

Connecting Asia through English

Adapted from the Bangkok Post by ORATIP NIMKANNON



Dr. Jun Liu, ELC Executive Director

Two years ago, the 13,500-member global education association Teachers of English to Speakers of Other Languages (TESOL) elected for the first time a non-native English speaker as its president. In a way, this historic move implies that the centre of English-language education has shifted out of native English-speaking countries. With this, strengthening non-native speakers' role in English-language teaching and learning and globalising TESOL, says the president, will dominate his term of presidency.

Associate Professor Jun Liu, the first Asian and non-native English speaker to become the president of TESOL, was born and educated in China up to the graduate level. After he completed a Master of Education in Curriculum and Instruction from East China Normal University in 1991, Dr. Liu traveled to the United States to pursue a doctorate degree in Foreign and Second Language Education at Ohio State University. Besides his role as TESOL's president, Dr. Liu is also a lecturer at the University of Arizona's Department of English and director of the English Language Centre at Shantou University, China. He has published nearly ten books in China and the U.S. and has given more than forty scholarly presentations across the world.

In his most recent talk "Unlimited Boundaries in Promising Asia," at the twenty-seventh Thailand TESOL International Conference, Dr. Liu reiterates that Asia holds great promise in education, particularly language education, mainly because of its sheer size in population and economic growth. Also, because of these factors, he says being a

language teacher in the Information Age, where most of what students study in the first year of college will likely be outdated by their third year, is not an easy job. In terms of English language teaching and learning, it also means that the model has shifted from an emphasis on linguistic forms to communicative competence.

In order to explore Dr. Liu's vision for current and future English language teaching and learning in Asia, as well as gain an insight into what it means for English to become a global language, this week's Learning Post publishes the following excerpt from its exclusive interview with Dr. Liu on January 26.

LP: What does the conference's theme, "Teaching English for Global Communication in Asia," mean?

Liu: First of all, English is a global language. In order to communicate and compete with people from all parts of the world, we need to use English as a tool. So in Asia, in particular, because of the latest developments in the economy and education, people from all over the world are looking at Asia as a future super power. We need to train our students to communicate effectively and to introduce our culture to the outside world. So for this purpose, we are no longer Leg 2 producing a small number of students. We are producing a massive number of students who are able to understand, master, and use English as a tool to reach out and also to educate people from the outside who are coming to Asia.

LP: At what age, then, should students start learning English in school?

Liu: In English learning, we have something called a critical period hypothesis that means when students pass the age of 12 or 14, they are no longer able to imitate the native sound. So, we need to take that into account and try to teach them earlier so that learning English is more automatic. Usually, primary school at grade level three is an ideal starting point. At that time, they have already learned their native language. They won't get confused. So, they will start to develop their cognition. So when you introduce a foreign language at the age of 9 to 12, if all the right conditions are there, the kids should learn more naturally and with less effort.

LP: Is it still important to learn English from native speakers?

Liu: It is important to learn English from native speakers, but it is not only native speakers who are helpful to students. I think students can learn different strengths from native and

non-native speakers. Native speakers can provide authentic input. Non-native speakers can explain to you the difficulties in learning and the comparison between your language and English.

So, native speakers and non-native speakers have different strengths. But native speakers without training won't be good teachers. Non-native speakers without perfect English might still be good teachers if they understand teaching principles. So they should join hands. In hiring, I think schools should hire both native and non-native speakers.

LP: What do you think is an ideal environment for teaching and learning English?

Liu: The ideal environment is still in the English-speaking environment. But in Asia, we don't have this environment. So, I think we need to greatly maximize the environment, called the language input, for the students through co-curricular activities, such as an English Corner, an English Lounge, English in newspapers, English lecture series, etc. Doing so will create learning opportunities for students. Besides learning language inside classrooms, students can go to different areas to develop specific skills. That's very important. That's number one.

Number two, the school should provide more online resources and CDs, and try to give students opportunities to learn on their own through self-learning, independent learning, and community learning.

Thirdly, schools need to encourage inter-school and inter-district competitions to give them opportunities to see what is better and to look beyond their classrooms, beyond their schools.

LP: What should be the government's role in supporting teaching and learning of English?

Liu: Governments should allocate more money for the development of curriculum standards and materials. They should also create programs to encourage teacher research, more award competitions and professional development opportunities to accommodate teachers, and more opportunities for teachers to get out of the country to learn from others.

And finally, governments need to listen to teachers' concerns, rather than make a policy and say you must do it. These concerns sometimes are not only for language teaching, but also for their livelihoods, their benefits, and salaries. These are all important factors to ensure that teachers will be more focused on their work as professionals.

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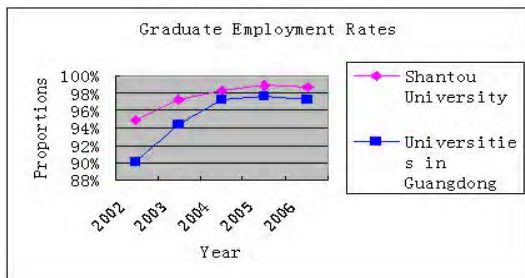
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University Visits STU



Employment For STU Graduates

Huang Yuepeng 05 Liberal Arts

As the number of graduates increases year by year, from 41,000 in 2002 to nearly 70,000 in 2006, employment has become a hot issue, attracting everyone's attention. The employment rates of STU graduates and those of all universities in Guangdong, are presented in the following graph.



