

Supporting Disabled Students to Learn English Language in Open and Distance Education in Hong Kong

Joe Wai-kin Ching

**Li Ka Shing Institute of Professional and Continuing Education
The Open University of Hong Kong**

Abstract

This paper reports on an investigation of the Open University of Hong Kong's strategy for supporting and providing special services to disabled students in the perspective of their English language learning. Through telephone interviews, a better understanding has been obtained of the specific needs of the disabled students and the evaluation of the services. The paper also attempts to describe and analyze open and distance education and how it is being practiced formally to cater for the needs of disabled students in Hong Kong. This in-depth knowledge has enabled the author to support the importance for devising equipments and materials that match the specific needs of disabled students. This study has provided information useful for guiding policies and practices in enhancing English language learning in open and distance education. Further studies on the issue are also discussed.

Introduction

Hong Kong is a prosperous and fast moving society. It has a good harbor and favorable geographical location, and its work pace is fast and vibrant. Yet, Lee and Lam (1995) reported about one in eight adults has found the time and incentive to participate in part-time education or training programs of some sort in various settings at any one time. Added to this number are the many administrators, teachers or trainers who coordinate and teach these programs. Therefore, education of adults has been becoming more widespread and important in Hong Kong.

Approximately ten tertiary education institutions have departments or schools devoted to providing education for these adult learners, not to mention the other private profit or non-profit organizations that offer part-time programs for working adults alongside their full-time ones for secondary school graduates. Development of adult education and the associated infrastructure are the means to ensure sustainable economic growth. The government has enabled 25% of the relevant age group to attend degree and diploma courses in 1995 through rapid expansion and heavy subsidies (Cheng, 1995). Part-time higher education is becoming a very important source of graduate manpower supply for the job market (Cribbin, 1993). Ching (2001) reported the total volume of these part-time opportunities is enormous. In fact, according to one survey done by the Social Science Research Center of the University of Hong Kong in 2000, enrollment at the adult education division of the local universities accounted for 19.7% of 165,486 students involved in part-time education. This figure gives a rough

estimate of a total of 840,030 part-time students. This is even higher than the government estimate of 750,000.

Although the literature on open and distance education (ODE) is abundant, a recent survey article reveals that very little has been written about the support of language learning to the disabled students in ODE (Lambert, 2001). A search of the ERIC and the Language and Linguistics Abstracts databases confirms this finding. The purpose of this paper tries to describe and analyze open and distance education and how it is being practiced formally to cater for the needs of the disabled students in Hong Kong. Importantly, the focus is laid on the specific needs of disabled students to learn English language in open and distance education. These issues are considered to be of paramount importance to course management to support the importance for devising equipments and materials that match the specific needs of disabled students. It is hoped to provide relevant information to formulate useful strategies to guide policies and practices in enhancing English language learning in open and distance education.

As a university that is open to everyone, the Open University of Hong Kong (OUHK) has tried to accommodate the needs of different types of students, including those with disabilities. One of the most attractive features of open and distance education is that it brings in students from a wider range of backgrounds than conventional higher education. Whoever they are their support needs may be especially obvious. Students may find it difficult to identify and express their needs and they may be different for various reasons such as physical and mental disability and language problems (Jegade & Shive, 1999).

English Language Situation in Hong Kong

Hong Kong was a British colony until 1 July 1997. The country is Cantonese-speaking and 89% of the whole population claim that Cantonese is their 'usual language/dialect'. Another 7% claim Cantonese as a "second" language dialect. Some 17% claim Putonghua as a "second" language/dialect. English is necessary as a support for advancement and influence, but only some 3% of the enumerated population rated English their "usual" language, although 35% claim English as a "second" language (Census and Statistics Department, 1995, p.4). In popular parlance many Hong Kong people say they speak English when they speak in Cantonese with English borrowings which distort self-reporting on language use (Jernudd, 1994).

Hong Kong is generally regarded as a bilingual society. In Hong Kong English is used widely for official purposes, but Cantonese is the first language for the vast majority of the population. As such, Cantonese is used in most societal contexts (Lord & T'sou, 1985). Owing to British control of the territory and due to its status as an international language, English is used widely in business and government-related activities. Its use is encouraged throughout the education system to ensure that Hong Kong retains its place in world trade. Therefore, Hong Kong is definitely not going to change the practice of heavy reliance upon English language in the commerce and business sectors.

