

S U M M E R 2 0 1 8

Montgomery College and Macau Millennium College

Partners in Learning and Professional Development

Travelogue and Report

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The Montgomery College-Macau Millennium College partnership provides faculty members with opportunities for professional development and personal growth. I was especially pleased to discover that both part-time and full-time faculty members could apply for this international teaching opportunity, and I was overjoyed when Dr. Aida Martinovic-Zic informed me that Prof. Vathany Say and I had been selected for the two summer 2018 positions.

This document is equal parts travelogue and report to Montgomery College, and all photographs are courtesy of Regennia N. Williams and Vathany Say. I submitted a more text-heavy report to our program coordinator at MC, but it is my hope that on-campus and off-campus readers alike will find the content of this illustrated newsletter useful. --RNW



Pictured above are Dr. Regennia N. Williams (standing, far left) and Prof. Vathany Say (standing, far right) with students from their Beginning Practical English/EN 101 classes at Macau Millennium College. This photograph was taken during the final week of the six-week term.

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Going There: From America to China

The Application Process

Both the call for submissions and the online application process were straightforward and easy to understand. Anyone thinking of applying for future programs should be aware that the submission deadline may fall within 30 days of spring break and several major cultural and religious holidays for members of various communities, including those that celebrate Passover, Palm Sunday, Good Friday, Easter Sunday, and Cambodian New Year. Faculty members should, therefore, plan accordingly, and allow themselves sufficient time to review guidelines, complete their applications, and gather the required letters of recommendation –from immediate supervisors, deans, etc.

Passport and Visa Requirements

I already had a valid passport when I decided to apply for this professional development opportunity. I must say, however, that I found some of the Macau information on the Embassy of China’s website to be very confusing, especially as it related to Visa requirements for U.S. citizens. For me, MC-MMC program alumni and the on-campus coordinator proved to be the best sources of information about passport and visa requirements, and I would encourage all interested faculty members to carefully review the call for submissions and other information posted on the program’s website, so that they understand from the outset all rules regarding tourist visas and required 30-day extensions.

Photographs (from top): Profs. Say and Williams, first-day group selfies of Dr. Williams’ students, and schedule from the electronic bulletin board.



上課時間	科目名稱	課室編號
10:30-13:30 & 18:45-21:45	HM303 文化古蹟旅遊 (三年級) 鄭德華教授	RM 7
10:30-13:30 & 18:45-21:45	EN101-001 Practical English-(A) (一年級) Prof. Vathany Say	RM 2
10:30-13:30 & 18:45-21:45	EN101-002 Practical English-(B) (一年級) Prof. Regennia Williams	RM 4



Administrative and Faculty Choices

Thanks to staff members in the Office of the Registry at Macau Millennium College, faculty members for the 2018 program had access to instructional materials from previous summer terms, soon after their arrival in China. Compiled and organized by other Montgomery College faculty members and placed in archival-quality multi-ring binders, these materials spoke volumes about the challenges and success stories associated with teaching and learning in EN101 / Practical English.

It would be helpful if coordinators and program administrators at the partner institutions could share more information from program archives during virtual or face-to-face planning sessions, and make the reference teaching portfolio materials available at or before the required pre-departure orientation session at Montgomery College.

Also, if faculty members for future classes will be required to use a common syllabus and a common final examination for all students, it would be good to make instructors aware of that requirement before the start of the term. This would make it easier for instructors to expose all students to the same resources, activities, etc. throughout the term, and ensure that no student is surprised by anything that might be discussed during the review sessions or anything that might appear on the examination itself. The instructors would, of course, still have full control over how they teach the content.

Photo (above): Profs. Say and Williams participated in a working lunch with Vice President Chau Leung Chuen (left) and President K.C. Fok.

Listening to Student Voices

At the start of the semester, my students prepared a short written biography and then delivered a two- or three-minute oral presentation that was videotaped. The goal was to give the students an opportunity to practice their written and spoken English during a “low stakes” ungraded presentation, help them gain confidence while speaking before an audience, and then prepare for final (instructor-graded and peer-reviewed) written and spoken presentations during the last week of school.

Photo: A student after her final in-class presentation. An accomplished photographer, she chose to use both a written script and an illustrated PowerPoint outline.



