

Research Assessment Exercise 2020

Impact Case Study

University: Hong Kong Baptist University

Unit of Assessment: 30 Chinese Language & Literature

Title: Enhancing the Teaching and Learning of Chinese Culture in Secondary Chinese Language Curriculum

(1) Summary of impact

The Hong Kong Education Bureau re-introduced classical set texts to the secondary school curriculum in 2015. Prof. Lo Ming Tung has been engaged in developing effective pedagogies for teaching Chinese culture in the revised Secondary Chinese Curriculum, as well as providing professional training to 1084 secondary school teachers, supporting the re-introduction of the classical texts. His training materials are publicly available from the Education Bureau's website providing access to a wider public. This builds on Prof. Lo's long-standing reputation as a regular commentator on television, radio and through newspapers, actively promoting a public understanding and appreciation of Chinese culture.

(2) Underpinning research

The removal of classical Chinese set texts from the Secondary Chinese Language Curriculum in 2005 created numerous problems in regard to proficiency in the Chinese language among Hong Kong students including misusing idioms and misunderstanding texts. Consequently, in 2015, twelve classical set texts were re-introduced to the curriculum and included in the examination for Chinese Language of the Hong Kong Diploma of Secondary Education in 2018. With this revision, secondary school teachers, many of whom did not have the core competency of a good grounding in the texts, struggled to teach classical Chinese to students. In many cases they relied on compilations of textbooks and other published materials, and required students to recite and memorize texts by heart. Professor Lo's research shows how Chinese culture reflects the rich content of ancient people's lives, such as their ideological beliefs, their system of names and objects, etc. He was able to demonstrate the pedagogical value of relating classical Chinese to modern life as closely as possible, enabling the students to understand and reflect on Chinese culture as well as establish personal values and broaden their horizons.

In his academic research, Prof. Lo has singled out the following methods as helpful for teaching Chinese culture:

2.1 To approach classical texts in a way that allows students to grasp the similarities and differences between Chinese and foreign cultural values.

The results of Prof. Lo's research prove that although different ethnic groups have different ways of thinking, they also share similar cultural values with the possibility of integration and mutual adaptability. For example, the wedding ceremonies of ancient China and South Korea have much in common, which reflects the absorption of Chinese culture by ancient Korea [3.1]. Another example is the introduction of the theory of evolution into China from the West in the early Republican Era.

[3.2]

2.2 To approach classical texts so that students can recognize the modern significance of Chinese culture.

Prof. Lo believes that Chinese culture should be taught by focusing on real-life examples, and avoid being overly abstract. Teachers should discover universal values of Chinese culture from familiar topics and themes in the students' lives. For example, war is of global concern and a topic that the average student can grasp. Therefore, Prof. Lo takes the 'Pacifism' of past Confucian scholars as an example of the highlights in traditional Chinese culture that are applicable in the contemporary world [3.3]. By analyzing the differences between Chinese and Korean wedding ceremonies, Prof. Lo reveals the value of Chinese culture in today's world through a subject familiar to the general audience.

[3.5]

2.3 To guide students to acquire a systematic grasp of the relation between the various components of Chinese culture.

Traditional Chinese culture is broad, inclusive, refined, and profound. It is necessary to clarify and determine its important components in order to teach it systematically. Prof. Lo uses Confucianism and Taoism as the philosophical framework to instruct the Secondary school teachers in the substance and characteristics of traditional Chinese culture. [3.4]

(3) References to the research Publications

1. Lo, M.T. (2009). "Methods and Principles of Combining Chinese and Korean Etiquettes", *Yu wai Han ji yanjiu jikan* 域外漢籍研究集刊, No.5.Beijing: Zhonghua shu ju 中華書局, 2009, pp.165-186.
2. Lo, M.T. (2011). "Interpreting Classical Studies from the Perspective of 'Evolution' — An Investigation of Chen Zhu's Classical Studies", *Xueshu yanjiu* 學術研究 No. 4. Guangzhou: Xueshu yanjiu zazhi she 學術研究雜誌社, 2011, pp.137-145.
3. Lo, M.T. (2010). "'Pacifism' in Chen Zhu's Study of the *Gongyang Commentary*" *Xin Ya xuebao* 新亞學報, Vol. 28, pp.491-512. Hong Kong: Xin Ya yanjiusuo 新亞研究所, April 2010.
4. Lo, M.T. (2006). "The Relation between Confucianism and Taoism in Liu Yuan's Li-Teaching", *Jingxue yanjiu jikan* 經學研究集刊, No.2, pp.57-79. Tainan: National Kaohsiung Normal University, October 2006.

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5. Lo, M.T. (2008). "Study of the Materials on Traditional Chinese Wedding as Recorded in Ancient Korean Ritual Books", (GRF/08-09 /244108), University Grants Committee (UGC).

