FROM THE DIRECTOR

This has been another extremely eventful year for the Centre for Applied English Studies (CAES) as we have managed some of the biggest changes in our history while continuing to deliver quality English for Academic Purposes courses for undergraduates across the university.

One of the biggest changes has been our move to our new home on the sixth floor of Run Run Shaw Tower, and I write this surrounded by building workers putting the final touches to our offices and colleagues unpacking boxes. For the first time in our 20-year history we are able to collect together Centre staff into one place with the added benefits of three new multi-media language labs, meetings rooms and a brand new English Learning Resource Centre as part of our resources. Another major change is in the composition of our staff. We welcomed 18 new colleagues to the Centre this summer as part of the biggest recruitment initiative we have ever conducted. All this activity, of course, is part of our preparations for the arrival of 3,500 additional students to HKU under the new four-year university curriculum.

Under the new curriculum the Centre will offer 12 credits of English enhancement to all undergraduate students: 6 credits in a new Core University English (CUE) course, to bridge the experience between school and disciplinary studies for nearly 3,000 students, and 6 credits in one of 30 new discipline-specific English-in-the-Discipline (ED) courses. These new courses represent a shift in emphasis in the Centre's undergraduate teaching towards academic literacy as we place greater emphasis on assisting students to perform better in their courses while at university, rather than the professional competence they may need when entering the workplace.

CAES staff have been busy in conducting various projects looking at the literacy demands and expectations of courses in nine faculties and exploring new ways of delivering classes, monitoring progress and giving feedback. This has involved working in close collaboration with individual faculties and departments to ensure that the English courses align with the work students will do in their content courses. It has also involved finding ways to offer students the means to extend their learning experience beyond the classroom and into some 80 to 100 hours of out-of-class learning. This preparation inspired our choice of theme for a successful one-day symposium in June which brought together over 200 teachers from the eight universities in Hong Kong under the title “Research into Practice in the 4-year Curriculum”.

All this activity has occurred in a context in which we are still heavily involved in postgraduate teaching and with our Diploma, Masters and PhD programmes as well as continuing to deliver undergraduate English language courses for some 7,000 students under the existing curriculum. It also takes place against a backdrop of an academic culture in which staff have published five books with leading publishers as well as several articles in international journals, given papers and keynote speeches at major international conferences, won large Teaching Development Grants and a GRF, and acted as consultants and course examiners to universities in Thailand, Macau and Dubai. One of our staff has been elected to the Board of Directors of TESOL, the world's biggest language teaching organisation, and another has received the Faculty of Arts Teaching Excellence Award.

This newsletter describes some of these achievements and initiatives in more detail and I hope you find it useful in introducing ourselves to you.

Ken Hyland
Chair Professor of Applied Linguistics
UPDATE ON THE NEW CURRICULUM

ENGLISH IN THE DISCIPLINES

Thirty new English-in-the-Disciplined courses have been negotiated with faculty staff to complement aspects of the major discipline(s) and these will be compulsory for all students. Each of the 30 ED courses will be offered variously within Year 2 to Year 5 of the 4-year degree curriculum, to suit faculty needs. Over the past academic year, details of each course have been finalised by ED development teams within CAES and endorsed by the relevant faculty board. Teams are currently working to enhance language and skills learning within each ED course by incorporating on-line and independent learning components.

CORE UNIVERSITY ENGLISH

CAES begins offering a new course for first-year students from September 2012 called the Core University English course (CUE). CUE focuses on enhancing first-year students’ English language proficiency in the university context. It aims to help students bridge the gap between secondary school study and study at an English-medium university. A textbook called Academic English: Skills for Success has been written to accompany the course and this textbook is published by HKU Press.

STAFF PUBLICATIONS

Our strong belief that research informs pedagogy is evidenced by the appearance of our research in numerous publications. In the last year, CAES colleagues published scholarly books, research monographs; and made contributions to edited books and a range of international refereed journals such as Annual Review of Applied Linguistics, Chinese as a Second Language Research, English for Specific Purposes, Journal of English for Academic Purposes, Journal of Oriental Studies, Journal of Second Language Teaching and Research, to name a few.
CAES Symposium 2012

Academic English Symposium 2012

The Academic English Symposium 2012 organised and hosted by the Centre for Applied English Studies, with the theme *Research into Practice in the Four-year Curriculum*, was a very successful event. Over 200 educators from the eight universities in Hong Kong attended and participated in the Symposium to discuss issues about English teaching and learning in the new curriculum.