Libraries and Other Community Resources

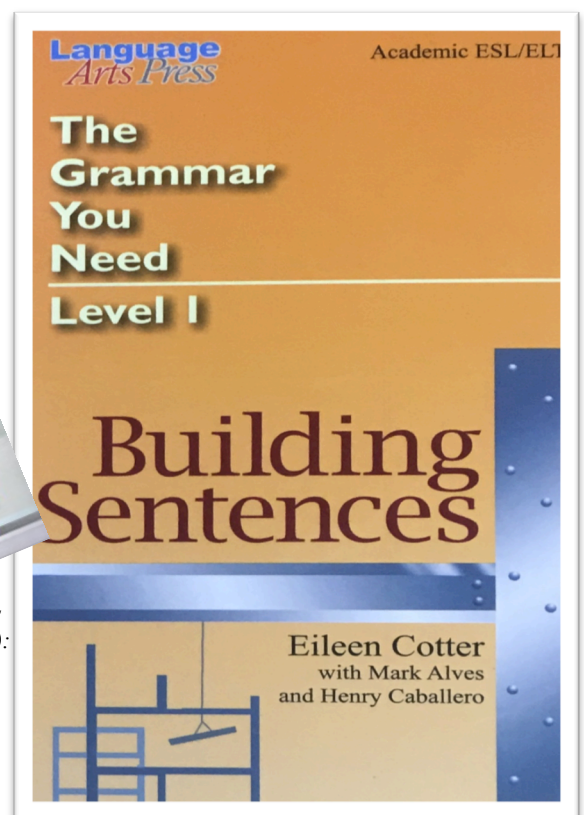
I found the *English in Action* textbook, audio cd, and workbook (reference materials from Dr. Martinovic-Zic), “The Grammar You Need” cards (required for all EN 101 students), and the free online Language Arts Press materials (designed to complement the grammar cards) to be very useful when preparing the syllabus and class lessons.

Even with 25 years of teaching experience at the post-secondary level and the successful completion of coursework in Cleveland State University’s TESOL Certificate Program, however, I also found that I needed to be flexible. I, therefore, spent a great deal of time identifying supplemental web-based and library materials that would help some of my struggling students.

The following were among the most useful audio-video materials (mostly from YouTube) that I found: “How to Create Good Study Habits,” “Learn English Via Listening” (Beginner, Series), and short video biographies of Rita Moreno and Supreme Justice Sonia Sotomayor, two of the women profiled in the Language Arts Press workbook.



Photos
(from top left):
A free publication
from MMC’s lobby
information center, an audio
resource from the MMC library, the
window display at a nearby public library, and
the cover of the required grammar card (right).





Knowing There: History of the Distant and Recent Past

With more than five centuries of history –before, during, and after occupation by foreign powers, Macau has much to offer to those who are passionate about the arts and humanities and the cultural influence of Asia, Europe, and other parts of the world. Because Dr. K. C. Fok, president of Macau Millennium College, is a historian, he takes great care to make sure that MMC students, faculty, and members of the wider community have opportunities to experience Macau’s history—and he promotes the classroom study of local history and shares his wealth of knowledge about local libraries, museums, and publications that inform the study of Macau’s rich history.

Photos: President Fok provided gift copies of, Five Hundred Years of Macau, the book picture on the right, to both instructors. All of the other images on this page are views from the Museum of Macau photographed by Dr. Williams.



Knowing There: Community Connections in Macau



Plazas, Parks, and Public Art

In addition to a wonderful coffee shop that is just a block away from the college—and the beautiful park that is right across the street, my favorite tourist attractions were Ned Kelly’s Last Stand (a jazz club in Hong Kong), the Ruins of the St. Paul Church and College, and the gardens adjacent to the Macau Museum. When I was not working on class-related activities, I spent a lot of time just “chilling” and editing a book manuscript, and the aforementioned spots provided lots of time and space for that.

Photographs (Clockwise from top right.) The Lotus Plaza near the hostel was a busy and boisterous gathering place for tourist groups and others while the park across the street from the college, complete with public art, was usually peaceful and serene.



Climate, Cuisine, and Culture

Traveling Light

On more than one occasion during the spring and early summer of 2018, I spoke with a 2009 Macau program faculty alumna, and I read her online final report from cover to cover. Because she stressed the importance of taking comfortable /casual/informal attire that was machine washable, I decided to heed her advice. I packed my belongings—clothing, shoes, hats, books, and one small umbrella, in a carry-on bag, purse, and briefcase. These three pieces proved to be more than sufficient, since I did not do a lot of shopping while in Macau and Hong Kong.

