



Nick Wong

The creativity beyond Cantonese and English – Kongish as a translanguaging practice

Abstract

The term Kongish was coined by the Facebook Page, Kongish Daily in 2015 and used for the very first time to represent the Cantonese-English mix used by Hongkongers, replacing and differentiating from the classic label – Chinglish. The first post of Kongish Daily had attracted over ten-thousand likes and shares overnight, and gained more than thousands of subscribers in less than 24 hours on this one-day-old newborn. It was also the first time Hongkongers recognized a surprising fact – it's actually alright to use Cantonese-English mix to express themselves freely in the public space. Since then, more and more Kongish usages were discovered and accepted in Hong Kong – in both digital and physical worlds.

In this talk, I will “(chai my breast to) put some money in your pocket” by discussing:
1) different Kongish practices from the perspective of translanguaging,
2) how the creativity of Kongish can be realised when we manage to think beyond the boundary of the two named languages – Cantonese and English.

About the Speaker

In the daytime, Mr Nick Wong, who does not go to school by bus, is a lecturer in the Center for Language Education, torturing and teaching English to HKUST students. At night, he proclaims himself as the “Chef Editer” (not typo) or a.k.a a “keyboard fighter”, writing and sharing posts in Kongish on his Facebook Page “Kongish Daily”. Somehow, his night duty is more successful than his daytime one: this daytime nobody has been interviewed by various media for his midnight Kogish project, such as 100Most, Apple Daily, Mingpao, Next magazine, RTHK, SCMP, Singtao, The Straits Times, and even (blessed by) Wenweipo, to name a few. Currently, Kongish Daily has (only) around 70,000 subscribers on Facebook.

Language and intercultural development in the context of academic mobility

Abstract

As internationalization initiatives intensify in secondary and tertiary institutions in Hong Kong, a growing number of students are participating in some form of academic mobility, for example, an international exchange program. It is often assumed that participation in an academic mobility scheme will bring about linguistic gains (e.g., enhanced second language proficiency), intercultural development (e.g., an open, global mindset), and personal transformation (e.g., identity expansion). Contemporary study abroad research has shown that experiences alone are often not sufficient for such development.

This presentation centers on a mixed-method, longitudinal study that investigated the developmental trajectories of Chinese students from a Hong Kong university who participated in a semester-long international exchange program. Discussions focus on the complex interplay of internal and external factors that appeared to lead to different sojourn experiences of the participants and resulted in divergent learning outcomes. Implications of the findings for language and intercultural education that spans all phases of the academic mobility cycle will also be discussed.

About the Speaker

Dr. Tongle Sun is an Assistant Professor in the Department of English at The Chinese University of Hong Kong, where she isteaching undergraduate and postgraduate courses in Applied English Linguistics. Her research interests include language, culture, and identity, language socialization, study abroad, intercultural communication, and English for specific purposes.



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