So far as the English standard is concerned, Johnson (1994) suggests that the rapidly escalating demand for education in English explains a widespread perception that

new entrants to the job market do not meet expected standards of English. In the view of many local citizens, the Government's advocacy of a shift from English to Chinese medium of instruction also implies a lowering of English accomplishment.

According to a survey reported in South China Morning Post (3 December, 2001) some schools are reluctant to give up teaching in English, not simply because parents generally prefer it. One major factor is that the seven universities usually place greater emphasis on new students' proficiency in English than their proficiency in Chinese. Both schools, and in particular parents, still see English proficiency as necessary for future success either abroad or in Hong Kong where most tertiary institutions still officially use English as the medium of instruction. Greater importance has been attached to their recruits' proficiency in English as compared to Chinese and it will remain extremely difficult to have people abandon the view that mother-tongue education is inferior. Therefore, it is likely that even more students and mature learners will pursue English language courses in ODE in order to upgrade their standard of English in the hope that it may lead to greater chance for entry to university or a better job opportunity. The fact that job-seekers from English-medium schools have better chances of success has long been an open secret. English has always retained special status in former British colonies, even after the British have left (Biggs & Watkins, 1996).

On the other hand, English is the "language of success" and continues to be used at higher levels of administration and business, particularly in written communication (So, 1989). Knowledge of English correlates highly with income, social prestige, and educational level (Fu, 1987). As a result, English has a strong image of marketability among the community. Following the East Asian financial crisis in October 1997, Hong Kong has been experiencing economic recession until now. One social consequence of the crisis is massive unemployment in the territory, with unemployment in August 2003 reaching 8.7% (South China Morning Post, 10 August 2003). The situation is even worse to the students with physical disabilities. Therefore, one of the ways to enhance their market values is to take up English language courses especially through distance learning.

Owing to the material benefits the language offers, abundant surveys have found a strong abstract motivation to learn English for academic and career purposes (Balla, 1991; Richards, 1993). The economic importance of English is reflected in a colonial education system where English was the medium of instruction for many secondary, and almost all tertiary, students. While language planners are increasingly questioning the validity of using a language of "wider use" rather than a national language of limited international currency, there is a widespread belief among both parents and students that English medium education results in a better standard of English.

Disabled Students in Open and Distance Education

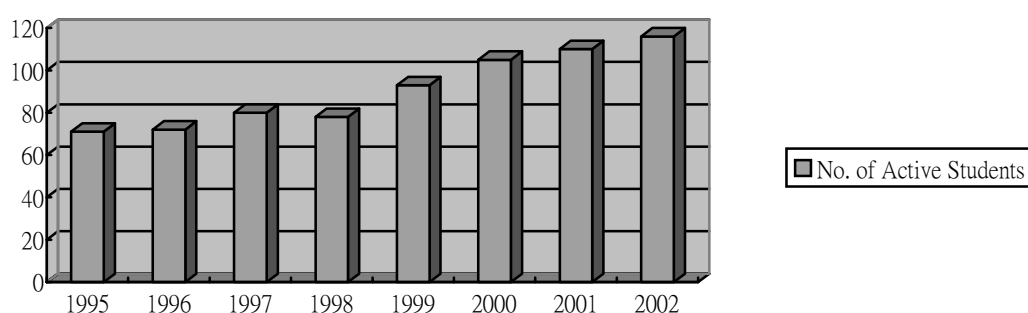
Students with disabilities are particularly drawn to open and distance education which may be the only form of education open to them as their disabilities make it impossible for them to pursue studies in full-time or face-to-face settings. There is an increasing number of technical aids to help such students. Nevertheless, the awareness and sensitivity of the institution's staff are always the most important source of support (Simpson, 2000).

The Open University of Hong Kong (OUHK), formerly the Open Learning Institute of Hong Kong, is the first and unique university offering open and distance education in Hong Kong. The change of title, in May 1997, reflects the recognition of the University's academic standing, achievements and contributions over the past years. Since its inception in 1989, the University has strived continuously to achieve its mission of providing high quality and flexible further education for adults. So far, the University has offered more than 80 distance-taught degree and sub-degree programmes in various disciplines to more than 100,000 adult learners. Since 1993, over 10,000 of them have graduated with tertiary qualifications.