Housing

My dormitory-style apartment in Macau was more than adequate. It was a three-bedroom unit with a community living room, and I was the only occupant. (The other bedrooms remained locked during my stay.) I appreciated the fact that the apartment had a refrigerator, microwave oven, washer, bedroom furniture, and linens for the twin-size bed.

Local Travel in Macau and Hong Kong

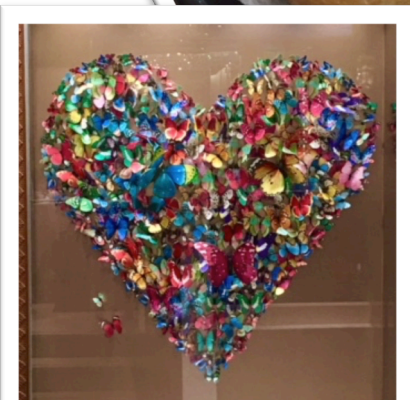
I really enjoyed the 15 to 20-minute walk to the college, and I also walked to the library and local tourist attractions. The weather, as I expected, was hot and humid, but I learned to pace myself and drink lots of water.

My co-teacher, Prof. Vathany Say, was a “foodie,” and I enjoyed visiting nearby (affordable) restaurants with a gourmet world traveler. I also enjoyed meeting –and trying to keep up with –her friend and travel mate, who met Prof. Say in Macau and then spent the day with us in Hong Kong.

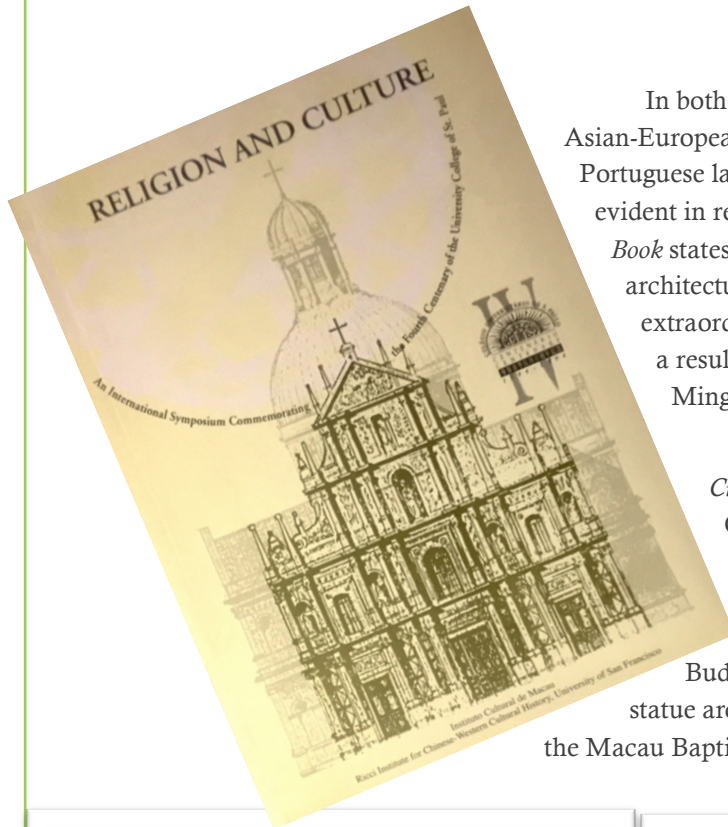
Dim Sum on a Sunday Afternoon

I will always be grateful for the opportunity to enjoy my first encounter with Dim Sum in Macau, China with colleagues from Montgomery College and Macau Millennium College. The only thing better than the beautiful presentation was the variety of dishes and the delicious taste of the food.

Photos (from the top): On the way to the Dim Sum restaurant, Dr. Williams stopped to admire the H&M hat of another woman in Macau. Also included are two images of some of the Dim Sum dishes and a heart-shaped work of art from one of the restaurant’s walls.



