disorders
- ▶ Provides supervised clinical hours required for the professional training of speech therapy students



Independent Language Learning Spaces

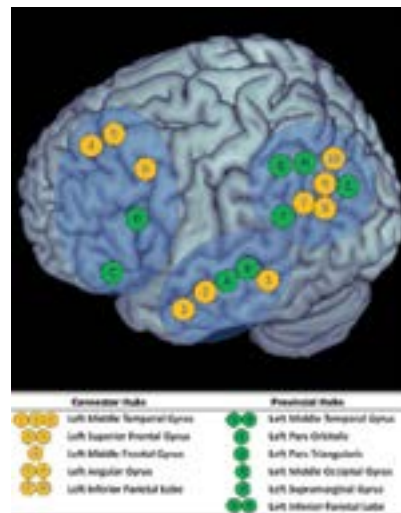
- ▶ Specially designed for students to support creative approaches to teaching and learning
- ▶ Offers a wide range of activities such as assistance programmes and workshops to help students further develop Chinese and English language skills

RESEARCH IMPACT

In line with the University's motto "To learn and to apply, for the benefit of mankind", our research contributes not only to the creation of knowledge, but also the betterment of our community and the future of our world.

Language, Ageing, and Cognitive Decline

Humans now live much longer, but many elders are incapacitated for decades by diseases caused by neurodegeneration, such as dementia and Alzheimer's, resulting in immense economic and psychological burdens at every level of society across the world. We aim to understand the biological bases of such decline, especially in the context of Chinese language and culture, with the aim of detecting the onset of these diseases early enough to design methods of effective intervention.



Our research focuses in part on the age-related changes in the functional connectivities within the left frontotemporal and frontoparietal networks. The figure on the left shows a lateral view of the semantic hubs present in these two networks. Connector and provincial hubs are shown in orange and green, respectively.



Prof. William S-Y. Wang
Chair Professor of Language and Cognitive Sciences

Language connects sounds with the world of meanings, and is the defining feature of our species. Formation and retrieval of meanings are traditionally regarded as intact in normal ageing. Recent research has begun to challenge this notion. For example, compared with young subjects, older subjects tend to rely more on the prefrontal cortex in many semantic tasks, including speech comprehension. Resting-state fMRI studies have also revealed robust age-related changes in functional connectivity, most notably an inverted U-shaped trajectory for long-range connections within the frontotemporal and frontoparietal networks.

Intriguingly, the peak of the developmental trajectory appears to coincide with the onset of behavioural decline in semantic ability. However, how these large-scale changes in the brain's "functional connectome" relate to semantic processing has yet to

be elucidated. We are extending our knowledge regarding the age-related neural reorganisation that underlies the changes in semantic ability across the adult lifespan, by clarifying the behavioural and neural consequences of the changing resting-state functional connectivities in the left hemisphere.

In parallel, we are investigating how Cantonese tones are perceived differently as people age, and how these tones may be exploited in helping Cantonese elders retain and enhance their memories for words and sentences.

More about the research: https://cerg1.ugc.edu.hk/cergprod/scrm00542.jsp?proj_id=15601718



Ming Dynasty Thought for the 21st Century: Influencing Family and Social Life in Hong Kong

Informed by his decades-long study of traditional Chinese culture, especially the intellectual history of the Ming dynasty, Prof. Chu Hung-lam exerted an impact on Hong Kong society by public lectures and radio programmes. These activities reached multiple audiences totalling 1,000+ across different groups in society. Participants reported a deepening of understanding of Chinese culture, prompting them to reflect on their outlook and worldview, and the meaning of family and social harmony.



Prof. Chu Hung-lam
Chair Professor of Chinese Culture

Keeping in mind the relevance of scholarship to society, Prof. Chu has chosen to focus on the Chinese ethical tradition as a way to render impact on the family and social life in Hong Kong. Between June and December 2018, Prof. Chu gave two series of public lectures and made eight appearances in three different radio programmes.

The lecture series addressed a wide range of topics, from the Confucian virtue of xiào (filial piety), to the relationship between the human world

and the world of nature, and ways to appreciate the beauty of poetry and rhymed prose. The radio programmes, on the other hand, focused on the modern significances of traditional thoughts, such as cross-generation understanding and relationship in the light of filial piety.

Against the perceived decline of the Chinese tradition and the worsening of generational relationship in society, Prof. Chu's lectures and radio broadcasts were met with positive responses. A co-sponsor of one of the lectures wrote to report that the lecture served to "arouse the attendees' cultural awareness in preserving valuable traditions of the New Territories", just as another noted that "observance of filial piety is truly what we need in bettering the family". In a similar tone, other respondents spoke favourably of their experience, indicating that they learned of new ways of interacting with their children and found their understanding of Chinese culture enriched.

More about the research:
<https://www.polyu.edu.hk/fhv/docdrive/DeansLectures2018/>



Prof. Li Ping
Chair Professor of Neurolinguistics and Bilingual Studies

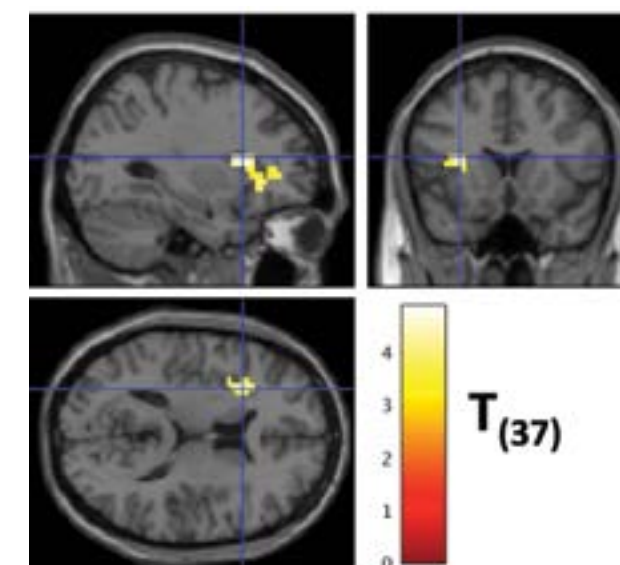
Scientific Text Comprehension, Brain Activity, and Electronic Device Usage