The distance learning mode of the Open University of Hong Kong provides a very suitable means of study for adults with disabilities. Since the establishment of the University in 1989, nearly 400 adults with disabilities have registered in the courses and become the University students. Over the last decade, a total of 55 students with disabilities have graduated and obtained academic qualifications. The University is ready to help students with different kinds of disabilities in the course of their studies through the provision of appropriate support services and equipment. The University has adopted a set of 'Policy on Equal Opportunities' with a view to complying with the requirements of the 'Sex Discrimination Ordinance', the 'Disability Discrimination Ordinance' and the 'Family Status Discrimination Ordinance'.

Among the students who took courses in the October 2002 semester, 116 informed the University about their disabilities. Table 1 shows the number of active students with disabilities from 1995 to 2002. The figures quoted represent the number of students who are studying a credit-bearing course in the October semester of the respective year.

Table 1. Number of Active Students with Disabilities



The University wishes to provide a facilitating study environment for the students. According to the 'Code of Practice on Education' issued by the 'Equal Opportunities Commission under the 'Disability Discrimination Ordinance', the University has the obligation to make reasonable accommodation in the existing programs, services, facilities and benefits in order to meet the individual needs of students with disabilities, unless such changes impose unjustifiable hardship.

Course coordinators (CCs) will be given a finalized registration list of students with disabilities who have enrolled in their courses. The list aims at providing CCs with

updated information to facilitate them to give appropriate advice and arrange related support service e.g. special tutorial centre for the students to learn English. Disabled students will be given the forms on “Application for Support Services and Special Examination Arrangements for Students with Disabilities” and a letter as enclosed to the walk-in students concerned to invite them to contact the CCs for advice after their course registration. The nature of disability may include polio/arthritis, low vision or complete blindness, profound hear loss, impaired move (wheelchair user), and so on.

The University has made available a range of services – including dedicated bursaries, counseling services, loan of learning equipment, free Internet access, and special arrangements for assignments, tutorials and examinations in order to facilitate their learning. They can also make use of special learning tools at the University’s Disabled Students Center. Software allowing visually impaired people to output in voice or in Braille computer screen messages when they are Web surfing was installed in the Center during the year. In addition, the Sir Robert Ho Tung Charitable Fund approved a grant of \$0.15 million for the improvement of campus access for students with disabilities (OUHK Annual Report, 2002).

CCs would help by advising the disabled students the possible implications and difficulties, if any, they may encounter in making progress throughout the course. To illustrate, continuous assessment and examination may impose hardship to the students and CCs will determine any alternative arrangement or exemption should be arranged. Recommendation will also be sought from CCs if there is any student with disabilities registered on the course requesting for support services. Students may contact the Student Affairs Office or the Examinations Office for any enquires relating to Support Services or Special Examination arrangements.

Methodology

Qualitative research is regarded as a learning process through which researchers can shape their understanding of reality through what has been perceived. Therefore, it is justified to have the researcher regarded as the important instrument in the course of observation, selection, co-ordination and interpretation (Husen, 1988).

The methods and techniques employed in qualitative studies are diverse. In a broad sense, they include observation, interview and study of documents. Since this research was done on the perception and personal view of quality assessment and networking, a detailed study of authentic documents is not appropriate. Though observation can provide useful infield pictures of the dynamics of the interaction between the informants and the environment in which they work, it is time consuming and the nature of this study has adopted the visits to some tutorials and examination. As a result, interviewing was selected as the main method for this part of the study, as interviewing can allow the researcher to view and understand the reality from native perspectives.

The interviews took the form of semi-structured interviews in which the researcher asked a number of questions according to an interview schedule. All the appointments and interviews were made by phone. Interview is regarded as a useful tool to discover information because of its adaptability, and information not shown in the written responses can be revealed through the tone of voice, facial expression, hesitation and so on (Bell, 1993). Despite the fact that telephone interview makes the detection of

facial expression impossible, it does have the advantages of saving time and money in travelling. Furthermore, it has the strength of reducing resistance to sensitive items such as marital status and pay (Oppenheim, 1992). In view of the time limit, telephone interview was employed as a suitable alternative to face-to-face interviews.

The interviews were particularly useful in collecting data regarding how much the students were satisfied with their non-local courses. The interview was guided by the following questions:

1. Approximately how many tutorials did you attend on this particular course?
2. If you did not attend all the tutorials, why was that?
3. What are the major problems you encountered as a disabled student to learn English?
4. What sort of help would you prefer from your tutors and course coordinators?
5. What kinds of support are the most important to your part-time study?
6. Do you have any other comments?