Knowing There: Religion, Spirituality, Traditions, and Beliefs

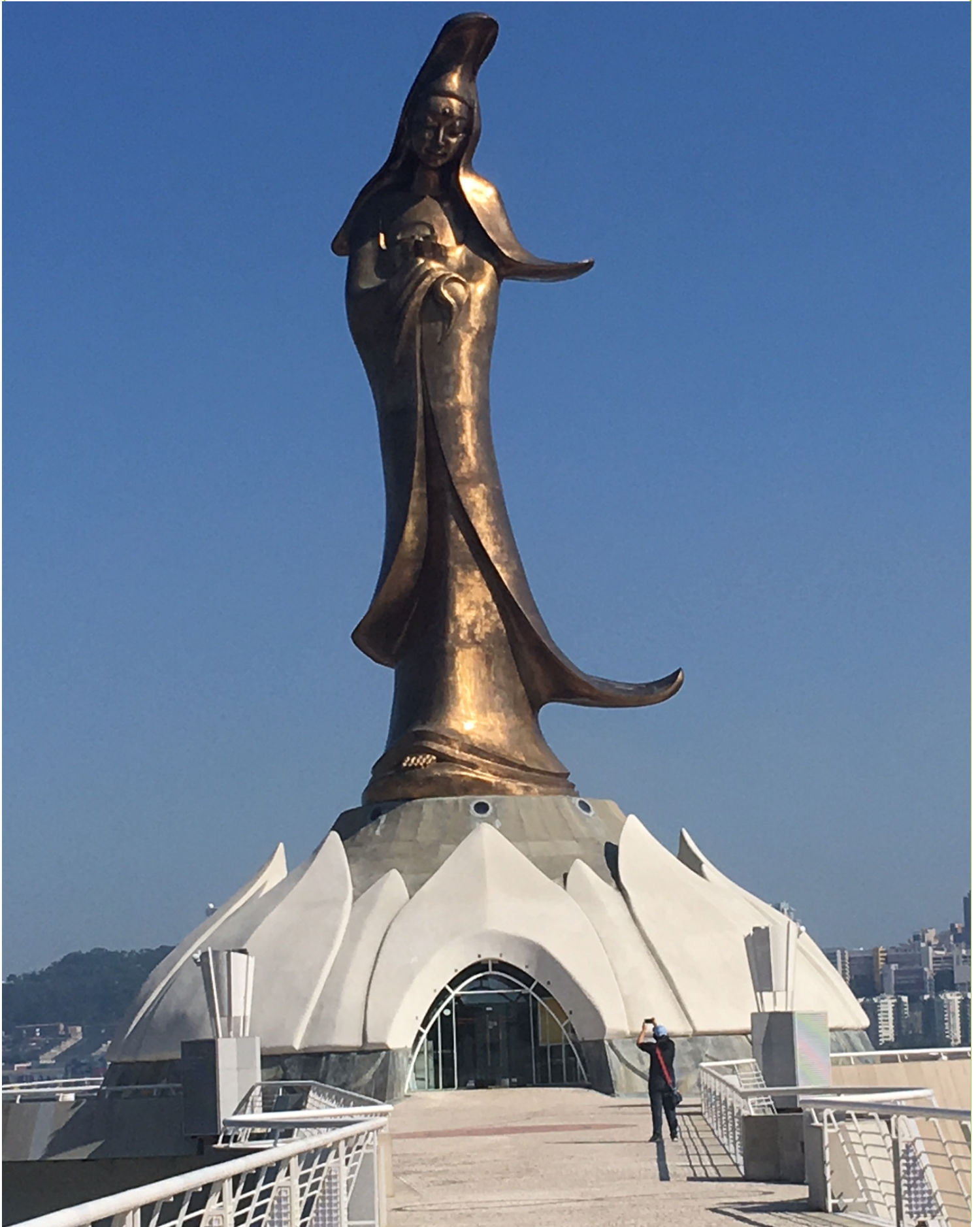


In both its religious and cultural traditions, Macau continues to reflect its Asian-European heritage. In addition to the prevalence of the Cantonese and Portuguese languages and the growing influence of English, the heritage is also evident in religion and spirituality. As the author of the official *Macao Guide Book* states, "In over four centuries Macao has not only inspired architecture of different traditions, it has preserved and maintained an extraordinary number of its buildings, making them part of everyday. As a result, within a short distance you can find Taoist temples from the Ming Dynasty and baroque churches from the 18th century."

The Ruins of St. Paul are shown on the cover of *Religion and Culture* (top left) and in the photograph just below it. Originally the Church of Mater Dei built in 1602-1640, it was destroyed by fire in 1835 but continues to attract thousands of visitors every day.

The same is true of Macau's many Buddhist temples and the Kun Iam Ecumenical Centre with its landmark statue of the Buddhist goddess of mercy for whom it is named. The center and statue are pictured on page nine while images associated with Taoism and the Macau Baptist Church (MBC) are shown below center and right, respectively.