How does frequent use of e-devices affect the brain in understanding complex concepts? Prof. Li Ping and his team conducted a study examining different brain activity patterns and individual readers' cognitive differences and reading habits, including the use of electronic devices, on outcomes of scientific text comprehension. The study has opened new avenues by using neuroimaging and eye-tracking methods for examining the effects of e-device use on learning and education.

In the study, 51 native English speakers were invited to read expository texts of science, such as articles on how electrical circuits work, inside a Magnetic Resonance Imaging (MRI) scanner while their eye movements and brain responses were recorded simultaneously. Their reading habits and frequency in using electronic media (e.g. smartphone, tablets, computers) were also surveyed.

Participants were asked to read scientific texts because this would require them to integrate and organise information from multiple sources for a genuine understanding of the scientific concepts. The study showed a negative correlation between the self-reported frequency in electronic device usage and brain activity in the left insula and inferior frontal gyrus (IFG). These two brain regions are crucial for information processing, such as attention switching and understanding language, according to Prof. Li and his team. Lower activity in IFG and insula may suggest that the readers were not using these critical regions for comprehending the text, and for integrating the inter-connected information into a structure in the mental representation.

If people use electronic devices excessively on a daily basis, that could possibly impair their ability to



The sections show the significant cluster in left insula and IFG pars triangularis in which the beta estimates for integrative processing were negatively correlated with the individual's E-device usage reported in the Reading Background Questionnaire.

From: Neurocognitive Signatures of Naturalistic Reading of Scientific Texts: A Fixation-Related fMRI Study

construct a mental structure (e.g. with a hierarchical order) of scientific concepts," said Prof. Li. However, he cautioned, "It's important to note that what we are showing here isn't causation. At this point, we are just showing correlation between these brain areas and excessive electronic device usage. Young students in schools and colleges, in particular, may be more prone to the adverse effects of e-devices on learning, due to their frequent and constant engagement with e-devices, especially texting with smartphones for social networking.

More about the research: <https://www.nature.com/articles/s41598-019-47176-7>



Teaching English with Children's Literature in Hong Kong

A new, free resource was launched in the Fall of 2020 to help English language teachers in Hong Kong introduce children's literature in their language teaching. It has been developed as part of a SCOLAR (Standing Committee on Language Education and Research) project titled "Children's Literature in English Language Teaching for Primary Students in Hong Kong" with Prof. Kathleen Ahrens as Principal Investigator.



Prof. Kathleen Ahrens
Professor

Recent research has demonstrated the importance of literature in English language teaching and has provided a number of approaches to teaching literature in language classrooms. The increasing number of published English language children's books that portray the realities of everyday life for children in Hong Kong allow for the use of authentic materials in the English language classroom.

As a result of the project, a list was compiled with more than 50 children's books for ages six to 12 written in English by an author who has worked and lived in Hong Kong for a significant period of time (three or more years) or has a heritage relationship with Hong Kong and that is related to Hong Kong in some way. It is hoped that the list may be useful not only to teachers, but also to everyone interested in increasing their knowledge

of Hong Kong related children's literature.

For ten of these books, the research team has developed a Teacher's Resources pack with (i) a Unit Lesson Plan with 10 lessons; (ii) 10 separate 30-minute lessons for each book; and (iii) a video interview with the author. The activities in the Teacher's Resources pack are based on a communicative approach to ESL (English as a Second Language) teaching and cover all four language skills: reading, writing, speaking, and listening. English teachers in Hong Kong primary schools can send an email to engl.rcpce@polyu.edu.hk and request a password to unzip the pack and access the video interviews with the authors.

More about the research: <https://sites.google.com/view/clelt/home>

Rationality and Fallacies Shaped Our Responses to COVID-19

Faced with the uncertainties of a rapidly evolving pandemic caused by a novel coronavirus, national and international public health agencies employed several rational strategies to guide people on how they can protect themselves against the virus. Some members of the public, however, are susceptible to fallacies which compromised their compliance with important health measures.



Prof. Louise Cummings was in the UK collecting data for her research when the COVID-19 pandemic began. Being an established scholar whose research areas include public health communication, she began to observe and record how public health agencies around the world, and individuals from personal acquaintances, responded to the emerging pandemic during the critical first six months.

Prof. Cummings recognised several types of logical errors and lapses of reasoning (e.g. applying qualifications to general statements to which they do not belong; failure of relevance; fallacy of composition; and fallacy of equivocation) which led some people to violate public health measures.

While lapses of reasoning and logical errors have reduced people's compliance with important health measures, public health agencies around the world employed rationally warranted strategies to formulate advice and guidance:

- ▶ Analogical reasoning. When relatively little was known about this novel coronavirus, much of the initial guidance was based on analogical reasoning and used two other beta coronaviruses (SARS and MERS) as analogues.
- ▶ Arguments from ignorance. When both the conditions of a closed-world assumption (which requires a knowledge base to contain all the information in a particular domain) and an exhaustive search criterion (which requires full examination of the knowledge base) are met, it is possible to conclude that a proposition is true (or

false) based on the premise that there is no evidence that it is false (or true).

