

# The Department of English Newsletter

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## Department News

### DoE Presents *The Crucible*



*Proctor: "I say God is dead!"*

This year's annual Introduction to Literary Studies drama performance was held on 7<sup>th</sup> April. Seven groups performed scenes from Arthur Miller's *The Crucible*, a gripping tale of the terror of mass hysteria. The performances were of very high quality with ingenious costume, set, and prop improvisations enhancing the solid, and often brilliant, acting.

The drama performance is an integral component of the Introduction to Literary Studies course taught by Dr Chiu Man Yin. Introduced in 1997 as a vehicle for students to engage with dramatic texts and to experience them as dynamic, living art rather than merely words on a page, the yearly drama performance, now in its 15<sup>th</sup> iteration, has become one of the most memorable moments in the university experience of those who have taken the course.

## Best English Essays Announced

The judges of this year's Best English Studies Essay Competition would like to congratulate all the participants and finalists. We were impressed by the quality of the entries, but also believe that there were many more students who had written excellent essays which they could have submitted, especially in years one and two. Students should also note the rule that essays should be submitted in Microsoft Word Format. Essays submitted in other formats were not considered. Here is the list of winners:

#### Year 4:

1<sup>st</sup> Prize: CHEN QIANWEI (MOLLY) S-A9-1213-7

2<sup>nd</sup> Prize: ZHAO YUE (VERONICA) S-A9-2324-2

#### Year 3:

1<sup>st</sup> Prize: MOK MAN HONG (NICHOLAS) S-B0-1973-2

2<sup>nd</sup> Prize: CHENG BEIGE (SHELL) S-B0-2358-2

#### Year 2:

1<sup>st</sup> Prize: ANGELA MEDEIROS S-B1-1782-8

2<sup>nd</sup> Prize: HENRY CHAO S-B1- 2212-6

#### Year 1:

2<sup>nd</sup> Prize: LAI CHI IAN (JESSICA) S-B2-1743-2

The judges were particularly impressed by the quality of the essays submitted by the 4<sup>th</sup> year students. Though the decision on the prizes was unanimous, we would also like to compliment the following students on the quality of their work: Wang Yilu and Chan Wan U. No 1<sup>st</sup> prize was awarded in the first year. **(Contd.)**

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Remember, if you write an essay this year of which you are especially proud, keep it on file, as the English Department will be holding this competition again at the end of the 2013/2014 academic year.

The Best English Studies Essay prizes recognise excellence in the work you are doing every day in literature and linguistics. The essay you submit should be an academic essay you have written in response to a regular assignment in one of the Department's courses during the year. The competition is open to students enrolled in English Department courses at any undergraduate level and to essays of any length. Prizes will be awarded for each of the four years of the program, though the organisers reserve the right not to award a prize if essays are not of sufficient quality.

Best of luck for the next competition, and keep writing!

## Service Learning via Peer Tutoring

In a collaboration between the Department of English and the English Language Centre, 22 final-year undergraduate majors in English worked with 10 ELC teachers in 13 ELC classes for six weeks this semester. A new service learning initiative was started last semester and taught by Prof. Kim Hughes Wilhelm, this course provides an opportunity for final-year students to learn from master mentor teachers. The following quotes give you an idea of what they gained from their experiences.

*No matter I am going to be a teacher or not in the coming future, having the experiences as a peer tutor to work with two different professors in these two semesters helps me to have a better leadership in front of people and to develop my critical thinking as well. I have really learnt a lot and enjoyed the days spent with the ELC students.*

*I am applying (for) jobs like translator and communication officer which needs good language skills. This class provide(s) a platform for me to develop my interpretation skills. I can mention about this experience during interviews and this is helpful for my future career.*

*I am very happy to be a peer tutor this year. I had good cooperation with the professor and students. It is a valuable experience of self-learning and team cooperation. In the ELC class, I can use my educational knowledge to teach*

*students and encourage them to learn English. I gain the satisfaction in teaching and I enjoy so much!*