The STU graduate employment rate has risen steadily from 2002 to 2005. Moreover, they are higher than those of the whole province.

The main reason for the rise in employment rates is the rapid development of technology, science and the economy. As Jianhui Ling, the Administrative Assistant of the Student Career Center of STU said, "Jobs offered by all kinds of corporations vary and are increasing. Opening up to the world has brought many jobs." More human resources are in demand to meet the enlarging social needs.

The favorable situation of STU's employment rate is due to many factors. Firstly, as Huijian Ling and Wenbin Chen, the Party branch Assistant Deputy Secretary of Engineering College point out, "High student quality answers first and foremost." Students in STU are prominent in specialized knowledge, practice ability, English utilization ability, and comprehensive qualities because we boast a synthesized integrated teaching mode, an English Enhancement Program, a School-wide Credit System, and so many first-rate professors from all over the world. Secondly, STU does much work to help graduates find jobs. As Huijian Ling notes, the Student Career Center of STU offers graduates guidance through individual consultation, lectures, and conferences with alumni. The Center also provides employment information and holds two large-scale recruitments each year. At the same time, each college provides its own employment services. For example, the Liberal Arts College and Engineering College offer internship recommendations, employment skills teaching, and situation analyses.

Huijian Ling remarks, "More opportunities and intense competition will be ahead." The coming employment situation will be tough but hopeful. Yunxiang Hu, the Party Branch Secretary of the College of Liberal Arts, advises students to develop skills in terms of their future jobs. All of this suggests that graduates should be optimistic about employment.

How to Find a Job After Graduation

Zhuo Yinglin, 04 English

The graduation ceremony is just around the corner. We wonder how the soon-to-be graduates approach job hunting and whether they will get jobs. Some of them have given us a few suggestions:

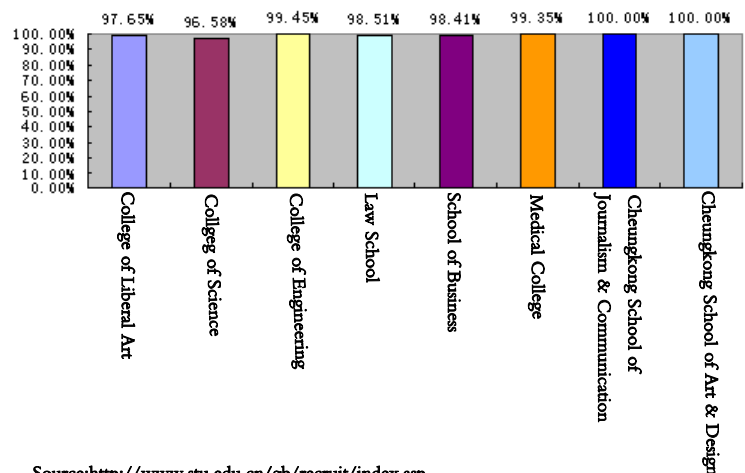
Think seriously about your future career. Bear in mind that the career you choose will affect the future course of your life. Generally speaking, graduates prefer jobs relevant to their majors. But some do not; they will choose jobs following their interests. After deciding on the kind of job you want, you should start to pursue it.

Create an impressive resume. Ricky, a graduate from the Engineering College, said, "Make a basic resume in terms of the models from the Internet. Then, revise it when applying for different positions." Besides, Chen, from the Art and Design School, told me that it's necessary to highlight your advantages and achievements concisely and specifically in your resume.

Make the best use of the Internet and other resources around us. Much information about hunting jobs will be released on BBS and the school's recruitment website: <http://gdc.stu.edu.cn/>, which also offers many relevant links to other recruitment websites. Lin, from the English Department, suggested that we could get updated news from the Internet. Another useful resource is campus talk, which provides detailed information about certain companies. They recruit staff on campus.

Be ready for difficulties. The biggest difficulty is the school's location. It takes a lot of time and money to go to the Pearl River Delta where most of the job fairs and interviews are conducted. In addition, what you find may conflict with what you want, which may discourage you. Finding a job leaves job hunters tired both physically and mentally.

To find a satisfactory job, you'd better begin to plan for it even during your first year of college. Enriching your abilities, experiences and strengths is the cornerstone of your job hunting strategy. Furthermore, have the right attitude. Always believe in yourself and go forward.