This Symposium was the third in the series and also the last before the commencement of the new four-year curriculum in Hong Kong higher education, so it served as a vital platform for intellectual and knowledge exchange among English language practitioners at a critical time of curriculum change. The aim of the Symposium was to provide an opportunity for presenters from universities in Hong Kong to share their ideas about English teaching and learning for the new curriculum and to help teachers to keep abreast of research and developments in the field to enhance tertiary students’ academic and professional literacies.

There were 28 paper presentations and workshops which covered a range of topics related to the Symposium theme, including curriculum development, materials design, e-Learning (both innovative use of platforms and implementations), out-of-class learning (both self- and other-directed), assessment (including innovative ways of providing feedback) and inter-disciplinary collaboration.

International Academic Exchanges

As part of the academic community in this international Hong Kong university, CAES staff members have developed connections with institutions around the world. Some of the academic visits made by our staff in 2011-12 included:

**United Kingdom**

Lucy Cavendish College and Doris-Zimmern HKU-Cambridge Hughes Hall Fellowship brought Agnes Lam and Wai Lan Tsang together with other scholars at Cambridge University through research links. During their visits, Agnes Lam and Wai Lan Tsang presented their project reports on ‘Asian poetry in English’ and ‘The blessing or curse of multilingualism’ respectively.

**Thailand**

David Gardner visited the Department of Linguistics at Srinakharinwirot University where he delivered a series of lectures to staff and students about qualitative research methods in Applied Linguistics. This followed a visit from that department to our Centre in November 2011 to discuss the teaching of English for Academic Purposes and Applied Linguistics. Plans are being discussed for future exchanges.

On a visiting professorship, Ken Lau visited the Faculty of Liberal Arts at Mahidol University to offer an advanced Discourse Analysis course to their teaching staff and MA students and to give a lecture on Researching Writing to the final year BA students. During his 7-day visit in Thailand, he was also invited by Srinakharinwirot University to give a seminar on identities and roles in reflective writing.

**Mainland China and Taiwan**

Fully funded by Fudan University in Shanghai, Agnes Lam made a visit at the end of May giving seminars for research students and a poetry reading.

At the invitation of Zhejiang University City College, Lai Kun Tse delivered a talk on *Innovations in College English: The Way Ahead* at the Faculty of Foreign Languages in December 2011. During the 3-day visit, she also gave a professional development seminar based on themes identified from class observations and served as a discussant at a Faculty seminar on the design and implementation of innovative signature courses. This was her second visit to the College in two years to facilitate curriculum reform.
SUMMER PROGRAMMES

The Centre offered a wide variety of summer courses from June to August 2012 for both HKU and overseas students.

SUMMER ENGLISH SUPPORT PROGRAMME

To help students work on their English skills during the summer period, the Centre offered a Summer English Support Programme from June to August, 2012 that took place in the Main Library to provide:

1. 30-minute **One-to-one English Support** sessions in which students either practised speaking with a CAES teacher or received feedback on a sample of their writing. The teacher not only diagnosed weaknesses in the student’s speaking or writing but also advised the student on ways of improvement and self-access resources for future independent learning; and

2. one-hour **Group Discussion** sessions in which groups of students practised speaking through discussion of current issues and other topics moderated by a CAES teacher. Students reflected on their own performance and shared ideas for improvement at the end of each discussion, and received feedback from the teacher.

Both activities were extremely popular with HKU undergraduate and postgraduate students when first offered in June, and were therefore extended in July and August. A total of 295 undergraduates and 582 postgraduates attended the programme from June to August. 484 participated in the one-to-one sessions and 393 in the group discussions.