*I learned how to use interesting and related topics to attract the students' interest. Once we attracted their attention, they were eager to learn and were involved in the lesson. I learned that, when the students do not understand the content, we should be sensitive to their needs and help them to solve the problems immediately. During the group or pair discussion, I walked around and assisted the students if they had difficulty. I also need to motivate the students to speak in English when they were discussing in the group. I learned how to manage the classroom discussion and handle the students' questions. When I plan the activities and asked the question to the students, it is the way for me to reinforce my English knowledge. Joining the ELC class helped me broaden my knowledge of how to manage the lesson and teaching skill. I gained more confidence to speak in public and actively helped the students.*

*Being a peer tutor, I can discover my weakest point and have an opportunity to improve myself also, not only learnt from the teacher. Throughout the peer tutor program, I became more independent and responsible, and also developed my leader(ship) skills, flexibility, etc. Also because of the demo, through the help of our teacher, which makes us strong enough to stand in front of the class to lead an activity, we also learnt how to design an activity and teach in an interesting way. It is a very treasured opportunity to work with an ELC teacher and ELC class. Those days are memorable in my life.*

## Introducing French Contemporary Arts

On March 13<sup>th</sup> at the Polytechnic institute of Macao Béatrice Machet gave a lecture which topic was Introduction to French contemporary Arts and More Specifically to French Contemporary Choreographers and Dance Companies. It was a two hour meeting (12:30-2:30 pm) and it was organized by the Alliance Française of Macao. And here is a brief recap:

*The performing art of dance has had a complex history over the course of the last 50 years. France's distinguished dance heritage has been renewed in recent decades and has gained unprecedented popularity. Today, after soccer, dancing is the second most popular physical activity and dance productions draw 12% of the French population above 15, (as opposed to the 25% who attend concerts).*

*From the Middle ages through the eighteen century, the French aristocracy developed its expertise in dance. In 1661, with the creation of the Royal Academy of Dance and the Paris Opera ballet, Louis XIV not only consecrated the role of Ballet in French culture but also established a model that was followed by most other ballet companies around the world. The renaissance of French dancing began after May 1968, when an interest in almost every form of dance accelerated. In 1969, the first Choreographic Festival at Bagnolet (a suburb of Paris) occurred. Since this date winning its annual prize has become a major honor in the world of dance.*

*Jean-Claude Gallotta, Maguy Marin, Joseph Nadj, Regine Chopinot, Daniel Larrieu, Karine Saporta, Josette Baiz, Philippe Decouflé, Angelin Preljocaj are the pioneers of contemporary dancing, touring all over the world. Poetry, breath, the being, all these words are essential concepts but also corporeal realities that art dancing is experiencing as to share with the spectator something like a trip inside and outside ourselves.*

## Assessing Language Education

In late March, Professor Kim Hughes Wilhelm presented a paper at the 48<sup>th</sup> Regional Language Centre's (RELC) International Seminar with the seminar theme "Assessment in Language Education." Sponsored by the Southeast Asian Ministers of Education Organization, this seminar has been offered for the 45 years the RELC has been in operation. This year, Ms. Indranee Rajah, Senior Minister of State (Ministry of Law and Ministry of Education) gave the opening address and speakers invited from Estonia, Germany, Hong Kong, Japan, New Zealand, the U.K. and the U.S.A. were in attendance. Prof. Wilhelm was the only attendee from Macau.

Prof. Wilhelm's paper dealt with the topic of graded group discussions and began with a review of literature indicating that international students are challenged by seminar-style discussion when going overseas to study. She detailed the implementation of graded discussions across three semesters for final year undergraduate students in Language and Gender courses. Models that

worked best, assessment tools and outcomes were shared. Approximately 50 people attended the presentation, with participants from Japan, Thailand, Taiwan, Singapore, Malaysia, and Vietnam asking for follow-up as they try these ideas in their settings. This was a fruitful conference and Prof. Wilhelm is grateful for the university and departmental support that allowed her to attend.

## Poetry Events and Exhibitions

Between January the first till May the 28<sup>th</sup> Béatrice Machet was on tour attending the following events and exhibitions:

Marseille, April the 17<sup>th</sup>, Lettres capitales, inauguration of the exhibition of artistic poetry books in La maison de l'artisanat d'art. ( April-December 2013)



Marseille, April the 28<sup>th</sup>. Reading of poetry ,  
Pavillon M, Town Hall

Coudoux, May the 4<sup>th</sup>, Reading of poetry,  
Médiathèque municipale

Aurillac, May the 28<sup>th</sup>, Reading of Poetry, Theater,  
4 rue de la Coste

Paris, June the 7<sup>th</sup>, reading of poetry and  
participation to the big annual international poetry  
festival, invited by L'Amourier Publisher.