Source: <http://www.stu.edu.cn/gb/recruit/index.asp>

Interview Tips

DOs

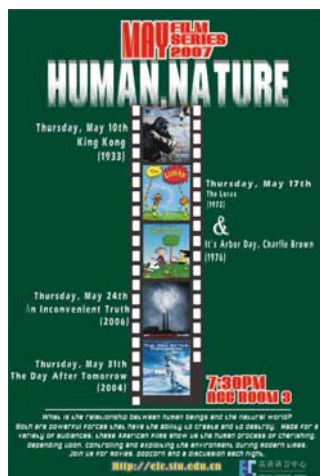
Learn about the company and its operations before the interview.
 Arrive on time or ten minutes early.
 Turn off your cell phone.
 Greet the interviewer with a warm, confident "hello" and a firm handshake.
 Maintain eye contact with your interviewer(s).
 Be alert and act interested throughout the interview.
 Make all comments in a positive manner.
 Speak clearly, firmly, and with authority.
 Accept any refreshment that is offered

DON'Ts

Speak negatively about the teachers or university.
 Ask about salary in the first interview.
 Be overly aggressive or egotistical.
 Be defensive when questioned about anything.
 Answer with only "yes" or "no".
 Excuse your bad points in your work history.
 Excuse yourself halfway through the interview, even if you have to use the bathroom.
 Ask for coffee or refreshments.

Resources: <http://www.career.vt.edu/JOBEARC/interview/dodont.html>

Film Festival Is Around the Corner



ELC Film Festival Poster

Arbor Day, *Charlie Brown* (1976). After the fun cartoons that tell stories about humans, two well-known films concerning nature, *An Inconvenient Truth* (2006) and *The Day After Tomorrow* (2004), will debut. A short discussion session will follow each screening.

As expected, these films will enable students to improve their English proficiency through watching fun cartoons, as well as intense documentaries. More importantly, this series will lead students and faculty alike to think again about how human beings can be on good terms with nature.

06 Journalism Ye Huitao

The 2007 ELC Film Festival is underway! Hurry up to get your seat in ACC Room 3!

With the theme of *Human Nature* the Film Festival is scheduled for every Thursday night throughout May, beginning at 7:30pm in ACC Conference Room 3. Since man and nature are like peas and carrots, what should men do to get on well with nature? The answer can be found in the films below.

The debut of this film series will show the original *King Kong*, made in 1933, on May 10th. Organizer Jennifer Nowicki cannot hide her excitement when she talks about the coming event. She raves about *The Lorax*, a cartoon directed by Hawley Pratt in 1972.

Another cartoon that will be shown is *It's*

Customized Storytelling via Computer

Digital Storytelling? How to connect these two things together? With this question in mind, I went to the digital storytelling workshop led by Jennifer Nowicki. The training workshop took place in E Building every Friday morning throughout April.

"Because I have taught this class in U.S. for years and the students have really loved it," with a constant smile on her face, Jennifer said that the aim of this workshop was to bring students and teachers closer to each other. Through collaboration they learned to tell their stories in a creative and customized way by putting together words, voices, and digital photos.

Shooin, a sophomore majoring in Literature, used her beautiful voice to share her story and was given high praise by Jennifer and her classmates. "I really like this class and the people working hard together," she added. Other ELC teachers, such as Robyn, Emma and Tingli Wang from the Journalism School also joined this class and enjoyed it very much.

04 English Zhuo Yinglin



Digital storytelling teachers & students

Spring Faculty Lecture Series 2007

This annual series is designed to expose students to lectures in English on a variety of interesting and relevant subjects, through which students can have the opportunity to ask questions and engage in discussion on the topic in a formatted way.

I. Studying Abroad

On April 2nd, Li Yuan and Kate Hardeman shared their insights and experiences with studying abroad, kicking off the series at the Science Lecture Hall.

Li Yuan focused on talking about what we should do before going abroad. In particular, she mentioned "Think Before You Do" concerning how to choose the country, school and major. Then, based on personal experience, Kate presented many details of studying abroad like housing, transportation, friendships and tips for classes. The presentation section of the lecture lasted for one and a half hours and received a big round of applause.

The Q&A section that followed featured interaction and great questions.

II. Globe-trotting: Budget Travel around the World

On April 11th, Amy Kunkel-Patterson, Claudia Kunschak and Philippe Bierny brought the world to STU students in ACC #3, with firsthand information about transportation, accommodation and food. Their presentation was a free peek at some cheap ways to travel around the world.

The lecture began with Claudia's presentation about her exciting trip across the United States. After that, Philippe summed up many tips for travelling in Europe, while Amy suggested that the audience bring a student ID card while travelling around Southeast Asia for the sake of saving money. They gave the audience an inviting and practical lecture by sharing their favorite travel stories and pictures.

"I admire their independence and I've learned a lot from this lecture," said Wanqing, a sophomore from the Journalism School. The lecture was highly appreciated by the audience.

III. Popular Music and Dance Culture in China & the U.S.

Paul McPherron, Robyn Wall, Lily Chen and Lily Zhang shared their opinions about music and dance in China and the U.S., while at the same time sharing their dancing talents in the Science Lecture Hall, on April 16th.

In the beginning, Lily gave a presentation about Chinese dance focusing on the aspects of shape, passion and style. Then Robyn introduced the history of Salsa, mentioning that it is a

combination of Latin and Afro-Caribbean dances. After Robyn, Paul talked about hip-hop and rap culture and its role in personal expression.

For the last part of the lecture, they warmly invited the audience to come up on the stage and dance together. The stage at once became a ball and the lecture ended in cheers and laughter.

IV. American and Chinese Storytelling Traditions: Then and Now

"Although I have seen it twice, I am still touched by it," said Wanqing after the ELC faculty lecture on April 27.