The instances of good and bad reasoning illustrated how they could facilitate and compromise compliance with public health measures, respectively. The COVID-19 pandemic presents a valuable opportunity for scholars of reasoning to help address the public education gap in reasoning and critical thinking.

More importantly, scholars of reasoning should play an integral role in public health decision-making in real time. Decisions should be rationally scrutinised as they are taken and not later, when any negative consequences cannot be reversed. If this could be the legacy of COVID-19, subsequent generations might be more adept at responding to the global pandemics that will inevitably afflict them.



Prof. Louise Cummings
Professor

More about the research: https://informallogic.ca/index.php/informal_logic/article/view/6310



The play *Not the Maids* (photo credit: Rooftop Productions)

Empowering Domestic Migrant Workers and Improving Their Lives

There are 370,000 Domestic Migrant Workers (DMWs) in Hong Kong, almost all of them female and originating mostly from Indonesia and the Philippines. They work as live-in maids on two-year contracts and send remittances to their families back home. Research carried out by Prof. Hans Ladegaard, into the plight of DMWs since 2008 has led to changes in the policies, practices, and legal case work of some migrant worker NGOs.



Prof. Hans Ladegaard
Professor

PathFinders, one of the NGOs Prof. Ladegaard collaborated with, shifted the emphasis of its Home Country Integration Programme for DMWs from Indonesia from skills training to resilience and social support. Justice Centre Hong Kong, another NGO, drew on the research in their report on forced migration as well as court cases to argue against the deportation of unmarried Indonesian migrant mothers and their children. The research was supported by two research grants from the General Research Fund.

Prof. Ladegaard also collaborated with Rooftop Productions, a theatre production company in Hong Kong, in their 2017 production of the play *Not the Maids*, which received very positive reviews. He was invited on stage after the premiere to talk about his research and answer questions from the audience. This play, alongside Prof. Ladegaard's media engagement, led to

substantial debate about DMWs, and raised public awareness and understanding of the challenges they face.

Prof. Ladegaard has recently been awarded another research grant from the General Research Fund which will study DMWs' trauma narratives from the sociolinguistic and psychological perspectives.

More about the research:

https://cerg1.ugc.edu.hk/cergprod/scrm00542.jsp?proj_id=15606821&old_proj_id=null&proj_title=&isname=ladegaard&ioname=&institution=&subject=&pages=1&year=&theSubmit=15606821



Screenshot of Dr Tsui on Radio Television Hong Kong's RTHK Talk Show.

How China and India Interacted: Beyond Border Issues

Research conducted and coordinated by Dr Brian Tsui reveals the rich tapestry of China-India interactions since the mid-nineteenth century. It deepens understanding of China's involvement with its giant neighbour and beyond. It shows that border issues and religious interactions, important as they are, should be studied and taught alongside myriad exchanges between the two countries.

For the past few years, Dr Brian Tsui worked with scholars from Mainland China, India and elsewhere to unearth details of China-India interactions in the modern times. From the 1840s until the 1960s, the two societies — their governments, peoples, ideas and faiths — became entangled in myriad ways. Research results show that current paradigms — focused on security and Buddhism — of understanding relations between Asia's two giants are of limited, albeit still important, angles. Taken together, the project covers literary, artistic, intellectual and religious connections led by state and non-state agents.

Results of the project Dr Tsui coordinated were disseminated through academic channels such as the edited volume *Beyond Pan-Asianism: Connecting China and India, 1840s–1960s*. They were also relayed to Cantonese, Putonghua and

More about the research: <https://global.oup.com/academic/product/beyond-pan-asianism-9780190129118?cc=us&lang=en>



Dr T. C. A. Raghavan, Director General of ICWA, gave the keynote address at the virtual book launch of *Beyond Pan-Asianism: Connecting China and India, 1840s–1960s*.



Dr Brian Tsui
Associate Professor

English-speaking audiences in Hong Kong, Taiwan, India and the USA through the media and public talks.



Prof. Bernadette Watson
Professor

Investigating Approaches to Reduce Communication Related Patient Adverse Events: Examining Why the Pattern of Miscommunication and Other Associated Factors are Going Undetected

The two-phase study analyses actual adverse patient events in Hong Kong that are linked to communication. The research categorises communication channels associated with common patient error events. Identifying where communication events are most likely to occur enables processes to be put in place to reduce the likelihood of patient harm. In addition, identifying clinician strengths and how error and patient harm are avoided was examined in phase 2. Learning from good practice rather than on focusing on error is the second aim of this research.

Globally, communication failure is cited as a key reason for hospital patient harm. The economic and emotional cost to patients, their families and clinicians is enormous. Over the past 15 years interventions to reduce patient harm have focused on improving clinician communication skills, but nothing has improved.

This project had two phases. In Phase 1, we analysed data from Risk Alert and Annual Reports on Sentinel Events (SEs) issued by the Hong Kong Hospital Authority. Of the 235 SEs investigated, 189 (over 80%) were associated with communication failure. The highest incidents of communication error occurred with joint written and spoken communication, followed by written communication. For example, the former occurred when team roles during theatre operations were not clearly delineated and staff did not check procedures with other team members. This, in turn led to inaccurate written documentation. Written communication failures were mostly related to documentation and guidelines or principles, in adverse events. Drug prescription mistakes were an example of written only communication causing

patient harm. The research shows that clinicians investigating the SEs focus on the specific factors of each incident and make recommendations to address the behaviours that occurred in that SE. The result is accurate but limited recommendations. More attention must be given to antecedents to each event, alongside the actual culture of hospitals that influence communication. We acknowledge the importance of clinical expertise with respect to investigating SEs. However, we propose the complexity of SEs requires the input of social scientist investigative expertise to find commonalities across events that will complement clinician recommendations beyond offering communication skills training and so will reduce SEs.