Le Luc, June the 10<sup>th</sup>, Conference at the High-  
School auditorium, Native American myths and  
legends.

Marseille , June the 13th, poetry reading, L'Alcazar library

La Seyne/mer, June the 29th, poetry reading, Fort Napoleon.

## Lectures & Seminars Organized

Lecturer: Prof. Shannon Sauro

Title: **A Cross-Linguistic Investigation of Complexity in Text-Chat**

Venue: American Corner, UM Library

Date & Time: Wednesday 6 March 2013, 17:30

Abstract: This presentation, reports on cross-linguistic research that explores the complexity of learner language in text-chat in three different languages (Mandarin Chinese, English and Japanese). These studies described here built upon research in the CAF (complexity, accuracy, fluency) framework for examining learner performance to compare the lexical and syntactic complexity of learner output in spoken discourse and text-chat (Windows Messenger or Skype) during completion of narrative tasks. Data were generated from transcripts, video-enhanced chatscripts and stimulated recall sessions generated by adult L2 learners of English, Mandarin Chinese and Japanese.

Short Bionote: Shannon Sauro is a language education researcher and teacher trainer at Malmo University in Malmo, Sweden. She has taught English in Japan, the United States, and Sweden and has conducted research on the use of technology to teach learners of English, German, Mandarin Chinese and Japanese. She earned her BA in German from Duke University, her MA in teaching English as a second language from Iowa State University, and her PhD in educational linguistics from the University of Pennsylvania. Her areas of research specialization include computer-mediated second language acquisition, task-based language teaching in online environments, and the intersection of online media fandoms and language learning.

## Distinguished Lecture Series

Lecturer: Prof. Steven Schroeder

Title: **Out of Site, Out of Mind: Poetry in Digital Form(s)**

Venue: JM23

Date & Time: Wednesday 20 March 2013, 17:30

Abstract: If poetry is language that calls attention to its own form, every form is a possibility for poetry. Calling attention is an act: it is what poetry does. Connecting act with form suggests a making manifest, a shape discernible via an interface (which, if we know nothing else, we know is between this and that) – making visible for the eye, for example, by means of light playing off ink or pixels, or making audible for the ear by means of dancing air. What poetry does, we might say, is embodied: words become flesh. “Flesh” has been known to drive us to distraction, a familiar state in discussion of poetry in “digital” form. Distraction is a fine thing, and I have no intention of abandoning it. But, distracted or not, I propose to return to the idea (paraphrased from the “great preface” of the *Shijing*) that poem is where mind goes. Mind must go for poem to be: my sight in this lecture will be set on mind going in digital form(s), sites full of possibility for poetry.

Short Bionote: Steven Schroeder grew up in the Texas Panhandle. He holds a Ph.D. in Ethics and Society from the University of Chicago (1982) and a B.A. in psychology from Valparaiso University (1974). From 2002-2009, after 20 years of teaching and working in the peace movement in Texas, Illinois, Indiana, Iowa, and Ohio, he taught philosophy, poetry, and peace studies at Shenzhen University (China). He teaches at the University of Chicago in Asian Classics and the Basic Program of Liberal Education for Adults. His most recent poetry collections are *Turn* and (with David Breeden) *Raging for the Exit*.