Susan Liu, an English teacher of the ELC, introduced a traditional way of telling stories—Clapper Talk. While fewer and fewer young people know Clapper Talk, Liu's speech recalled the students' memories of this old way of telling stories, and enabled the foreign teachers to understand more about Chinese culture. Jennifer Nowicki's discourse on American storytelling and Peter LaTerra's analysis of Edna St. Vincent Millay's love poem also won big rounds of applause.

The lecture's main organizer, Jennifer, said that she hoped to help students become good storytellers through this lecture. She says that, "In fact, anyone can become a good story teller."

05 Journalism Ma Shibei, Feng Miaolan and 06 Journalism Wang Xiaohong



ELC lecturers, from L to R: Robyn Wall, Lily Zhang, Paul McPherron

Celebrity Lectures: Helpful Enough?

Ke Rensi
06 English

Chen Zhixiong, the first national psychological consultant in the Chaoshan area, met a cold welcome when holding a lecture in the Science Lecture Hall at Shantou University on April 15.

The attendance at the lecture was poor. Students continuously left the Science Lecture Hall and the lecture ended up with not more than forty students sitting, yawning. According to STU's Tulip BBS, almost all the comments about Chen Zhixiong's lecture could be summed up as: It is

not very useful. "I am sick of the lecturer. This Chinese psychological consultant seemed to have lost himself in his 'larger-than-life stories'! He is the last person I want to see behind the podium!" commented He Yongbiao, who quit the lecture in the first fifteen minutes. "The lecture was deadly dull! What he was doing was just reading the words on his PPT-as if we were illiterate!" commented another student, whose screen name was "Mmiao".

The famous psychological consultant's lecture raised an

important issue: do celebrity lectures mean much to university students? Students who believe "Celebrity lectures can definitely knock my socks off" have to wrestle with the question of whether celebrity lectures are actually helpful.

So, how do you rate celebrity lectures? What do they mean to you? A guiding hand on your way in life or just a bunch of empty words that you can easily shrug off?

YES

We can benefit a lot from celebrity lectures.



Long Jun, Science School

Those lectures are significant in my intellectual growth. From those lectures, I have access to some useful study methods and experiences. It is especially valuable for a freshman, which help me to find my own way in the following four years.



Liu Yanyong, Art and Design School

Those lectures are helpful. They impress me deeply and motivate me to study. Actually, they are as ordinary as me. If I can work as hard as they do, I can also be a successful person. This realization motivates me.



Qiu Mengqiu, Liberal Arts School

Some celebrity lectures allow us to encounter other people's experiences while growing up. Their special social experiences are just like a fortune for naive university students. Their success secret can be an eye-opener and inspire those of us who are still within the walls of the ivory tower.



Xin Xiazi, Business School

In spite of learning our major knowledge, it is good for us to have access to some business elites' lectures. They can show us how to change theory into practice, which is very important for a Business Administration major like me. I mature immensely because of celebrity lectures.

04 English Lin Ling

NO

We cannot benefit much from celebrity lectures.

Zhu Wenhua, Journalism School

I seldom attend celebrity lectures. More often than not, the celebrities are not qualified speakers! Some of them just leave some buzzwords for us; maybe they themselves do not know what they are talking about either! Besides, there is a lack of communication.



Huang Guoshu, Engineering School

Sometimes, lectures are made by English speakers. Though I am interested in the topics, I could not enjoy them because of the language issue. It is a pity that some of the speeches were delivered only in English.



Zhu Wenhuan, Engineering School

No strong arguments, no deep analysis and no reliable evidence- some celebrity speakers cannot convince me. Their topics are not very pertinent to university students' lives. While other students try to find a guiding hand from those celebrity lectures, I do not want to bark up the wrong tree.



Liu Zhuohuan, Business School

Sometimes I am wondering if the speakers do not deserve their reputations. What the speakers say always disappoints me. Every time I attend the lectures excitedly, only to find that reality is a far cry from my expectation.



06 Journalism Li Likui
06 English Ke Rensi



Picture made by Huang Xingxing
Ke Rensi
Ma Jing

Effective Skills Help You Master Listening

05 Journalism
Lin Huiling

Dr. Ralph Nichols, distinguished Communications Professor at the University of Minnesota, says that at the end of a 10-minute lecture most college freshmen will have retained only half of it. Then, 48

hours later they will have forgotten half of what they did remember.

Search for information first

Preparing for the lecture by searching for pertinent information beforehand is very important. "A good plane is the rock on which to build our actions." Even if you only glance at the material five minutes before the lecture begins, you are far more advanced than those who don't preview it at all.

Listen with questions in mind

Imagining that you are a critical journalist, you have to formulate questions to raise after the lecture. In that case, you will manage to pay 100% attention to what they say.

Concentrate on the main points

Pick up useful information and don't get distracted by the faults of the speaker's appearance or delivery.

Make good use of your hands

You should make the most of your eyes, ears, mouth and hands. In particular, it is important not to leave your hands free. Taking notes not only makes you concentrate on the lectures, but also helps you understand the information better.

Think faster

We think at a speed of about 400 words per minute. That's four times faster than most speakers can talk. Predict what the next point of the lecture will be and you will benefit a lot. Besides, you can also try to summarize what you heard and think about how to use the lecture to enhance your knowledge base and support your points during academic discussions.