The interviews were conducted by the researcher and the questions above served as a guide which was used to limit the scope of the interviews. Therefore, a fixed interview schedule was used, rather than the more fluid structure. Each interview last for about 15 to 20 minutes. Field notes were taken instead of tape-recording which can impose a threat to the informants (Fetterman, 1989) and thus lead to a reduction in validity of responses.

Results

As to the interview results, there is quite a strong view that networking goes in the right direction. The responses of some interviewees throw light on this perception. For example:

R1: "I am always positive and progressive. With the OUHK's support services for students with disabilities, I could stay firm in my belief and finally realize my dream of pursuing university study." (achievement as a reflection of ability)

R2: "I am satisfied when my result shows improvement and both the tutors and course coordinator appreciate my learning." (recognition)

R3: "I feel satisfied when I get a good feedback from tutors and see I improve in language skills." (achievement)

R4: "I am satisfied as long as my learning is effective, and appreciated by my family." (recognition and achievement)

R5: "I will be much dissatisfied if none works with me. Without their support, I can do nothing." (recognition and achievement)

R6: "I am satisfied when my study is fruitful as planned. Good feedback on the result, group tutorial and individual consultation can assure my ability." (achievement as a reflection of ability)

R7: “I had long regretted having been deprived of the chance to take up university study due to my blindness. However, by providing me with various assistance, the OUHK has granted me an opportunity to study at a university and reach another apex in my life.” (achievement)

R8: “My tutor was holding a session with a group of new students. She noticed that I did not seem to be paying sufficient attention and was not responding to the questions that she was putting on the board. She got the impression that I was bored and she was mildly irritated. Later the tutor talked to me and I explained that I am visually handicapped but did not declare it in advance. I could not actually see the board clearly and so the tutor arranged for me to receive enlarged material and ensures that she wrote larger figures on the board during the tutorial.” (recognition)

R9: “My tutor arranged a half-day school for new students in the OUHK main campus in Homantin. There exist wheelchair access in the main classroom, but as numbers increase at the last minute the tutor has to book a temporary classroom as well. He knows that a wheelchair user is coming but fail to check the room out and ensure enough when I turned up. I have been allocated to a group in that room which turned out to have steps. Certainly I refused the indignity of being carried up the steps and left in an unhappy frame of mind.” (recognition)

These cases illustrate how being aware of the possibility of disability can allow simple but effective action, and it must be a factor in everyday planning. Students with disabilities can be both very non-assertive and not want to cause any bother like the visually handicapped student. On the contrary, the students with impaired mobility illustrates that they can be angry when their needs are not met and sometimes overreact. In a nutshell, students with disabilities generally want to be as independent as possible but have their needs met when they want.

Therefore, from the discussion above, it is very likely that the lack of both achievement and recognition would ruin the anticipation of future success and the conception of worthiness of learning. This certainly leads to learning dissatisfaction that can be demonstrated clearly by the following responses:

R1: “I feel unhappy when the learning problems become worse. It will be much worse if my family members lodge complaints against my study.”

R2: “Dissatisfaction comes mainly from the negative comments from the tutors. These bring no justification to my hard work. It seems that one criticism can deny the worth of all my learning.”

Supporting Disabled Students to Learn English at OUHK

1. Diagnosing Disability Needs. Before enrolling in a course at OUHK, disabled students are encouraged to contact the relevant Course Coordinators (CC) to find out the difficulties that they may encounter and the suitability of the course. Students’ needs can vary very widely even with the same disability and perhaps the simplest method of diagnosis is to ask students when they believe their disability is and what help might best compensate. As their previous experience may not have been especially good, they may need to be reassured of the flexibility of the University in meeting their needs. Technical and organizational help should be offered.

From OUHK experience, the students who are able to develop their own support network will be most likely to succeed in their studies. The OUHK has connections with a number of associations. Students will be given information of 'Some Agencies Providing Services for Persons with Disabilities'. These specialized agencies can provide them with professional advice and support services.

2. Supporting Students with Visual Handicap. Technical aids can be enlarged print or Braille materials, magnifiers including CCTV scanning systems, audio tapes or CDs, text-voice converters or simply readers. Organizational help includes setting up a well-lit, quiet environment (some visually handicapped students depend particularly on their hearing) and allowing extra time to complete assignments and exams. The University can also provide a soft copy of some course materials for conversion into braille. The design of the University's website enables visually impaired people to access its online information easily.