Phase 2 involved interviews with a diverse range of health professions and sought to identify clinician strengths that demonstrate best practice to ensure quality patient care. Phase 2 builds on Phase 1 and investigates the facilitators of quality patient care in order to recognise when and why events go well and patient harm is avoided.



Shaping Policy on Chinese Language Education and Assessment in Hong Kong

Research and service projects led by Prof. Chan Shui Duen and Prof. Zhu Xinhua have shaped the Chinese language curriculum and assessment since 2000. During 2014-2021, the team collaborated with government and professional bodies and completed 22 externally funded projects with total grants of over HK\$88 million.

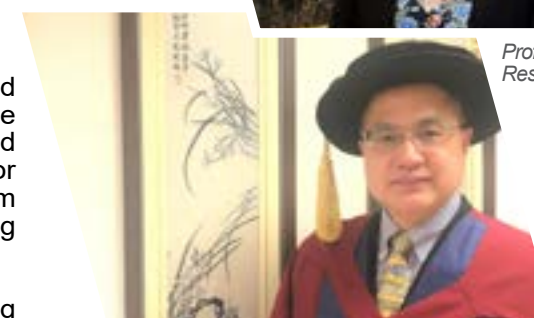
Throughout the past decade, Prof. Chan and Prof. Zhu have developed a number of Chinese language competence frameworks and related learning strategies which have been used or referred to in the Chinese language curriculum and HKDSE territory-wide, greatly contributing to the maturity of Chinese language education:

- ▶ A progressive framework for Chinese Learning for non-Chinese-speaking (NCS) students (including the vocabulary and grammar list to guide curriculum planning, compilation of teaching materials for Primary one to six, and tracking of the progress of junior primary NCS students in learning Chinese language)
- ▶ 12 Chinese learning courses in workplace contexts pegged to the Qualifications Framework (covering listening and speaking Cantonese and Putonghua, reading, writing and integrative skills)
- ▶ Six Types of Chinese Reading Comprehension Process (bringing about students' metacognitive and cognitive development in the Chinese subject with its wide application)
- ▶ Four Traits of Integrated Writing Competence (being one of the few integrated writing frameworks of Chinese as a first language (L1))

In addition to improving the teaching and school-based assessment of Chinese as L1 and L2 (e.g. the development of NCS teaching strategies, interactional strategy to facilitate primary students' oral interaction ability, and the



Prof. Chan Shui Duen
Research Professor



Prof. Zhu Xinhua
Professor

collaboration model for assessment for learning in Chinese education), Prof. Chan and Prof. Zhu have also shaped Hong Kong's education policy on Chinese language education and assessment. Both of them served as members of more than twenty high-level committees and panels in the language education sector, and acted as consultants for the government and some institutions, which enabled them to contribute their concepts into policy formulation such as the Applied Learning (Chinese) curriculum and fine-tuning of the HKDSE Chinese language assessment standard.

The teacher training workshops on the teaching of Chinese to NCS students delivered by Prof. Chan between 2014 and 2018 were attended by 1,500 school teachers. Prof. Zhu has shared his findings at EDB seminars and organised three seminars on assessment for learning. The research impact in fact goes beyond the Hong Kong context as their research outcomes are used by teachers in Singapore, Macau and Mainland China.

KNOWLEDGE TRANSFER

The Faculty brings its research results to the wider community through various knowledge transfer activities. Knowledge transfer is a two-way process during which society receives realisable benefits from the knowledge transferred, and the Faculty enriches its research by developing closer ties with different communities.

Large-scale International Conferences/Symposia/Workshops (2020/21)

14 May 2021

First International Symposium on Teaching Standard Chinese and Cantonese as a Second Language in Higher Education (1st TCCSL)

4 June 2021

29th Joint Workshop on Linguistics and Language Processing (JWLLP2021)

20-22 May 2021

The 3rd International Conference on English Across the Curriculum (EAC2021)

11-12 June 2021

Translation Studies in East Asia: Tradition, Transition and Transcendence (2021EAST)

21 May 2021

“TALKING ACROSS THE WORLD” Symposium Professional in the Digital Age (TAW2021)

Community/Consultancy Projects and Professional Development Programmes

► Appreciating and preserving culture and traditions for future generations

One of our projects in Chinese culture collaborates with rural organisations and local lineages in the New Territories of Hong Kong and the city of Dongguan, China. It examines sacrificial rites conducted for ancestors in memorial halls in late imperial times in Hong Kong and the Pearl River Delta region. The research identifies important present-day meanings behind these rituals and offers advice on how to preserve these valuable traditions.

▼ C-for-Chinese@JC

The Hong Kong Jockey Club Charities Trust has recently approved a grant of around \$49 million to the Faculty to undertake the second phase of the project. The project is created and funded by The Hong Kong Jockey Club Charities Trust, co-created by three local universities and two non-governmental organisations. The project aims to foster a culturally responsive learning environment with a view to enhancing the Chinese language proficiency of non-Chinese speaking kindergarten students for their better transition to primary education and early social integration. The total funding allocated to PolyU for the whole project exceeds \$98 million.



► Putting safety first – Enhancing health communication in local hospitals

The Faculty collaborates with stakeholders in the healthcare industry. Communication is a key factor in successful patient care. The research investigates written, spoken and non-verbal communication among healthcare professionals and how they communicate with their patients across four Hong Kong Health Clusters.



► **Enhancing the learning and teaching of Chinese for non-Chinese speaking (NCS) students in primary schools**

School-based professional support services are provided to support the learning of Chinese by NCS students through partnering with teachers in curriculum planning, implementation and evaluation, development of learning and teaching materials as well as teaching strategies and learning communities.