How to Guess the Meaning of Unknown Words through Contextual Clues?

ELC Teacher
Shirley Gao



ECL Teacher Shirley Gao

As an English teacher, I am often faced with the challenge of how to help students best store and retrieve words. During my many years' teaching career, I have often heard questions such as: "Could you tell us some tips or learning strategies to learn English vocabulary words well so that we will not forget them all easily?" More importantly, I often hear some complaints from students saying that they devote most of their time to reciting vocabulary and doing many multiple-choice exercises, but the results are not desirable, which frustrates them. Most important of all are the findings of Needs Analysis on Language Skills among College Students across Levels obtained through questionnaires and interviews. They show that out of all the difficulties and problems students have with the four language skills, vocabulary is the most difficult part across levels. A large number of students say that when they talk or write about a topic, they often feel they have some clear ideas but cannot express them clearly and appropriately due to their lack of vocabulary. All in all, vocabulary learning presents a lot of difficulties for students.

During my many years of teaching and research, I have found that using contextual clues is a useful way to heighten students' learning awareness and learning strategies for acquiring new vocabulary. Contextual clues can help students figure out the meanings of unfamiliar or unknown words. There are four types of contextual clues in vocabulary building: (1) definition, (2) example, (3) contrast, and (4) inference.

Definition Clues

Authors often define a word right after they use the word. They may give a brief definition or a synonym (a word with the same meaning). They also use words and phrases (markers) such as **means, is, refers to, or, namely,** and **are called**. Sometimes a writer may use one of three kinds of punctuation (comma, dash, or parentheses). Please look at the following examples from our textbook--North Star and other sources:

Furthermore, many journalists and reporters sensationalize or dramatize a news event in order to make a story more interesting. (Unit 1-Northstar-high intermediate)

At most of these courts, teens charged with misdemeanors - minor crimes ranging from traffic violations to attempted burglary-plead guilty in exchange for having their penalty set... (Unit 2- Northstar-high intermediate)

These included mesmerism (hypnosis), hydrotherapy (water cures), and mental healing. (Unit 3- Northstar-high intermediate)

Example Clues

Writers often use instances or examples to help explain or clarify a word. They often introduce them with the words **like, such as, for example, or including**.

Toxic materials, **such as** arsenic, asbestos, pesticide, and lead, can cause bodily damage.

This sentence gives four examples of toxic materials, all of which are poisonous substances. You could conclude, then, that **toxic** means "poisonous."

Contrast Clues

Sometimes we can determine the meaning of an unknown word from an **antonym**-a word or phrase that has an opposite meaning. When writers use contrasting words or phrases, they often introduce them with words such as **but, though, or whereas**.

The professor **advocates** testing on animals, **but** many of her students are opposed to it.

Though she felt sad and depressed, most of the graduates were **elated**.

My uncle is quite **portly**, **whereas** his wife is very thin.

Can you distinguish from the contrast clues that **advocates** means "favors", **elated** means "happy", and **portly** means "heavy"?

Inference Clues

When you read, you often figure out the meaning of an unknown word through **inference**-a process that uses logic and reasoning skills. For instance, look at the following sentence:

Tom is quite **versatile**: he is a good student, a top athlete, an excellent car mechanic, and a gourmet cook.

When my friend tried to pay with **Pesos**, the clerk explained that the store accepted only U.S dollars.

On hot, humid summer afternoons, I often feel **languid**.

By using logic and your reasoning skills, can you figure out that pesos are a kind of money? Can you also tell that **languid** means "lacking energy"?

In conclusion, when you read an article in a textbook or a story you like, you probably use all four types of contextual clues. You may find a definition here, an example there, and a contrasting word elsewhere. You can also put on your thinking cap and use your common sense and reasoning to figure out other words you don't know. Of course, there are no contextual clues sometimes when you read certain articles, so you also need to improve your other kinds of vocabulary skills.

ASK JENNIFER!



Jennifer Nowicki is an ELC Level 4 instructor. She has been working as an ESOL Instructor and Civics Program Coordinator at Pima Community College Adult Education for 7 years in Tucson, Arizona. You may e-mail your questions to be considered for the next issue to jlnowicky@stu.edu.cn.

Q: I am not good at expressing myself. I read and listen quite well but when it is my turn to present my ideas, I feel awkward. For example, I went hunting for jobs in the past month and had interviews. The conversations didn't last long. When I am in the situation, given an issue and a chance to present my ideas, I usually have few points to present. What can I do to improve myself?

A: Job interviews are stressful in any language. I've been in interviews where my mind went completely blank too. It wasn't because of the language, but just because I was so nervous! For these situations, it's important to work on confidence. Sometimes even just acting confident can help us feel more confident. Sit up straight and make eye contact with the interviewer. Be curious about the job. Remember that the interviewer is just another person, like you.

Part of the solution might also mean breaking old habits. I think that we can be much more critical of ourselves than other people are of us. Pay attention to what you're thinking as you try to speak. Are you constantly reminding yourself of how bad your English is? If so, then tell that critical voice inside your head to be quiet! It's hardest at the beginning, but once you start speaking up, it only gets easier to continue.

