

Shanghai Study Tour: English/Putonghua Interpreter Training Program & Teaching Chinese as a Second Language

Project's objectives and intended learning outcomes:

The programme aims to:

- (a) provide students of Translation and Interpretation major (T&I) who are interested in the subject of Putonghua-English interpretation a chance to study and live in Mainland --- a Putonghua speaking environment;
- (b) help students in the Translation Program achieve professionalism by enhancing their Putonghua and interpretation skills and enriching their knowledge in translation through attending lectures provided by trainers in one of the world's most prestigious interpreting programs;
- (c) offer students who major in Language Studies (MALS) and Linguistics and Language Applications (LLA) an opportunity to learn to teach Chinese as a second language (TCSL) at this leading institute in language studies and teaching;
- (d) provide them an opportunity to exchange learning experience and establish personal and academic relationship with college students in Mainland and international students who are learning Chinese there;
- (e) provide students an opportunity to experience the culture in Shanghai, one of the most dynamic cities in China.

Learning Outcome:

Upon completion of the project, students should be able to:

- (a) enhance skills in translation, interpretation and languages, Putonghua and English through exploration, innovation and a discovery-enriched training programme;
- (b) describe the differences between the Putonghua-English interpreting programs provided in Hong Kong and the Mainland;
- (c) have basic ideas of the methods employed in teaching Chinese, and improve their specialized knowledge in the Chinese language;
- (d) compare the advantages and differences of teaching Chinese in Mainland and Hong Kong;
- (e) apply cultural knowledge gained in this tour to T&I and TCSL practice;
- (f) create solutions for Putonghua-English interpretation problems discovered during the study tour.

1. Schedule & Activity Plan

(1) Project's overall plan

- (a) Lectures: Attending lectures (specially designed for our students) provided by scholars in the field of T&I training, and observe classes of professional interpreter training.
- (b) Courses: Taking non-credit bearing courses in TCSL designed for native Chinese speakers, and special T&I courses offered by the host university. Students will be given the chance to sit in the classroom of various regular courses on campus and blend in with mainland students.
- (c) Evaluation session: All the participants will be assessed by the end of the student tour. Students will be assessed by teachers of the host university. A report will be submitted by each student, and a post-trip questionnaire will be administered to the students.
- (d) Exchange activities: Participating discussion sessions and other activities with Mainland students (students from Shanghai International Studies University and Fudan University). Students will also be provided opportunities to meet international students at the host university and have a try in teaching Chinese to foreigners by themselves.
- (e) Culture tour: Conduct group projects related to translation studies and language teaching through data/material

collecting tours in places with educational and cultural value to the students.

(2) Tentative itinerary

Date	Duration	Location	Major activity & associated person or organization	Remark
May 21	1 day	Shanghai	Arrival of students and teachers from Hong Kong Class-opening ceremony and welcome banquet	
May 22	10:00-11:30 Noon 13:00-14:30	Shanghai International Studies University (SISU)	Morning: Orientation and campus tour Welcome luncheon Afternoon: Teaching observation (Translation Methodology)	
May 23	8:15-9:45 13:00-14:30	Shanghai International Studies University (SISU)	Morning: Lectures (Western Academic Tradition and Academic Writing) Afternoon: Symposium (Essential Elements Interpreting)	
May 24	10:05-11:35 13:00-14:30	Shanghai International Studies University (SISU)	Morning: Lectures (Selected newspaper reading and translation) Afternoon: Teaching observation (Chinese classic translation)	
May 25	Start at 9:00	Shanghai	Intercultural experience: Zhujiajiao Cultural historical sites (situational teaching and training)	
May 26	Start at 9:00	Shanghai	Intercultural experience: Shanghai City-planning Museum, Shanghai Museum, Yu Garden, Chenghuang Temple Cultural historical sites (situational teaching and training)	
May 27	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Literature translation) Afternoon: Idea exchanging (Hong Kong students with students from School of English Studies and School of Education in SISU)	
May 28	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Audio translation) Afternoon: Academic Salon	
May 29	8:15-9:45 14:00-	Shanghai International Studies University (SISU)	Morning: Lectures (Chinese-English translation guide and translation literacy) Afternoon: Teaching observation (Basic	

	16:00		English)	
May 30	8:15-9:45 14:00-16:00	Shanghai International Studies University (SISU)	Morning: Lectures (Stylistics) Afternoon: Symposium (Background knowledge and improvement of interpreting ability)	
May 31	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Application in translation) Afternoon: Idea exchanging (Hong Kong students with students from Honors College)	
June 1	Start at 9:00	Shanghai	Intercultural experience: the site of the first CPC Congress, the New World of Shanghai, Sinan Mansion, Tianzifang Cultural historical cites (situational teaching and training)	
June 2	Start at 9:00	Shanghai	Intercultural experience: Shanghai International Shipping Center, the Bunk, Nanjing Road Walking Street Cultural historical cites (situational teaching and training)	
June 3	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (News translation) Afternoon: Teaching observation (The advanced development of interpreting skills)	
June 4	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Literature translation) Afternoon: Academic Salon	
June 5	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (English-Chinese comparison and translation) Afternoon: Symposium (Difficulties in translation)	
June 6	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Stylistics) Afternoon: Teaching observation (Difficulties in literature translation)	