▲ **Providing Chinese language assessments and training for students and adults**

We are one of the institutions designated by the State Language Commission to hold the National Putonghua Proficiency Test and we provide training courses, talks and mock tests for participants. We have also developed Shumian Hanyu Shuiping Kaoshi (Written Chinese proficiency test) and Putonghua Shuiping Kaoshi (Putonghua proficiency test) for graduating PolyU students and the general public.



Community Outreach

► **“Practical English for the Elderly” programme**

The programme is organised in collaboration with the Tung Wah Group of Hospitals and aims to enrich the senior citizens’ English vocabulary and their conversation skills as well as their social life after retirement.



► **Language training programmes**

We have been supporting Po Leung Kuk/Hong Kong Rugby Union’s language programmes since 2004. The programmes aim to help students in residential care as well as from underprivileged backgrounds by raising their English language proficiency.



► **Linguistics Olympiads**

The Hong Kong team jointly trained by our Department of Chinese and Bilingual Studies and Department of English and Communication achieved outstanding results in a number of international competitions (e.g. winning one gold, two silver, and a bronze medal at the 18th International Linguistics Olympiad (IOL) held in July 2021). The IOL competition is one of the 13 official International Science Olympiads. The first-ever Hong Kong Linguistics Olympiad was held at PolyU in March 2019.



BOOKS
AUTHORED/
EDITED/
TRANSLATED
(FROM 2018 ONWARDS)

(In reverse chronological order)

Book Title	Publisher	Author/Editor/Translator
Speech Perception, Production and Acquisition: Multidisciplinary Approaches in Chinese Languages	Springer	Prof. Li Ping, CBS (Co-Editor)
Handbook of Pragmatic Language Disorders: Complex and Underserved Populations	Springer	Prof. Louise Cummings, ENGL (Editor)
Language Case Files in Neurological Disorders	Routledge	Prof. Louise Cummings, ENGL (Editor)
Poetry in Pedagogy: Intersections Across and Between the Disciplines	Routledge	Mr Dean Gui, ELC (Editor)
Beyond Pan-Asianism: Connecting China and India, 1840s-1960s	Oxford University Press	Dr Brian Tsui, CC (Editor)
明太祖與經筵	SDX Joint Publishing Company	Prof. Chu Hung-lam, CC (Author)
Image, Imagination and Imaginarium: Remapping World War II Monuments in Greater China	Palgrave MacMillan	Dr Pan Lu, CC (Author)

Book Title	Publisher	Author/Editor/Translator
Approaches to Specialized Genres	Routledge	Dr Dennis Tay, ENGL(Editor)
Online Place Branding: The Case of Hong Kong	Routledge	Dr Phoenix Lam, ENGL(Author)
Corpus-Assisted Translation Teaching: Issues and Challenges	Springer	Dr Liu Kanglong, CBS(Author)
Language in Dementia	Cambridge University Press	Prof. Louise Cummings, ENGL (Editor)
Expanding Horizons in Health Communication: An Asian Perspective	Springer	Prof. Bernadette Watsons, ENGL (Co-Editor)
リンガフランカとしての日本語——多言語・多文化共生のために日本語教育を再考する	Akashi Shoten	Prof. David C. S. Li, CBS (Co-Editor)
兩文三語：香港語文教育政策研究	City University of Hong Kong Press	Dr Leung Wai-Mun and Prof. David C. S. Li, CBS (Co-Author)
Fallacies in Medicine and Health: Critical Thinking, Argumentation and Communication	Palgrave Macmillan	Prof. Louise Cummings, ENGL (Editor)
Going to the Countryside: The Rural in the Modern Chinese Cultural Imagination, 1915-1965	University of Michigan Press	Dr Zhang Yu, CC (Author)
Chinese Language Learning Sciences	Springer	Prof. Li Ping, CBS (Co-Editor)
培養中學生多源信息的多層次處理能力：理論與實踐	Quality Education Fund and The Hong Kong Polytechnic University	Dr Zhu Xinhua, CBS (Editor)
The Routledge Handbook of Chinese Applied Linguistics	Routledge	Prof. Huang Chu-Ren, CBS (Co-Editor)
那些貓們	Infolink Publishing Limited	Dr Cheung Yuen Man, CLC (Author)
Phonetic Constancy in the Perception of Chinese Tones	Chinese University Press of Hong Kong	Dr Zhang Caicai, CBS (Author)
The Prosody of Formulaic Sequences: A Corpus and Discourse Approach	Bloomsbury	Dr Phoebe Lin, ENGL (Author)
Time Series Analysis of Discourse: Method and Case Studies	Routledge	Dr Dennis Tay, ENGL (Author)
Working with English Grammar: An Introduction	Cambridge University Press	Prof. Louise Cummings, ENGL (Editor)
論新：文化檔案庫與世俗世界之間的價值交換	Chongqing University Press	Dr Pan Lu, CC (Translator)
China's Conservative Revolution: The Quest for a New Order, 1927-1949	Cambridge University Press	Dr Brian Tsui, CC (Author)
The TESOL Encyclopedia of English Language Teaching: Vol.3. Teaching Listening & Teaching Speaking and Pronunciation	Wiley-Blackwell	Prof. Hu Guangwei, ENGL (Co-Editor)
Speech and Language Therapy: A Prime	Cambridge University Press	Prof. Louise Cummings, ENGL (Author)
古中國的愛情與戰爭 -《詩經》的迴響	Joint Publishing HK	Prof. William S-Y. Wang, CBS (Author)
The Generative Lexicon: Studies on the Chinese Language	Beijing Commercial Press	Prof. Huang Chu-Ren, CBS (Co-Editor)



LEARNING & TEACHING AND GIVING BACK TO SOCIETY

Work-Integrated Education

Work-Integrated Education (WIE) is a special internship programme at the University. WIE gives students the opportunity to pursue training in Hong Kong, Mainland China, or overseas to gain valuable, industry-relevant insights and skills. The University and the Faculty's excellent relations with industry ensure that students are placed in prestigious organisations and in rewarding situations that fit their interests and abilities.