I Love Shantou University

05 Science
Hou Yanmei

Amy showed a sunny smile and a warm welcome when I stepped into the classroom. I was deeply impressed by her humorous, easy-going and charming character. After graduating from Whitman College, Amy came to China and began working in the ELC as an intern. During the interview, Amy happily talked about her life as an intern and expressed her love for Shantou University.

Like many young people, Amy loves traveling and sports. "Tennis is pretty much my favorite sport. I play a lot of tennis and soccer." She smiled. And like many girls, Amy reads a lot. "In fact, I just read a 950-page book in three days," Amy laughed and said happily.

"I love Shantou University and I feel very at home here." Amy's eyes sparkled with excitement as she continued, "I have gotten to know the people I buy fruit and vegetables from, the people at the post office, and many students and other teachers. So I feel like everywhere I go there's always a friendly face smiling and saying hello."

Having lived here for almost one year, Amy is not just used to, but loves the food here. "I eat a lot of noodles, doufu, and rice. That's something I will definitely miss when I go home," she added. In fact, she has learnt to cook a Chinese food named "gang bian si ji dou" to make for her friends and her family.

However, Amy frankly admitted that she experienced cultural shock when she first got here. "Everyone experiences cultural shock when he or she moves to a different culture. A lot of things were very difficult to adapt and adjust to." Indeed, it took her quite a bit of time to get used to the brand new culture. "But I think I have overcome cultural shock and now I am very comfortable."

At the end of the interview, Amy expressed her indebtedness to her friends and students here. "I would like to say thank you for opening your hearts and giving me your friendship. Over the past year I have learned a lot about China, a lot about teaching, and a lot about myself. I hope to come back, to visit, and I hope to keep in touch with people."

Being an intern for the past year has been quite an experience for Amy. She loves it here; she will not forget the food, the warm weather, and more importantly, the people. It's no wonder she mentioned at the end of our interview, "By the time I am old, I would like to go everywhere in China."



Amy Kunkel - Patterson

Students' Comments

"The EL will definitely miss Amy very much. As a supervisor in the EL, Amy helps us and contributes to EL a lot. She is very responsible for everything."

---Rachel, a vice president of the English Lounge

"Amy has sacrificed a lot for EL. I cannot imagine how our activities would have been without her helping hand. Now, as she is leaving, I would like to say 'Thanks a million' to her and send her all my best wishes."

---Don, a staff member of the English Lounge

"I will miss Amy very much. I will not forget her sunny smile and easy-going character. I wish her a happy life in the USA and great success in the future."

---Fen Fang, a sophomore from the English Department

From a Student to a Teacher



Lisa Parrish

06 Journalism
Li Ziyang

"I like the campus, I like the students, I like my job, I like my apartment ... Haha ... " Lisa told the journalist, with candid laughter.

A Student Became a Teacher

"I remember the first time I gave a test to my students last semester. I sat in the front of the classroom and watched." Lisa beamed to the reporter, "I tried my best to encourage them. I even wanted to give them the answers! Haha!" As Lisa said, just several months ago, she was one of the students, sitting in a classroom and taking an examination!

It has been hard for 22-year-old Lisa to change her role from student to teacher. She wants to be friends with her students rather than a teacher. "You know, students in the U.S. are so bad," she laughed. "They will talk, eat, fall asleep in class, or not even come to class. Sometimes for me, maintaining principles is also difficult. However, I find Chinese students are much better. They are so nice and polite." She smiled.

Exciting experience abroad

Every year, STU and Whitman College in the U.S. exchange two recent graduates. Lisa is one such student in the exchange program. With the nice students and colleagues here, she has found that it has been great fun to work abroad, though it has been a little difficult for her to get used to eating Chinese food every day. "I know yidiandian Putonghua," Lisa said in typical Mandarin, "but I like having Chinese friends!"

Compared with her experience studying in Sri Lanka, Lisa said that working as an English teacher has been just as fun. She believes experiencing new and different things can be fun and at the same time expand your knowledge.

EC's Fun

"It's fun for students to speak English outside of the classroom and it's a good learning opportunity for all of us." Lisa, who is the manager of EC, said she enjoys the games they play there. She is also so excited that students here speak excellent English.

Keyra, who was one of the emcees of the Singing Contest and also a member of EC, said, "EC is absolutely a good club, and Lisa's so nice!" She told the reporter that EC has activities every Friday night. There are three programs every time and three managers are in charge of them. In TEACHER'S TALK, EC invites different teachers to give members and other students an interesting talk. An EC member's idea, the DEBATE program is attractive and challenging.

Lisa's contract will be over at the end of this year. She is now talking to Doctor Liu and hopes to continue her great experience at STU.

Students' Comments

"Lisa is so nice!"

--- Keyra 06 Journalism School

"Lisa appreciates and respects our ideas and creativity, giving us a good range of freedom to enjoy ourselves."

---Morgan 05 Biology Science College

"Being an advisor of EC, Lisa is easy-going, patient responsible and supportive. She gets involved in the rehearsal for activities, gives useful ideas and helps to do promotion."