Lecturer: Prof. Charles Bazerman

Title: **The Role of Genre and Intertextuality in Advancing Student Thinking in Writing'**

Venue: American Corner, UM Library

Date & Time: Monday 25 March 2013, 17.15

Abstract: Writing is associated with intellectual development, but studies that confirm this and reveal the mechanisms by which this happens are few and do not get at the most powerful effects people associate with writing. An ethnographic and textual study of a year-long teacher education program where the students engage in a series of internship and writing activities provides evidence that genre and intertextuality can provide mechanisms for intellectual growth. A first analysis of this data indicates that genres direct domain specific thinking and cognitive development by placing the writer in a defined problem space, giving shape to the problem and providing specific tools to solve the problem. Evidence further suggests that thinking and learning may at some junctures reorganize and reintegrate the writer's mode of thinking in a new functional cognitive system. A second analysis reveals that when students cite or discuss a statement from their reading the statements in the vicinity of the citation were at a higher level of sophistication (according to the program goals) than the surrounding text. Moreover, references to reading serve as a leading indicator of students' development over time as well as of students whose thinking at any moment in time appears more sophisticated than those of the classmates. When we examine the details of six different cases we find patterns that further confirm both analyses and elaborate variations in the ways in which students internalize theoretical perspectives gained from their reading. An important methodological feature of this study is the way measures of cognitive development were grounded within an ethnographic study of the program and concrete analysis of students' spoken and written statements. This permits understanding of cognitive development as being shaped by and responses to specific sociocultural situations.

Short Bio: Charles Bazerman is Professor of Education at the University of California Santa Barbara, Steering Committee Chair of the International Society for the Advancement of

Writing Research, and recent chair of the Conference on College Composition and Communication. He is interested in the social dynamics of writing, rhetorical theory, and the rhetoric of knowledge production and use. His books include *The Languages of Edison's Light*, *Constructing Experience*, *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*, *The Informed Writer: Using Sources in the Disciplines*; *Gêneros Textuais, Intertextualidade, e Atividade: Teórico Consideração, Gênero, Agência e Escrita, Gêneros Textuais, Tipificação e Interação* (Selected essays on genre translated into Portuguese and edited by Angela Paiva Dionisio and Judith Hoffnagel). He has edited the *Handbook of Research on Writing*, *Traditions of Writing Research*, *International Advances in Writing Research*, *Genre in a Changing World*, *What Writing Does and How It Does It*, and many other volumes. He has published over a 100 chapters and articles.

Lecturer: Prof. Luo Xuanming

Title: **Translation as Cultural Memories: Reflections on Lu Xun**

Venue: American Corner, UM Library

Date & Time: Wednesday 27 March 2013, 17:30

Abstract: The relatively new field of translation studies has helped scholars throughout the world to appreciate the ideological function of translation. The investigations of this kind have certainly facilitated the dialogues of translation studies between China and the West. Yet with no base on cultural memories but rather linguistic fragments, the investigation of the theory can never be sufficient for the cultural turn. This paper aims to reflect on Lu Xun's translation ideas and practice, and discuss its acceptance in China and the West. It is hoped that an objective and constructive evaluation can be achieved in the descriptions and analysis basing on collective cultural memories in the early 20th century China. The paper with case studies illustrates that translation is not merely as a verbal medium, but a series of conscious activities aimed at reforming China and constructing Chinese modernity.

Short Bio: Luo Xuanmin is Distinguished Professor and Director of the Center for Translation



and Interdisciplinary Studies at Tsinghua University, Director of the Executive Council of Asian-Pacific Forum on Translation and Intercultural studies. His publications include books and translations in various presses and articles in various journals at home and abroad. He received fellowships from Cambridge University, American Council of Learned Societies (ACLS) and Salzburg Global Seminar, etc. He was twice Visiting Fellow to Yale University and Fulbright Research Scholar to UCLA. His recent publications are the translation of Barack Obama's *The Audacity of Hope: Thoughts on Reclaiming American Dream*, Walter Kasper's *God of Jesus Christ*, and two English collections of *Translating China* by Multilingual Matters Ltd. in UK, and *Translation Studies: An Interdisciplinary Approach* by Foreign Language Press in China. He has received the special award and allowance from The State Council of China for his outstanding contribution to China's Higher education since October 1993.

Lecturer: Prof. Ingrid Piller

Title: **Managing linguistic diversity in the tourism industry**

Venue: P352

Date & Time: Tuesday, 16 April 2013, 17:30

Abstract: Language is a crucial but frequently overlooked aspect of facilitating tourism flows. Drawing on multi-sited ethnographic fieldwork in the Swiss tourism industry, the researcher will explore aspects of the use of multiple languages in this context. The particular focus will be on the use of English and Chinese in destination marketing and service provision.