Our students completed WIE in Australia as English teachers (left) and London as interpreters and event assistants (right).

Service-Learning

With an aim to help students develop into competent professionals who attend to human needs with their hearts and minds, our Service-Learning (SL) subjects provide students chances to learn how to serve and at the same time learn through serving others. Our SL subjects range from teaching languages in both Hong Kong and overseas, helping primary students with reading difficulties, providing in-situ audio description for the visually impaired to preserving cultural heritage for ethnic minorities in contemporary China.



Our students serve the community through teaching English in Hong Kong, Guangdong and Cambodia (left), as well as visiting ethnic minorities in China (right).

Innovative Pedagogy

Teaching and learning is central to the Faculty's mission. Our faculty members are constantly looking for ways to add value to our students' experience. Projects on using innovative and creative approaches to educational practices and assessment have been undertaken to maintain and enhance the quality of learning and teaching.

MOOCs

- Cantonese Learning - Cantonese for Beginners
- English@Work: Advanced Interview Skills
- English@Work: Cover Letters
- English@Work: CVs
- Grappling with Global Communication Challenges
- Humanity's Foundations: Answers to Life's Questions from Cultural Powerhouses
- Success: Practical Thinking Skills

SPOCs

- Academic Skills for Independent Learners (ASIL)
- Flipped Service-Learning
- Learning4Life
- Learning English through Short Stories
- Read to Know
- Upgrading your Grammar

Mobile Apps

- Capstone Ninja (inter-institutional; English language support specific to the capstone project)
- Excel@EnglishPolyU (independent language learning)
- Azura's Adventure (comic panels to raise awareness of ethical attributes)

Augmented Reality & Virtual Reality

- Integration of AR activities into a field trip setting for history and culture learning
- VR job interviews with self-reflection

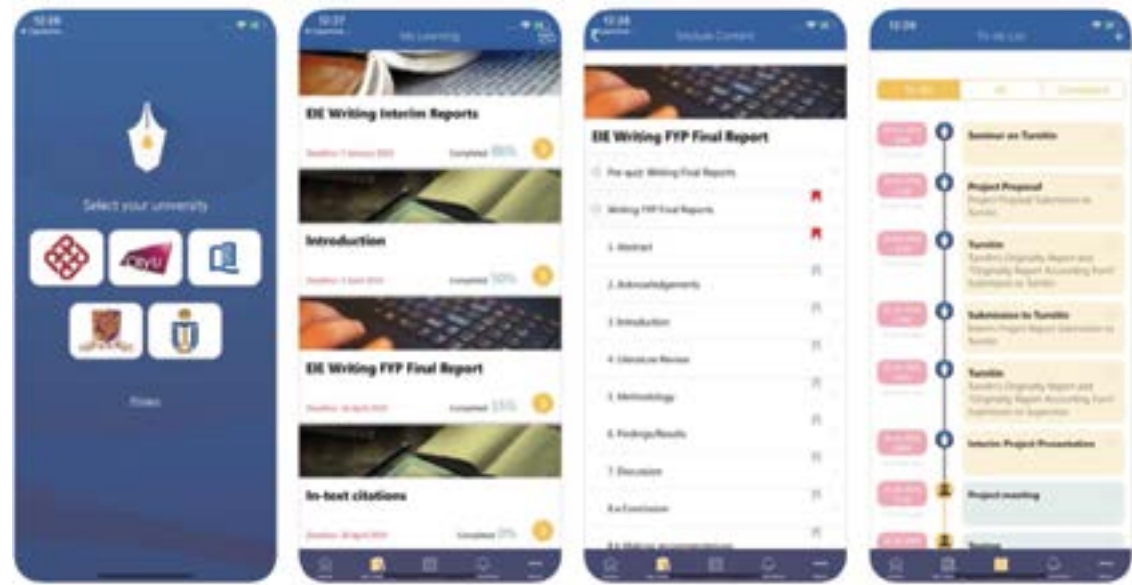
E-Learning Platforms

- Academic Listening Survival Strategies
- Cantonese 'Lazy' Pronunciation (懶音診療室)
- Corporate Communication
- Correction of Wrongly-Written Characters (消滅錯別字)
- Diagnostic English Language Tracking Assessment (DELTA)
- English-Chinese Terminology Database (中英對照常用專業詞彙庫)
- EWRite
- Flipping the Classroom in Teaching Chinese as a Foreign Language: Online Cantonese Learning tool for non-Cantonese Speaking Students (翻轉粵語教室)
- Literacy in the Disciplines (inter-institutional)
- OPTIMUS (inter-institutional)
- STEM Vocabulary Learning (inter-institutional)

Learning & Teaching Projects

► Language Enhancement for Capstone Projects Using Interactive Apps (PL: Dr Julia Chen)

This project is developing a mobile app that offers discipline-related support to final year undergraduate students who need to write up their final-year projects (FYP) or capstone projects (CP) in English. The app, Capstone Ninja, has multi-modal English learning resources tailored to the students' discipline and project type. Besides language learning tips, the app's two other main features help students manage their project deadlines and communicate more effectively with their supervisors and groupmates, making it a one-stop shop for successful FYP/CP completion. Our broader aim is to help students become more effective English communicators in their disciplinary field.