---Nightingale 06 Journalism School, EC Member

Food Festival at Shantou University

05 Journalism
Yang Minyuan

Located in the eastern part of Guangdong Province, Shantou University is far away from the other universities in Guangzhou, the capital of the province. As one of its students, I think it can sometimes be lonely to be at STU. However, Shantou University is well-informed and international. The students are active and creative. They mastermind different kinds of activities on campus, for instance the Movie Festival, the Reading Festival, Girls' Day, and the Singing Contest. After participating in these activities once, you will agree with me.

The Food Festival is another good example. The students come from different places all over the nation and bring different customs with them. In such a small 'melting pot', they cook a wonderful feast every year.

To be creative

'Food is god to the people,' as the Chinese saying goes. Factually, for a long time, the Chinese have spent much time cooking delicious food. They have always been in pursuit of the most delicious food, and they created rules for their cooking. Three basic factors became important elements in Chinese food: good color, lovely smell,



Jinyumantang, the champion in Engineering School

and flavor. But in the STU Food Festival, the students were required to fulfill one more requirement - to be creative.

In the Food Festival this year, we saw two kinds of food. One was the Chinese snack, and the other was the fruit dish. The contestants' really used their imaginations, and they made beautiful, colorful creations.

It is for fun

Compared to the other universities in Guangzhou, the food festival in Shantou University is unique. You see, food festivals are popular in China. Many cities hold such activities to attract guests and advertise for their city. The important



Wangwuzhuanchun in the semifinals competition

players in those festivals are the cooks. But in STU's Food Festival, the students are the leading actors. They are the cooks, they are the judges, and they are the spectators. You could say that it is a competition, but you could also say that it is a fun activity, because all participants enjoy it.

You have to admit that it is very nice to see so many nice, appetizing foods.

Backpackers

04 Liberal Arts
Zhang Minli

Have you ever dreamed of traveling around the world? You may say you dare not go until you get rich.

In recent decades in China, it has become obvious that more and more people are traveling to fulfill their spiritual lives. The majority of them prefer to use travel agencies. However, going through an agency is a luxurious sort of consumption for many people, and the routes for traveling, even places to go shopping, are controlled by the agencies. As the foreign concept of traveling with just a backpack is brought about, some avant-garde folks attempt to put on their bags and step out on their journey all by themselves. In that way, their trips are much more liberating, their money can be spent pretty economically, and they can also get a more expansive view of a place. These people are called

backpackers.

In order to save money and not miss a fantastic scenic spot, backpackers usually make full preparations one or two months before the journey. Usually they search the internet to obtain general information like the locations of international youth hostels and transportation situations in the target places. Before the trip, backpackers need to equip themselves with durable knapsacks and shoes. During the trip, being communicative is quite vital. Although maps can be found most places, it is hard to know the exact path unless we ask. Some practical English is necessary so that you will not become helpless when you do not understand the local language. Compared to traveling through an agency, through direct communication with locals, backpackers can learn more about local customs.

As quality of life improves, people today are investing more money and time in mental consumption. Backpacking satisfies not only your wish of broadening your horizons, but it also challenges your abilities, for instance in dealing with unexpected issues and interacting with strangers. According to an experienced backpacker, it enhances your life and upgrades your mind. Nevertheless, while foreign backpackers can be seen everywhere, there are still very few Chinese backpackers. Hopefully that number will increase. What about you? Are you moved to try backpacking?



Backpacker Taking Photos on the Mountain



An Erhu

The Erhu Fiddle

05 Law
Zhang Weilei

"There is an elf, drifting like water in the three spring months, chilly like the moon in winter nights; there is an elf, melancholy like drizzle in early summer, disconsolate like cassia in late autumn; there is an elf, who is decreed to lead a wandering life

What a great sentence from a song played on the erhu fiddle, entitled "Drifting Erhu".

The erhu, also known as the Chinese violin all over the world, is one of the most ancient stringed instruments in China. The erhu is characterized by its two strings. The timbre is delicate and couples hardness with softness. Therefore, the erhu can not only perform a gentle and fluent melody, but it is also suitable for playing an enthusiastic and lively tune. That's why people consider it to be the instrument closest to the human voice in China.

The erhu comes from Northern China, but it is famous as a typical symbol of areas south of the lower reaches of the Yangtze River, where the hometown of the great master of the erhu is located. His name is Hua Yanjun, also called A Bing by the public. The misfortunes of his family and loss of sight turned him from a respectable artist in a famous

temple into a frustrated man on the street, who had to live on erhu music. His world-famous melody "The Moon over a Fountain" was produced at that time. Graceful and sorrowful music, just like gurgling spring water, slowly flowed from his fingers and into our hearts. His footmark could be found everywhere, a stone bridge, a veranda along a river, a teahouse, end of a lane and so on.

It is hard to tell if it is the erhu and A Bing who make the Jiangnan region famous, or if that dreamlike region of rivers and lakes has created the erhu and its owner. Either way, they have both become household names, as beautiful as a painting, just like Chinese ink and wash.



The Statue of A Bing

U.S. Congressional Delegation Visited Shantou University

05 Journalism
Xu Yunhui On the afternoon of April 4th, a U.S. Congressional Delegation including Chairman Eni Shing. He also played the guitar for the audience, which was a big surprise. The Shantou University. They delivered a warm atmosphere.