Blind users may scan documents with the scanner for editing in the computer. The embosser can print documents in braille version for blind users. In the absence of a computer, the reading edge can scan and read book or document contents for blind users as both volume and speed are adjustable. The Chroma CCD Television can enlarge and display text and images for visually impaired users. In addition, students may borrow fax machine, printer, external modem, cassette tape recorder, radio, VISTA (a screen enlarging system), Cantonese Reader Electronic Document in Text Format Software or notebook computer, which is installed with magnification software, "ASAB 98" for Microsoft Chinese Windows and "JAWS" for Microsoft English Windows which is especially for visually impaired users.

3. Supporting Students with Hearing Impairment. Technical aids can be using hearing loops, text phones, transcripts and interpreters or lip-speakers. The University should particularly involve briefing tutors on the practical considerations and best environment for lip reading using handouts. The University will exert itself to arrange a tutor with a fax machine for students with speech or hearing impairments to discuss and solve any problems that may arise in their studies. Printed scripts of the video programs of some courses are also available to students with hearing impairment.

4. Supporting Students with Mobility Impairment. Mobility impairment can affect either people's ability to move around or their ability to hold and move objects such as books or pens. Technical aids can include specially adapted typewriters or computer materials. The University should include the availability of parking or transport arrangements and wheelchair access and special arrangements for assignments and examinations. If circumstances allow, the University should try to arrange a tutorial center which is accessible to wheelchair users or which has a car parking space for students with impaired mobility. In reality, it may not always be possible to allocate a student to a tutorial center which can cater for his/her special needs due to venue and time constraints.

Besides, there are two sets of automatic sliding doors at the main entrance and library respectively. In order to facilitate wheelchair access, ramps are built at the main entrance, library and car park. On every floor, there is a toilet for disabled persons with an emergency bell. Tactile guide paths may lead from the street to the library and

the campus main entrance. Users with impaired mobility can get access to the lifts that can be found on all floors. Tactile warning strips are installed at both the bottom and top of staircases at the link bridges on levels 5, 6 and 8. Handrails are constructed at the library entrance ramp. Inside the library, a wheelchair lift can be found between levels 1 and 2 for wheelchair users. Control panes with Braille keys in all five lifts are installed at a lower level for easy use. At each level, there are arrival buzzer and electronic voice that produce sound to alert the others and lastly, a free parking space is offered for the disabled persons (OUHK Institutional Review, 2002).

5. Supporting Students in English Examination. Special equipments are provided to facilitate students' assessment in English language. The OUHK Examination Office can make the special arrangements for providing such special equipment as enlarged examination paper or powerbraille, which can show characters in braille (raised dots) and enables blind users to read by touch. The litetalk, which is used with a computer, can read the message displayed in the computer monitor for blind users. Volume and speed are adjustable.

6. Supporting Students Financially. The Student Financial Assistance Scheme aims at subsidizing students with financial difficulties. Several donations are reserved as bursaries for students with disabilities for which students may apply for payment of course fees. The Committee on Student Affairs was established to advise on student related matters, including the recommendation of services for students with disabilities. OUHK maintains close contact with some associations that provide support services to the disabled in order to better understand the needs of our students with disabilities and in turn offer the most appropriate services. Students may contact the Student Affairs Office to obtain further information. Alternatively, they can also call the Social Welfare Department to enquire about rehabilitation services provided by other organizations.

7. Supporting Students in Library. The Disabled Student Centre, located inside the OUHK library, is well-equipped with special learning equipment donated by the Hong Kong Jockey Club Charities Trust, the S.K. Yee Medical Foundation and the Sir Robert Ho Tung Charitable Fund. The equipment serves to help students with disabilities to complete their studies. Apart from using the equipment at the center, students can also borrow some items for home use. In addition, the University has placed some equipment at the Hong Kong Blind Union, providing another venue for accessing equipment.

Conclusion

As stressed by Lee and Lam (1993), open and distance education is a long-awaited move to protect the interests of the fee-paying students. Disabled students have the right to expect value for money by way of equity education and efficient support services, to which they are fully entitled, being offered to them. However, in order to gain a strong foothold in this competitive environment, the OUHK has to face and tackle a lot of challenges in future.

Course coordinators (CCs) should discuss the specific situation and the possible difficulties, if any, that the disabled students might encounter during the course of their studies. Students are encouraged to contact the relevant CCs to learn more about the course the implications to them. Then they can consider whether they request the

kind of special arrangements which are essential for their studies and/or examination. They are advised to apply earlier since the semester will commence soon and a lot of logistics arrangement (e.g. tutorial center) has been confirmed, it may not always be possible to cater for their special needs at the late stage.