► A Flipped Classroom for Cantonese Learning (PL: Dr Lam Yan Yan)

Cantonese is the most commonly spoken language in Hong Kong. By learning the basics of this language, students from around the world coming to the city can cope with everyday communication and integrate into society more successfully. In view of this, we have developed this customised online Cantonese learning platform to provide multi-media and interactive self-learning materials which align with our University's Cantonese curriculum. Students can preview different aspects of the language including phonetics, vocabulary and grammar with devices such as smartphones before the class. The progress report feature of the platform also allows students and teachers to keep track of the learning progress. It is hoped that the platform can help enhance students' learning effectiveness.



The Flipped Classroom Platform: <https://polyu2.01tech.hk/about/?lang=en>

Selected Research Output on Learning & Teaching

Teaching and research enrich each other. Many of our teaching/clinical staff are also researchers who add value to their teaching by conducting academic research in their specific areas.

Selected book chapters/refereed journal papers published by teaching staff members (from 2018 onwards)

Dr Tomoko Akashi

Akashi, T. (2020). ジェンリアプローチを活かした継承日本語教育の試み ― 香港日本人補習授業校での授業実践 (Applying Genre-based approach to the teaching of Japanese as heritage language). In リンガフランカとしての日本語 (*Japanese as Lingua Franca*) (pp. 63-86). Tokyo: Akashi Shoten.

Ms Christine Burns

Burns, C., Chigaeva-Heddad, S. & Leung, M. (2019). "Otherwise, good luck...": Patterns of use associated with good in teacher feedback. *ASIAN EFL Journal*, 23(3.4), 293-315.

Dr Ken Cheng

Cheng, K. S-K., Chan, J. C-L., Hui, H. M., & Chan, W. (2020). "A statistical interpretation of the learners' input, intake and output in two communicative tasks through Structural Equation Modeling (SEM)". *Journal of Modern Education Review*. 10(10): 890-900.

Dr Jack Chun

Chun, Jack (2019). "A Rawlsian model of land justice for Hong Kong: Controversy on the development of North New Territories." In *Land and Housing Controversies in Hong Kong – Perspectives of Justice and Social Values* (pp.63-81). Singapore: Springer.

Dr Silvia Fok

Fok, Silvia (2019). The Roles of International Art Fairs in Hong Kong in Facilitating the Production and Consumption of Contemporary Art in Asia: Art Hong Kong, Art Basel Hong Kong, and Art Central. In *Routledge Handbook of Cultural and Creative Industries in Asia* (pp. 273-282). Oxon and New York: Routledge.

Mr Adam Forrester

Forrester, A. D. (2020). Addressing the Challenges of Group Speaking Assessments in the Time of the Coronavirus. *International Journal of TESOL Studies*, 2(2), 74-88.

Dr Eric Ho

Ho, L. M. E. (2020). Gongyeh: A Call Tool for Peer Evaluation and Feedback on Oral Assessments. *TESOL Journal*. 12: e592.

Mr Andrew Jarvis

Jarvis, A., Kohnke, L. & Guan, G. (2020). Academic Listening Strategy Use at an English-Medium University. *The ASIAN ESP Journal*, 16(3), 8-29.

Ms Hannah Lai

Lai, Y. Y. H., & Pang, K. W. (2021). English Across the Curriculum: Voices from Around the World: Students' Perceptions of the Use of English in a Core Business Subject for First-Year Business Students. In *English Across the Curriculum: Voices from Around the World* (pp. 59-71). University Press of Colorado.

Dr Grace Lim

Lim, G., & Ivan, WH Ho (2021). Impacts and Challenges of a Mobile App for Improving Final Year Project Proposal Writing: A Case from a Hong Kong University. In *English Across the Curriculum: Voices from Around the World* (pp.109-125). University Press of Colorado.

Ms Dureshahwar Lughmani

Lughmani, D. S., & Fong, D. (2021). Metacognitive strategy-focused instruction in a writing across the curriculum programme in a Hong Kong university: The impact on writing performance. In *Innovative Approaches in Teaching English Writing to Chinese Speakers* (pp. 145-178). De Gruyter Mouton.

Dr Tim Lee

Lee, T. S. O., & Lin, S. Y. (2019). English teachers' uses of motivational strategies beyond an established framework. *Educational Research*, 61(4), 451-468.

Ms Vickie Li

Li, W. K. V., & Ching, W. K. (2021). Re-engineering self-access language centers: Reaching out to students and promoting learner autonomy. In *Language Center Handbook 2021* (pp. 141). International Association for Language Learning Technology.

Dr Linda Lin
Morrison, B. J., & Lin, H. F. (2021). Challenges in academic writing: Perspectives of Engineering faculty and L2 postgraduate research students. *English for Specific Purposes*, 63, 59-70.

Dr Andrew Morral
Morral, A. J. (2019). The typhoon child. In *Coming to our senses* (pp. 119-128). Hong Kong Writers' Circle.

Dr Daisy Ng
Ng, Daisy S. Y. (2018). Word Fencing and Defensing: Interpreting at Arbitration Hearings. In *An Encyclopedia of Practical Translation and Interpreting* (pp.497-513). The Chinese University Press, Hong Kong.

Dr Ng Ho Yee
Ng, J. H.-Y., & Luk, B. H.-K. (2019). Patient satisfaction: Concept analysis in the healthcare context. *Patient Education and Counseling*, 102(4), 790-796

Mr Vincent Sheung Kwun
Cheng, G., Chen, J., Fong, D., Lam, V., & Tom, M. (2018). Towards automatic classification of teacher feedback on student writing. *International Journal of Information and Education Technology*, 8(5), 342-346.