Community Connections: Hong Kong



Like Macau, Hong Kong is a Special Administrative Region (SAR) in China, and it is also one of the world's most exciting megacities. It was my great pleasure to visit Hong Kong for the first time on the first Saturday in August 2018. The trip also allowed me to obtain a 30-day extension on my tourist visa.

Photographs (Clockwise from top right.) Vathany Say, May Wong, and Regennia N. Williams just after their arrival in Hong Kong; the Hong Kong Harbor at night, the house band at Ned Kelly's Last Stand, the China Coast Jazzmen; trumpeter, trombonist, and vocalist Colin Atchison with Dr. Regennia Williams; and one of the many skyscrapers in downtown Hong Kong.



Casinos and Classroom Connections

The students in my classes ranged in age from 23 to 29, and the group was almost evenly divided between men and women. All of the students worked full-time, mainly in casinos and related businesses, and several had spouses and children. Although all of the students had studied English before, some had only very basic “survival-level” speaking and writing skills. Two students (one from Hong Kong and one from Malaysia), however, were incredibly fluent in English, Mandarin, and Cantonese. I found that the advanced students were more than willing to work with classmates of all skill levels to complete group exercises, and students’ in-class group and individual presentations were engaging and informative.

Despite the fact that there were had varying skill levels, no student ever refused to participate in class discussions and other activities—including the videotaping of their first-day introductions for our “Getting to Know You” activities. I made sure that I called on every student during every class session, and the students always responded, even if the response included a request for clarification or a more detailed explanation. Overall, class attendance and student engagement were excellent.

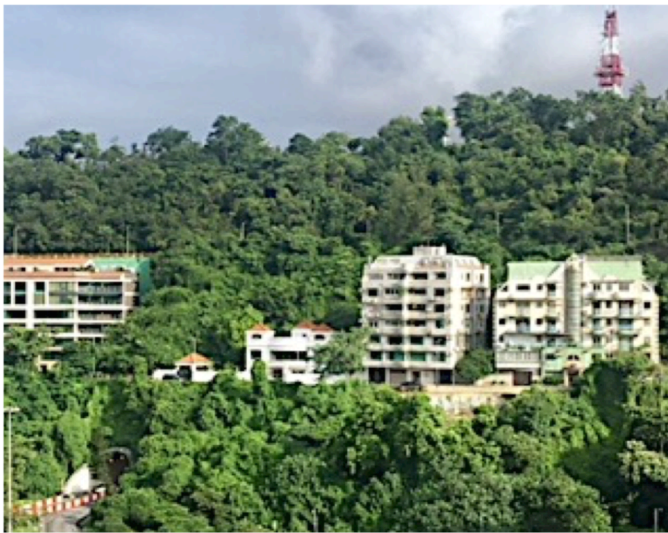
Photos: Macau has been called the “Las Vegas of Asia,” and numerous casinos and luxury hotels –including those pictured above, are within walking distance of Macau Millennium College. Many MMC students are already employed at these establishments and others are preparing for careers in the hospitality and gaming industries. (Below) Dr. Regennia N. Williams is pictured with students who attended the final evening session for the summer 2018 term.



Suggestions for Further Travel and Reading Activities

It is my sincere hope that Montgomery College and Macau Millennium College will continue to find mutually beneficial ways to work collaboratively. In addition to the ongoing faculty summer teaching experience, and I have suggested that Montgomery College officials investigate the possibility of organizing study abroad and faculty-student exchange activities. Perhaps Montgomery College could begin by exploring the possibility of offering a study abroad program that would focus on a faculty-led course (6-week summer; 3-hours) on Asian history with an emphasis on Macau, China and Hong Kong --to include a day trip to this world-class megacity. While in Macau, the MC students might partner with some of the MMC students to visit local landmarks, experience local culture and cuisine, and write about their experiences.

Photos (clockwise from left): The view from the hostel window; the landmark Macau Tower, and the Sands Casino.



Publications

Brago, Stuart. *Five Hundred Years of Macau*. Macau: International Institute of Macau, 2016.

Davis, Shann. *Macau Miscellany*. Macau: Derwent Communications Ltd., 1992.

Macao Government Tourism Office. *Macao Guide Book*. Macao, 2017.

Witek, John W. and Michael Reiss (editors). *Religion and Culture: An International Symposium Commemorating the Fourth Centenary of the University College of St. Paul: Macau, 28 November to 1 December 1994*. Macau: Instituto Cultural de Macau / Ricci Institute for Chinese-Western Cultural History, 1999.