ENGLISH COURSES FOR THE SUMMER INSTITUTE IN THE ARTS AND HUMANITIES

125 students participated in five English courses offered as part of the Summer Institute in the Arts and Humanities from July 16 to August 10. Other than the existing courses, *English Enhancement through Fine Arts Appreciation; Strategies for Confident Conversations and Presentations; and English for Effective Communication: Business Simulations and Negotiations*, Centre staff offered two new courses this summer:

- *Divos and Divas – Revolutionary Music of the Latin American World and the Influence of Che Guevara*
- *Critical Discussions on China*

STAFF NEWS

ACHIEVEMENTS

CAES continues to thrive and maintain strong academic vitality:

- David Gardner was appointed as an Honorary Associate Professor from 1st September 2011; and
- Clarice Chan was awarded the Faculty Teaching Excellence Award. Her success story was featured in the Faculty newsletter.

STAFF ARRIVALS, PROMOTIONS AND DEPARTURES

The Centre welcomed an unprecedented number of new colleagues: Angela Chan joined us as an Assistant Professor; Simon Boynton, Daya Datwani, Vivian Li, Connie Ng and June Tsoi as Language Instructors; Juan Castillo, Kay Chan, Keith Chau, Keith Hall, Ken Ho, Carly Ng, Kevin Pat, Steve Roberts, Mike See, Colin Tait, Albert Wong and Carol Yu as Assistant Language Instructors. Chris Sun joined the General Office as Executive Assistant.
Congratulations are in order for the following colleagues who have recently been promoted: Phil Smyth to Senior Language Instructor; Martin Tang, Laura Wakeland, Clarence Wang, Parco Wong and Rebecca Welland to the position of Language Instructor.

The Centre bid farewell to seven colleagues: Max Hui-Bon-Hoa, Conttia Lai, Yvonne Loong, Dora Pao, Francesca Sin, Anne Storey and Claudia Wong. We wish them all the very best in their future endeavours.

**Max Hui-Bon-Hoa**  Contributed by Agnes Lam

Max Hui joined the Centre in 1985. Throughout the last three decades, he had contributed tremendously to a range of developments in the Centre. At various points in his career, he co-ordinated programmes such as the English enhancement programme for Arts undergraduates, the Postgraduate Diploma in English Studies and the MA in Applied Linguistics. Efficient, fair and considerate, he was also Acting Director at different times. An excellent teacher in the classroom, he had been highly sought out for materials development projects; he was a key developer in the Centre’s teacher development courses for the Education Bureau in language arts and literary studies and also led the development of a host of English in the Discipline courses for Arts students in the new 2012 curriculum. An expert in translation and literary studies, he has several translated volumes to his name. He was undoubtedly a role model not just for his students but also for his colleagues, many of whom he had mentored and who will continue to miss his professional and cheerful presence for many years after his early retirement in June 2012.

**Anne Storey**  Contributed by Lai Kun Tse

In June 2012, CAES bid a fond farewell to Anne Storey, who joined the Centre in 1988. Anne brought with her a rich background in ELT and English for medical purposes, with experience from Britain, France, Japan, Kuwait and Saudi Arabia. She made immense contributions to several areas of work at the Centre. Over the past 15 years, in the role of programme/course coordinator, she led the development of all the English courses for the Faculty of Social Sciences. A colleague devoted to the research-informing-pedagogy approach in developmental work, Anne headed and co-investigated several TDC and other funded projects with successful outcomes including the first courses for medical students to help prepare them for bedside learning and problem-based learning, and most recently the English-in-the-Discipline courses for Social Sciences. Among her creations are two very well-received online resources: the SpeakEasy oral presentation skills website and the Professional Word Web. With sustained interest in communication in medicine, Anne founded the CAES Communication in the Health Sciences SIG in 2006. Beyond the Centre, initially through her presentations at the annual international Communication in Medicine and Ethics conferences, an informal network has established leading to visits to HKU by colleagues from overseas. Academic work and teaching aside, many colleagues and students alike will remember Anne appreciatively as a warm, inspiring and supportive mentor. For long years, Anne also represented many voices as a member of the Director’s Advisory Group at the Centre.