On average, most OUHK students are expected to spend at least between 15 to 20 hours a week for a 20-credit course. CCs should help them consider this in deciding the study load. The extent to which these findings apply to the specific situation in Hong Kong needs to be further explored, suggesting the need for building a similar knowledge base that informs practice in Hong Kong Inclusive Education. With the current worldwide movement in promoting equity in education and enhancing learning and educational attainment in students with diverse needs, the issue seems to lie in developing our sound knowledge base through programmatic efforts in order to ensure “a better tomorrow for all” in Hong Kong.

The future of student support in the Open and Distance Education to learn English will depend on social and technical development within the wider field of education. Much of this growth is likely to be achieved by substantial growth in part-time student numbers taking career related modular courses locally or at a distance using open and distance learning methods which take advantages of new technology to deliver courses by CD ROM and the Internet (Simpson, 2000).

References

- Balla, J. (1991). *A report of student attitudes to language and study at the City Polytechnic of Hong Kong*. Hong Kong: Management Information Office, City Polytechnic of Hong Kong.
- Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham: Open University Press.
- Biggs, J. B., & Watkins, D. A. (1996). *The Chinese learner: Cultural, psychological and contextual influences*. Hong Kong: Australian Council for Educational Research and Hong Kong University Press.
- Census & Statistics Department, Hong Kong. (1995). *Hong Kong 1995 population census: Summary results*. Hong Kong: Census Planning Section, Hong Kong Census & Statistics Department.
- Cheng, Y. S. (1995). Higher education in Hong Kong - the approach to 1997 and the China factor. *Higher Education*, 30, 257-271.
- Ching, W. K. (2001). Job satisfaction of Hong Kong English language part-time teachers. *Educational Research Journal*, 16 (3), 256-271.
- Cribbin, J. (1993, November). *Financial aspects of the operation of SPACE at HKU*. Paper presented at the Asian Association of Open Universities VIIth Annual Conference on ‘economics of distance education’, Hong Kong.
- Fetterman, D. M. (1989). *Ethnography step by step*. Newbury Park: Sage.
- Fu, G. S. (1987). The Hong Kong bilingual. In R. Lord & H. N. Cheng (Eds.), *Language education in Hong Kong* (pp. 27-50). Hong Kong: Chinese University Press.
- Husen, T. (1988). Research paradigms in education. In J. P. Keeves (Ed.), *Educational research, methodology & measurement: An international handbook* (pp. 86-102). Great Britain: Pergamon Press.

- Jegede, O. J., & Shive, G. (1999). *Open and distance education in the Pacific region*. Hong Kong: Open University of Hong Kong Press.
- Jernudd, B. (1994, January). *Expatriate and minority Indians in Hong Kong – a sociolinguistic update pre-1997*. Paper presented at the International Conference on maintenance of Indian languages and culture board, the Central Institute of Indian languages, Mysore, Indian.
- Johnson, R. K. (1994). Language policy and planning in Hong Kong. *Annual Review of Applied Linguistics*, 14, 177-199.
- Lambert, R. D. (2001). 'Distance education and foreign languages' in *NFLC Occasional Papers*. Washington: National Foreign Languages Centre at the Johns Hopkins University.
- Lee, N., & Lam, A. (1993). Overseas educational programmes in Hong Kong: Competition or consortia. *The Journal of Open and Distance Learning*, 8 (2), 112-134.
- Lee, N., & Lam, A. (1995). *Professional and continuing education in Hong Kong: Issues and perspectives*. Hong Kong: Hong Kong University Press.
- Lord, R., & T'sou, B. (1985). *The language bomb*. Hong Kong: Longman.
- The Open University of Hong Kong (2002). *Institutional Review*. Hong Kong: OUHK Publisher.
- The Open University of Hong Kong (2002). *Annual Report*. Hong Kong: OUHK Publisher.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. New York: Printer Publisher.
- Richards, S. (1993). *Motivation in second language learning: A Hong Kong perspective* (Research Report 32). Hong Kong: Department of English, City Polytechnic of Hong Kong.
- Simpson, O. (2000). *Supporting students in open and distance learning*. London: Kogan Page Ltd.
- So, D. (1989). Implementing mother tongue education amidst societal transition from diglossia to triglossia in Hong Kong. *Language and Education*, 3 (1), 29-44.
- A Hong Kong morning newspaper. (2001, December 3). *South China Morning Post*.
- A Hong Kong morning newspaper. (2003, August 10). *South China Morning Post*.