June 7	Start at 8:00	Suzhou	Morning: Departure to Suzhou Afternoon: Visiting Suzhou Foreign Affair Office Cultural historical cites (situational teaching and training)	
June 8	Start at 9:00	Suzhou	Intercultural experience: Humble Administrator's Garden, Tiger Hill Cultural historical cites (situational teaching and training)	
June 9	Start at 9:00	Suzhou & Shanghai	Morning: Intercultural experience: Suzhou Industrial Area Cultural historical cites (situational teaching and training) Afternoon: Returning to Shanghai	
June 10	10:05-11:35 14:50-16:20	Shanghai	Morning: Lectures (Audio translation) Afternoon: Union party for Hong Kong students and SISU students	
June 11	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Advanced English) Afternoon: Academic Salon	
June 12	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Interpreting Methodology) Afternoon: Symposium (Lyrics translation)	
June 13	Start at 9:00	Shanghai	Morning: Visiting Shanghai Foreign Affair Office Cultural historical cites (situational teaching and training) Afternoon: Shanghai Commercial Committee Cultural historical cites (situational teaching and training)	
June 14	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Academic writing) Afternoon: Teaching observation (Chinese classic translation)	
June 15	Start at 9:00	Shanghai	Intercultural experience: Lujiazui Financial Center, Shanghai Center Cultural historical cites (situational teaching and training)	

June 16	Start at 9:00	Shanghai	Intercultural experience: Shanghai Chinese Medicine Museum, Zhangjiang Hi-Tech Park Cultural historical cites (situational teaching and training)	
June 17	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Lectures (Literature translation) Afternoon: Teaching observation (Film translation)	
June 18	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Symposium (Interdisciplinarity in T&I) Afternoon: Idea exchanging (Hong Kong students with students from Graduate Institute of Interpretation and Translation)	
June 19	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Symposium (Difficulties in subtitle translation) Afternoon: Academic Salon	
June 20	10:05-11:35 14:50-16:20	Shanghai International Studies University (SISU)	Morning: Teaching Observation (Advanced Interpreting) Afternoon: Group Discussion on learning experience	
June 21	1 day	Shanghai International Studies University (SISU)	Morning: Students' presentation and evaluation; Closing ceremony Afternoon: Preparation for Departure	
June 22	1 day	Shanghai	Departure of students and teachers from Hong Kong	

Estimated number of days for the trip: 33 days (21 May to 22 June, 2019)

Additional useful information (e.g. Proposer and/or members' knowledge, experiences, contacts in the mainland, etc.)

Partner Institution: Shanghai International Studies University (SISU)

2. Student Participants¹

Tentative source(s) of student participants	<input type="checkbox"/> Course (include the course title and course code below) <input type="checkbox"/> Co-curricular activity (include the name of the activity below) <input type="checkbox"/> Student society (include the society name and attach the society's current executive committee membership list) <input checked="" type="checkbox"/> Others (please specify) Students from BA and MA programs in LT Department
Tentative number of participants	14 LT students will participate in the programme Selection criteria: (a) GPA and relevant academic achievements; (b) Interview performance;

¹ All full-time undergraduate students at CityU participating in the DIMSum projects are eligible for DIMSum funding support. For details, please refer to the DIMSum website at <http://www.cityu.edu.hk/provost/dimsum>

	(c) Language competence and additional skills (event organizing, photography, graphic design, editing, etc.).
Year level(s) of the participants	10 LT full-time UGC-funded undergraduates and 4 LT graduate students
Additional information	Graduate students may not be sponsored by CityU.

3. Budget Plan (tentative)

Budget distribution among PMES, students and other sources of funding.	DIMSum (PMES) <i>(HK\$3000 or 50% of the cost per capita, whichever is lower)</i> HK\$3,000 <i>(per student)</i>	Students' contributions After sponsorship, <u>HK\$2,000</u> <i>(estimated per student)</i>	Other sources of funding, please specify: <u>N/A</u> HK\$ N/A	
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4. Project Evaluation Plan *(e.g. Criteria, evidence and measures for project evaluation, etc.)*

- (a) At the end of the tour, the T&I students will be assessed by an interpreting test. The source text used for the interpreting test is equivalent to the Intermediate-level Interpreter Qualifying Test in Mainland China. For the LLA students, they will be given both a written and an oral exam to test their abilities in Chinese language and TCSL practice.
- (b) A tour questionnaire survey.
- (c) During and after the tour, the students are required to work in groups submit a report. The teacher and the students will work together in gathering evidence of achievement based on the students' reports.
- (d) Student will give a group project presentation by the end of the trip based on each group's unique experience and learning outcomes. They will be required to report on their practice in solving translation/interpreting problems encountered in the trip. After the presentation, written reports need to be submitted, which can be used, later on, for exhibitions (e.g. during Discovery Festival).
- (e) Vlogs (video blog) and photos submitted by the students.
- (f) A brochure will be printed with the joint efforts of the teacher and the students. In this task, the roles of the Editor-in-Chief, editors, photographers, designers will all be played by the students.