(4) Details of impact

4.1 Educational policy making

Prof. Lo has been a committee member of Curriculum Development Council and One Committee on Chinese Language Education, Education Bureau since 2013, and was appointed as a member of the Hong Kong Examinations and Assessment Authority and Hong Kong Diploma of Secondary

Education Examination in 2014 (and promoted to chair in September, 2018). By virtue of his position, Prof. Lo was instrumental in developing the policy for re-introducing classical set texts into the secondary school Chinese curriculum. These works included formulating: a. the principle and number of selection of classical set texts; b. the assessment method; c. the date of implementation; d. the simulation questions. The Hong Kong Education Bureau held “The Series of Teaching on Culture” in 2011, whose goal was to train secondary school teachers in how to teach Chinese culture. Prof. Lo developed a teaching method for training secondary school teachers. A related note was attached to the Education Bureau’s website in 2015 for covering all stakeholders until now. [5.1]

4.2 Initiated teaching plan and method of Chinese classics for training course

In line with the policy of re-incorporating classical set texts, Prof. Lo provided a training course in the classical set texts to all secondary school teachers in Hong Kong from 2014 to 2016. They were divided into 30 classes and the total number of participants reached 1084. The main objective of the course was to enable trainees to become competent planners and practitioners in utilizing set classical texts to teach Chinese culture. Therefore, in addition to teaching contents designated as “Chinese Cultural Core”, Prof. Lo also asked participants to systematically establish and examine the relation between Confucianism and Taoism in the classical set texts and, with the help of real life examples, to avoid reciting being the only method of learning Chinese classics. Survey results indicate that Prof. Lo is helping to enhance teachers’ ability to teach Chinese classics. Training materials were attached to the Education Bureau’s website for public access by anyone interested in the relevant teaching materials. [5.2]

4.3 Promoted new Chinese curriculum to secondary school

With the support of the Quality Education Fund, Ju Ching Chu Secondary School (Yuen Long) initiated “History and Culture Curriculum” to their upper-level students in 2015-16. This school-based curriculum was conducted under the guidance of Prof. Lo who integrated his research findings into this curriculum. For e.g., Prof. Lo gave a special lecture to 350 students from F.3 to F.5 on the subject of “Chinese culture and modern life”. According to the testimony received from the school principal, the contribution given by Prof. Lo changed the school’s learning culture and enhanced the students’ learning interest and motivation in the long term. [5.3]

In addition, the survey results from 34 teachers and 196 students (provided by SKH St. Mary's Church Mok Hing Yiu College) also evidenced Prof. Lo’s impact on the Chinese secondary school curriculum to secondary school. [5.4]

4.4 Enhanced media and public awareness about learning Chinese culture in Chinese classics a.

In the TVB’s programme “A Closer Look” on 17 December 2013, Prof. Lo commented that re-incorporating classical set texts helps to enhance students’ knowledge of classical Chinese. He also emphasized the necessity of training secondary school teachers in improving classical Chinese proficiency and the need for secondary school students to learn Chinese classics systematically. [5.5]

- b. In a newspaper interview, Prof. Lo introduced “Returning to Reading the Printed Word: Building a Foundation for Good Chinese”. [5.6]
- c. In Sing Tao Daily, Prof. Lo introduced the method of reading classical texts 「學者倡鋪陳生活例子助理解」. [5.7]
- d. In newspaper interviews, Prof. Lo introduced the meaning of traditional titles of relatives in Chinese classics 「認識正統稱謂，避免錯用，重拾《尺牘》，知書識禮」. [5.8]
- e. The Democratic Alliance for the Betterment and Progress of Hong Kong held “Hong Kong’s Chinese Character of the Year” 「香港年度漢字」. Prof. Lo acted as a judge and explained to the media the meaning of Chinese characters and the connotation of Chinese culture since 2013. [5.9]
- f. Radio Television Hong Kong invited Prof. Lo to be a guest speaker for broadcasting a weekly cultural program entitled 「諸君有禮」, with the aim of enhancing Hong Kong people’s appreciation and understanding of Chinese etiquette and tradition. [5.10]

(5) Sources to corroborate the impact

1. Topic : “How to talk about Chinese culture with secondary school students” 「如何與中學生談中華文化」 https://drive.google.com/open?id=1nVdoTyEiTSeZ3Z_Z4qqCdk2k59AXd1zQ
2. Notes, feedbacks and approval letters from the Education Bureau. https://drive.google.com/open?id=1SntevvhXRh_rdOS0EnYH3tz5Y0JqjZt-
3. Letter of testimony from Ju Ching Chu Secondary School (Yuen Long). https://drive.google.com/drive/folders/1BIJ_LTkZK9eEZ03vRV8gZe6KokNdHCHC?usp=sharing
4. Poster, video and survey results receiving from SKH St. Mary's Church Mok Hing Yiu College. https://www.jtia.hk/star-of-hk-talk2_18-19/ <http://star.hkipcc.org/latest-news/> https://drive.google.com/open?id=12JdYOOvLw0ePQCUliMZw0Ga_UE6-alHx
5. Media coverage by TVB News Channel “A Closer Look”. 「時事多面睇」 <https://drive.google.com/file/d/1jW-VV0-haGf4cn0OYJDlhnjh8I9QJ7jX/view>
6. News report by Sing Tao Daily and Headline Daily on 10&14 September, 2018. 「回歸紙本閱讀 打好中文根基」 <https://drive.google.com/open?id=1E4deObVHQujarADrKPt32CKsxscEHtqw>
7. News report by Sing Tao Daily on 20 February, 2018. <https://drive.google.com/open?id=1iv5RJrQdf6JXuDdI3a-dbdmaq8rWGBg8>
8. News report by Ming Pao on 6 October, 2018. <https://drive.google.com/open?id=18tjG-VGVGDT4EDjWrxwnpq6C2kFltDu2>
9. News reports for the contest of “This Year Chinese Character in Hong Kong.” https://drive.google.com/open?id=1o5Gkyuk5_6ohpIHtExTvyVQN4p_dqtAi
10. Media coverage and new of a weekly cultural program entitled 「諸君有禮」. <http://www.rthk.hk/radio/radio5/programme/etiquette> <https://drive.google.com/open?id=13ChdOLDesqOaWjFrbAK28-LmY7iuAInX>