Lecturer: Prof. Basil Hatim

Title: **Language communication translation vision & re-vision**

Venue: P352

Date & Time: Tuesday, 16 April 2013, 12:45

Abstract: The notion of language register is revisited from the perspective of both translation and academic writing. Ideational, interpersonal and textual resources are discussed, and the notions of discourse and genre introduced. The latter, particularly genre-awareness is demonstrated from an approach to academic writing. Discourse (e.g.

ideology) is defined, explained and illustrated through examples drawn from actual translations into a variety of languages. The implications for trainee translators and interpreters, and novice academic writers will feature prominently throughout.

Short Bio: Prof. Basil Hatim is a theorist in English/Arabic translation and translator/interpreter both into and out of Arabic. He has worked and lectured widely at universities throughout the world and published extensively on applied linguistics, text linguistics translation/interpreting and TESOL. He has also authored or co-authored several books including *Discourse and the Translator* and *The Translator as Communicator*, etc. This is in addition to some 50 papers on a variety of intercultural communication issues in a diverse range of international referred publications.

Lecturer: Prof. Basil Hatim

Title: **Textual 'Relevance' and the notion of 'communicative clues': A Text linguistic perspective**

Venue: JLG301

Date & Time: Thursday, 18 April 2013, 10:30

Abstract: Relevance Theory and its various applications to translation have certainly been a rich source of inspiration for translators, particularly of sacred that straddles the genre-discourse divide, with text as the prime mover of the communicative process. An enriched understanding of the concept of register is proposed as a framework which redresses the imbalance, redefining 'relevance' in ideational, interpersonal and textual terms, and framing these within a range of discourse and genre constraints. Within the relevance theoretical framework, two basic 'pragmatic' assumptions are entertained by the text user. Relevance theory focuses on testing how: Hearers entertain the default assumptions that speakers will not put them to unnecessary effort, and that any effort on the part of the hearer will be commensurately rewarded by the speaker. The present research will focus on the notion of the 'communicative clue' and with reference to examples of actual translations done into and out of English and drawn from both fiction and non-fiction.

Short Bionote: Prof. Basil Hatim is a theorist in English/Arabic translation and translator/interpreter both into and out of Arabic. He has worked and lectured widely at universities throughout the world and published extensively on applied linguistics, text linguistics translation/interpreting and TESOL. He has also authored or co-authored several books including *Discourse and the Translator* and *The Translator as Communicator*, etc. This is in addition to some 50 papers on a variety of intercultural communication issues in a diverse range of international referred publications.

## Department seminars

Lecturer: Prof. Matthew Gibson

Title: **Walter Pater and the problem of becoming in Yeats's thought**

Venue: J311

Date & Time: Wednesday, 24 April 2013, 18:00

Abstract: The philosophy of Hegel filtered into the poetry and ideas of fin-de-siècle British and Irish poets through the slightly distorted medium of Walter Pater, who argued that the view of reality as stable was over, and man's spirit in the modern age was one of 'perpetual flux', his imagination an attempt to capture and concretise 'exalted moments' and 'exquisite passions', rather than so symbolize a fixed and unchanging spiritual reality in the manner of Shelley or Coleridge. In the late 1890s W. B. Yeats, like Symonds and Wilde, embraced Pater's ideas, but in doing so attempted to make Pater's philosophy of art serve his more essence-based and occultist view of reality, which involved a belief in an eternal and unchanging spiritual realm. This paper will be observing how Yeats fashioned a doctrine from Pater's Renaissance and Marius the Epicurean, which promoted aestheticist ideas of art to give form to a transcendent – and frequently immanent – spiritual world, which Pater himself emphatically rejected. That said, it shall also be shown that elements of the 'Doctrine of Motion' rather than the 'Doctrine of Rest' still inhered in Yeats's early poetry and ideas, creating insoluble tensions.

Lecturer: Dr Keith Appler

Title: **“Mac Wellman and ‘Contemporary Logic’: Playwriting in the Heyday of Theory.”**

Venue: Department of English's Faculty Retreat, Westin, Macao.

Date: 26 April, 2013.