The speech lasted two hours and was followed by a Q&A session, in which STU speech was emceed by Mrs. Hu Hongyu, students asked questions about the content of the speeches. The audience members

The Vice Schoolmaster Mr. Gu Peihua communicated very well with the members first introduced the general situation of the Delegation.

Shantou University, after which speeches That night, the members of the Delegation were made by Chairman Eni attended a welcome party held in the ACC. Faleomavaega, Chairman John Conyers, Shantou is the very last stop on the U.S. and Congresswoman Diane Watson from Congressional Delegation's tour. Prior to the U.S. House of Representatives. They coming to Shantou, it visited Beijing, Yibin discussed issues such as world peace, the in Hubei Province, Three Gorges, and energy problem, and environmental and Xiamen in Fujian Province.

intellectual property rights protection. They also mentioned that as China is becoming more and more important in today's world, they hope to make great efforts to build a harmonious world together with China. Chairman Eni Faleomavaega acknowledged the invitation of the Li Ka Shing



From L to R: Dr. Faleomavaega, Dr. Conyers, Dr. Watson

Vice Chancellor of Cambridge University Visiting STU

05 English
Zhai Wanyi



Prof. Alison Richard, Vice Chancellor of Cambridge University

Prof. Alison Richard, Vice Chancellor of Cambridge University, visited Shantou University from April 4th to 5th. On the afternoon of April 4th, Prof. Richard presented two talks on the topics of "Educating Tomorrow's Leaders: a Cambridge Perspective" and "Women of Cambridge: Past, Present and Future" in the Lecture Hall of the Science Building.

In the first lecture, Prof. Richard talked about teaching methods in universities. She quoted many Cambridge luminaries, such as Newton, Milton and Chinese novelist Jin Yong, to underscore successful elements in Cambridge's education system. Prof. Richard also pointed out that teachers in Cambridge are not only teachers but also scientific researchers. Students at Cambridge therefore receive the most up-to-date information. Furthermore,

Cambridge does not consider students' achievement test scores as the most important criterion but rather focuses on transmitting useful knowledge to students. Prof. Richard emphasized that teachers should spend more time enhancing students' thinking skills than indoctrinating students with information. As she said, the major goal of universities is to make students realize the importance of knowledge and the joy of education. In the second lecture, Professor Zhang Lixi, President of China Women's University at Beijing, joined the panel discussion of "Women of Cambridge: Past, Present and Future". She introduced many successful experiences of improving female Chinese undergraduates' self-confidence and social skills. She also discussed the current problems of women's education in China with Prof. Richard and Ms. Anna Wu, Advisor to the School of Law. Prof. Richard said that there are many female students who have worked in academic investigation at Cambridge, and she is very happy to see more and more Chinese girls studying in universities. As she mentioned, the most effective way to enhance women's self-confidence is through encouragement.

Remembering Ms. Elizabeth Gibson

*As a well-spent day brings happy sleep,
so life well-used brings happy death.*

—Leonardo da Vinci

Ms. Elizabeth Gibson surely had a happy death, because all her life and all her strength were devoted to the finest cause in the world - education. Upon first meeting Gibson, you would think that she was the symbol of foreign English teachers. You could use so many words to describe her - generous, kind-hearted, knowledgeable, humorous, funny, etc. Someone even said once that she was just like Peter Pan, who never seemed to grow up. But she was also a philosophical person; this was the most unforgettable impression she made on me.

I remember one day when my partner and I were talking about my favorite football team, Manchester United, during the break time. First Ms. Gibson came over to me and asked, "You are crazy about Manchester United, aren't you?" I told her Yes. Then she continued to ask: "Why?" I answered without thinking, "Because I love it, so I do it, it's just a feeling." Finally she shook her head and said seriously, "When you give a reason, it must rely on your perspective, not your own feelings!" When I think of her, these words come to me.



Elizabeth Gibson

Farewell To Elizabeth Gibson

Elizabeth Gibson passed away on the day of April 25th in America at the age of 75. She was the oldest teacher at STU, and her passing shocked Shantou University (STU) greatly.

Gibson's favorite saying was "Happy Every Day". One of Gibson's best friends, Zhuang Liwen, described her: "Her optimistic spirit always cheered me on!" Gibson was wild about new fashion design, and she behaved as passionately as a youngster, laughing happily and making exaggerated expressions.

Gibson contributed great efforts to promoting the English Enhancement Program at STU. Before 2000, aware of weaknesses in students' spoken English, Gibson formed an "English Corner" in her department. Every Tuesday night from 7:30 to 9:30pm, many English fans called on her and enjoyed the conversation. Gibson was full of youth and vigor in her teaching. The moment she got the news that she had cancer, she didn't stop. Instead, she kept on working and preparing lessons.

Gibson dedicated her life to the protection of women and children, and she twice visited China as a representative for the World Women's Meeting. She cared for poverty-stricken children and donated to the orphanage, and she supported two girls' studies to the best of her ability.

Now Gibson is resting in peace in heaven, surely enjoying herself because she is "Happy Every Day".

06 Engineering
Lai Ruijing

06 Journalism Ye Huitao

The Shantou Beat

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