Dr Amy Suen
Suen, A. (2018) The language of luxury hotel websites in China. In *The Digitization of Business in China: Exploring the Transformation from Manufacturing to a Digital Service Hub* (pp.99-125). Palgrave: Macmillan.

Mr Adrian Ting
Ting, A. (2020). Facilitating the writing process in a blended learning environment using Google Docs. In *Enhancing learning design for innovative teaching in higher education* (pp.237-265). Hershey, PA: IGI Global.

Employability

Our graduates are highly employable, with applied knowledge and transferable skills that are needed to succeed across various business fields and professions in an increasingly multilingual and multicultural environment.



Graduates' Employment



Data: Graduate Employment Surveys conducted by the University



Postgraduate Programmes

- Doctor/Master of Philosophy
- Doctor of Applied Language Sciences
- Master of Speech Therapy
- Master of Arts in Bilingual Corporate Communication
- Master of Arts in Chinese Linguistics
- Master of Arts/Postgraduate Diploma in Chinese Language and Literature
- Master of Arts in Teaching Chinese as a Foreign Language
- Master of Arts in Translating and Interpreting
- Master of Arts in Chinese Language and Literature (with a specialism in Chinese Language Teaching for Teachers of Non-Chinese Speaking Students)
- Master of Arts/Postgraduate Diploma in Teaching Chinese as a Foreign Language (with a specialism in Teaching Chinese as a Second Language in Hong Kong Schools)
- Master of Arts in Chinese Culture
- Master of Arts in English Studies for the Professions
- Master of Health Communication (pending approval)

Undergraduate Programmes

- Bachelor of Arts(Hons) in Linguistics and Translation*
- Bachelor of Arts(Hons) in Bilingual Interdisciplinary Chinese Studies
- Bachelor of Arts(Hons) in Language and Speech Sciences
- Bachelor of Arts(Hons) in English and Applied Linguistics*

*The University will adopt scheme-based admission from 2022/23 onwards. The option of Secondary Major in AI and Data Analytics is available to the students of BA(Hons) in Linguistics and Translation and BA(Hons) in English and Applied Linguistics. Admission to the Secondary Major is on competitive basis and subject to a different credit requirement for graduation.



“

I very much enjoyed my life at PolyU. My programme was very flexible, so that I could focus on the subjects that really interested me. The option of a minor allowed me to take some classes in Cantonese and Putonghua, so that I could gain some cultural insights as well, since I had already travelled so far (from Germany).

”

- Viola WEIGAND (Graduate of 2012, BAESP)

“

The BAESP programme provided me with opportunities to expose myself to a variety of contexts...I interned for a local English community magazine in the summer of my third year, where I was able to publish two editorial articles and write for the events section. Upon the completion of my degree, I was offered a full-time job at a local, English magazine.

”

- Patricia JOVER (Graduate of 2017, BAESP)



“

What I value most from this programme is the training of a critical thinking mindset. A wide range of courses from gender issues, media analysis to sociolinguistics and Business English has sharpened my big-picture skills and enabled me to challenge hidden assumptions. These transferable skills are vital to my current role in an international management consulting company.

”

- Vivian LEUNG (Graduate of 2014, BAESP)



“

From Retail Management to Corporate Finance, and then to Education, the BAESP programme has empowered me with different practical skill sets that allow me to cope with the challenging yet exciting journey ahead. Don't let stereotypes limit your imagination. I am thrilled and honoured to say that all the valuable experience I gained here will come in handy as always.

”

- Michael WONG (Graduate of 2017, BAESP)

“

It is such a fruitful experience spending four years in PolyU, being inspired and meeting many talents from all over the world. Looking back at my university life, I actively engaged in various cultural exploration activities. Through interactions with people of different cultures, I learnt to appreciate the beauty of different cultures and people.

”

- Jenny CHEUK (Graduate of 2020, BAESP)



“

The advanced understanding towards different genres and communication patterns are crucial for students to develop high flexibility and adaptability to different working environments.

”

- Sarah POON (Graduate of 2016, BAESP & BACBS)



“

The BACBS programme provides not only diversified choices of disciplines, including bilingual corporate communication, linguistics, and translation and interpreting, but also teaches professional knowledge and practical skills in these dedicated areas. All the valuable learning experiences have equipped me with enhanced bilingual language proficiency, as well as enhanced my understanding of the crucial role of culture in communication.

”

- Yvonne WONG (Graduate of 2017, BACBS)



“

The Department is committed to students' whole-person development. I have definitely learned and experienced a lot through the internship opportunities, gained valuable hands-on experiences as well as being able to apply the knowledge that I acquired from the courses.

”

- Pang Wing Cheong (Graduate of 2020, BABICS)



“The BACBS programme equips its students with essential communication skills that are easily adaptive to different workspaces. With a wide range of subject selections, the learning experience readies students for all sorts of challenges in the future.”

- Charlie HUA (Graduate of 2020, BACBS)

“BACBS has equipped me with intensive knowledge and practical skills in translation, communication and linguistics, while I also enjoyed the flexibility in choosing minor or elective courses that I am interested in such as Japanese and Marketing classes. What I really appreciate is that PolyU and FH have provided me with abundant outreaching opportunities such as my exchange study in the UK, internship in Japan and service-learning in Cambodia.”

- Echo Tan (Graduate of 2020, BACBS)



“DALs has broadened my career and my view on analysing human communication from theoretical perspectives to applied language processing skills. DALs taught subjects shared the latest development in different communication research perspectives and laid the foundation in developing my dissertation.”

- Amos Yung (Graduate of 2020, DALs)

POLYU HUMANITIES

WHERE LANGUAGE, COMMUNICATION, CULTURE AND TECHNOLOGY CONVERGE

**Faculty of Humanities
The Hong Kong Polytechnic University**

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