Dr Appler talked through a draft of a paper he is preparing to submit to a journal. A related paper concerning another American playwright, Eric Overmyer, is being reviewed by a journal for publication.

## Academic Activities of Department Faculty

Professor Kit Kelen, Zhang Meifang and her PhD student, Pan Hanting, attended *The International Conference on Macau Narratives* on November 2-

4, 2012 in Lisbon, Portugal. During the conference, apart from presenting their papers on Macao gaming narratives, they also interacted with scholars from different places of the globe and from



various backgrounds who attended this conference in Lisbon because of the same interest in the past and present of Macao.

### **Prof. Zhang Meifang**

Professor Zhang Meifang was invited to give a Keynote speech at the *Fifth National Applied Translation Symposium*, which was held on May 18-19, 2013 in Xi'an, China. Her speech was on "Text Functions, Translation Purposes and Translation Strategies". Together with Prof. Zhang, three PhD students (Pan Hanting, Chen Xi and Luo Tian) and two master students (Wu Hao and Lv Dongru) also attended this national conference. During the conference, students not only actively participated in discussions, they also interacted with researchers in the field of translation studies and tried to updated themselves with new visions and methodologies in doing applied

translation studies.

## Prof. Kim Hughes Wilhelm

Professor Wilhelm has been invited by the President of Kyung Ju University in South Korea to be an invited plenary speaker and delegate to the Pan-Korea English Teachers Association International Conference to be held at Kyungpook National University, Daegu, Korea, on September 28, 2013. The conference theme is “**Creative Alternatives for Communicative Orientation of ELT.**” Professor Wilhelm will be presenting a paper entitled “En Route to 2020: Progress, trends and creative alternatives in ELT.”

## Edited Books

### Prof. Christopher (Kit) Kelen

Kelen, C. and Sundmark B. (2012). *The Nation in Children's Literature: Nations of Childhood*. New York: Routledge. 282pp. ISBN: 978-04-156-2479-4

## Journal Articles

### Prof. Christopher (Kit) Kelen

Kelen, C. (2012). ‘Community Publishing and Poetry Translation in a Post-Colonial Context. *The International Journal of the Arts in Society*. Vol 6 No 6. 43-66. ISSN 1833-1866

Kelen, K., and A. Pavkovic. (2012). ‘Of Love and National Borders: the Croatian Anthem ‘Our Beautiful Homeland’. *Nations and Nationalism*. 18:2. 247-267. ISSN 1469-8129

Kelen, C. (2012). ‘Workshopping West Australian Poets for the Chinese Reader’. *Westerly* 57:1, 70 -102. ISSN 0043-342X

## Prof. Chan Hok-Shing, Brian

Chan, Brian Hok-Shing, (2013). A diachronic-functional approach to explaining grammatical patterns in code-switching: Postmodification in

Cantonese–English noun phrases. *International Journal of Bilingualism*. OnlineFirst version available at: <http://ijb.sagepub.com/content/early/2013/03/13/1367006913477921.abstract>.

### Ms. Pan, Hanting (Doctoral Candidate)

“Translating Conjunctive cohesion in legal documents”, in *Perspectives: Studies in Translatology* (AHCI journal) print ver. in 2014. DOI:10.1080/0907676X.2013.777463, pp.1-21. <http://dx.doi.org/10.1080/0907676X.2013.777463>

## Book Chapters

### Prof. Christopher (Kit) Kelen

Kelen, C. (2012). ‘Empire and Nation in the Lifework of Arthur Mee. *The Nation in Children's Literature: Nations of Childhood* (co-edited with Bjorn Sundmark [University of Malmo, Sweden]). New York: Routledge. ISBN: 978-04-156-2479-4

### Dr Hari Venkatesan

Robert P. Biuk-Aghai and Hari Venkatesan, TransWiki: Supporting Translation Teaching, in Khabib Mustofa, Erich J. Neuhold, A Min Tjoa, Edgar Weippl, Ilsun You (eds.), *Information and Communication Technology*, Lecture Notes in Computer Science, vol. 7804, pp. 31-40, 2013, Springer.



## Conference Presentations.

### Prof. Chan Hok-Shing, Brian

Chan, Brian Hok-Shing, (2013a). Integrating form and function in explaining the syntax of code-switched constructions. Paper presented at the conference of *Code-switching in the Bilingual Child: within and across the clause*, Bergische Universität Wuppertal, Germany, April 20, 2013. [Invited keynote speech] (Conference website: <http://www.code-switching.uni-wuppertal.de/>)



Chan, Brian Hok-Shing, (2013b). Single prepositions in Cantonese-English code-switching: reinsertion and reanalysis. Paper presented at the 9th International Symposium on Bilingualism, Nanyang Technological University, Singapore, June 12, 2013. (Conference website: <http://linguistics.hss.ntu.edu.sg/ISB9/Main.html>)

### Prof. Zhang Meifang

“Educational goals and curriculum design: a review of the MA in Translation Programme of UM”, presented at *the 10th China Translation Forum*, Shanghai, China, April 2013.

(With Pan Hanting) “The “Game” in Macau Narratives: A Corpus-assisted Study of Discursive Construction of Macao’s Gaming Industry”, presented at *The International Conference on Macau Narratives*, Lisbon, Portugal, May 2013.

## Doctoral Research Scholars

Pan, Hanting. “Can Explicitation Hypothesis Stand in Applied Translation?: A case study of conjunctions in the translations of prospectuses”, presented at *the Fifth National Applied Translation Symposium*, May. 18-19, 2013.

## Translation/Interpreting

### Dr Victoria Lei & Dr Hari Venkatesan

E<math>\leftrightarrow</math>C Simultaneous Interpreting for *International Forum on Macau – Latin America Investment and Business Development* (Macao Association for the Promotion of Exchange between Asia-Pacific and Latin America). 20th October, 2012.

C>E Simultaneous Interpreting for the *International Forum on Memory of the World Studies and Macau: New Perspectives for the Documentary Heritage* (Organized by Macau Documentation and Information Society). 1st December, 2012.

E<math>\leftrightarrow</math>C Simultaneous Interpreting for *The First Macao Sino-Europe Debate*. 21-22 January, 2013.

E<math>\leftrightarrow</math>C Simultaneous Interpreting for *Macao Science & Technology Strategic Development Exchange Workshop*, 24th January, 2013.

E<math>\leftrightarrow</math>C Simultaneous Interpreting for the *Conference on Atlas of China and Michele Ruggieri* (Organized by ICM & UM). 28<sup>th</sup> February, 2013.

E<math>\leftrightarrow</math>C Simultaneous Interpreting for the *6th Macao International Environmental Co-operation Forum & Exhibition (MIECF) Forum*. 22nd March, 2013.

## In Photos



Prof. Zhang giving the keynote speech at the *Fifth National Applied Translation Symposium*



Prof. Zhang and students at the *Fifth National Applied Translation Symposium*



Prof. Wilhelm's Class of Peer Tutors



Learning can be fun



Peer-tutoring in action



Béatrice Machet at the exhibition in Marseille

## STUDENTS' SECTION

### DoE @ UC Berkeley

Thanks to the University of Macau and the Department of English for their sponsorship and support, I was able to go on an exchange as a student researcher at the University of California, Berkeley for the scholastic year 2012-2013. This experience has allowed me to strengthen my knowledge in literary studies, make academic, scientific, and cultural exchanges, as well as gain insights from the exchanges with people I met in Berkeley, who were eager to share their thoughts and experiences.



In addition to the lectures and seminars I attended in Berkeley, during my stay in the United States, I have also presented in two representative conferences in the areas of language, literature, culture, and ethnic studies, namely the M/MLA 2012 Conference and the MELUS 2013 Conference. These conferences did not only enabled me to have academic discussions with different scholars of diverse backgrounds from other places in

the world, but also allowed me to establish connections with various scholars with similar research interests as me. Moreover, to my surprise and delight, after reading my abstract submitted to the M/MLA 2012 Conference, an editor invited me to include my paper in an essay collection which will be published later this year.

In short, this exchange to Berkeley was not only very beneficial to enhance my further study, widen my literary knowledge, and gain more multicultural exposures and benefits, but was also a unique opportunity for the establishment of precious international friendships which may provide me a free couch wherever I go travel.

Mandy Chi Man Lo  
15/09/2013