This year the University of Hong Kong (HKU) lifted its position in the QS World University Rankings to 21 and raised itself above Tokyo and Kyoto to become the top listed university in Asia. Among the reasons for this success is the fact that students from all over the world come to study and research at HKU, which means that the English language is central to the quality and effectiveness of instruction at all levels. The Centre for Applied English Studies, by supporting and improving the use of English as the language of study and research at HKU, therefore fulfils a key role in the university.

Created in 1992 as the English Centre, we joined the Faculty of Arts under the new name of the Centre for Applied English Studies in July 2008. Over the years, the Centre’s role has expanded beyond its main remit of providing credit-bearing academic literacy support to undergraduate students, to offer courses at postgraduate level. The Centre currently provides a variety of courses through the Graduate School for all research postgraduate students in the University, runs staff courses and in-service teacher education courses for the Education Bureau, contributes to the Summer Institute in the Arts and Humanities, provides supervision for its own group of applied linguistics PhD students, and offers teacher development programmes through its Postgraduate Diploma in English Studies and its Master of Arts in Applied Linguistics. We also conduct research into issues related to language education and seek to reach out to the broader educational community in Hong Kong and internationally.

In 2010-2011, the Centre taught 6,275 undergraduate students in its English enhancement programmes, 1,509 students in courses for postgraduates, and 1,022 students in other programmes, including summer IELTS workshops, English courses for the Summer Institute in the Arts and Humanities, and English for University Studies for students on the Early Admission Scheme. Ninety-two students took part in the Centre’s own postgraduate diploma and masters programmes. The Centre graduated 6 PhD students, 21 Masters students and 19 PDip students in this academic year.

During the past year the Centre has been active in preparing for the new four-year university curriculum which begins in September 2012. Under the new curriculum the Centre will offer 12 credits of English enhancement to all undergraduate students: 6 credits in a new General University English (GUE) course designed to bridge students’ school and disciplinary studies in English, and 6 credits in discipline-specific ‘English in the Discipline’ (ED) courses. This represents a shift in the Centre’s undergraduate teaching towards academic literacy. In the future we will place greater emphasis on assisting students to perform better in their courses while at university, rather than the professional competence they may need when completing their studies and entering the workplace.

A great deal of progress has been made in planning for the General University English course over the year with the manuscript for a course book submitted to HKU Press. With 2,500 students expected to take this course each year, work has also involved planning innovative instructional methods such as combining lectures with online delivery to accommodate such large numbers of students. Preparation for 33 new ED courses is also well underway. 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. Course developers have therefore been involved in a considerable amount of research over the year examining courses in the nine faculties we will be working with and discussing student needs with various stakeholders. Some of this work has been supported by Teaching Development Grants and courses developed for Social
Sciences, Arts, and Engineering have been generously funded. Several of these new courses have been piloted during the year and others will be trialed in the 2011-12 academic year. In addition to this work, we piloted a very successful student peer-tutoring scheme in collaboration with the Centre of Development and Resources for Students (CEDARS).

Other programme innovations which have taken place this year include securing approval for a restructured M.A. in Applied Linguistics (MAAL) and Postgraduate Diploma in English Studies (PDipES). Now in its sixteenth year, the MAAL continues to receive applications well in excess of the number of available places (130 applications this year for 30 places) and attract many excellent applicants. The quality of student work remains commendable, and the programme was once again reviewed very favourably by the External Examiner. The PDipES, offered for the first time in 2005-2006, has also continued to attract high quality candidates. This programme was developed in response to a call from the Education Bureau for subject knowledge courses for English language teachers. In 2011 both programmes will be offered with a full-time mode to run alongside the existing part-time option. Finally, four new doctoral students joined us this year.

Within the Centre the year has seen considerable activity in several areas under the guidance of new or revitalized committees. The recently revamped Teaching and Learning Quality Committee, for example, has taken on a broader role in overseeing the quality assurance mechanisms within CAES. In addition, a new Publicity and Outreach Committee has worked to enhance the visibility of the Centre in the University and to support both the faculty and the University in its centenary year celebrations. The Centre has also been active in professional development over the past year under a new Research and Professional Development Committee which has conducted workshops on materials development, out-of-class learning, and classroom observations in addition to bringing visiting speakers to the centre in its regular seminar programme. One innovation was the introduction of our first ‘virtual seminar’ with Brian Tomlinson speaking to us from England. Professional development was also a focus of a new series of Special Interest Groups based around specific research areas and designed to encourage research and discussion while the Centre’s long-running Hong Kong Journal of Applied Linguistics, which is published twice a year, became entirely an online publication this year and will be distributed more widely in 2012 by Informit, which is an online international journal delivery platform based in Australia.

Staff continued to give presentations at regional and international conferences, several as plenary and keynote speakers, and to publish in international refereed journals. We were pleased to see two staff members completing their PhD studies this year in addition to several others enrolling for doctoral studies and another five making good progress towards completion. Other staff were awarded prizes for their work and obtained research grants – funded by national and University sources. One staff member was awarded a prestigious GRF grant. Several staff members continue to be active on the editorial boards of journals and in international bodies such as TESOL and BAAL which increase the influence and profile of the Centre while professionally developing the staff members involved.

The 2011-2012 academic year promises to be another challenging and productive period, and we look forward to meeting these challenges with the same enthusiasm and attitude towards research-informed language education for which we are well-known.

Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

August 2011
The Centre for Applied English Studies aims to be recognized as a regional and international leader in the field of second language education through teaching, research and innovation. In this way, we will continue to make a vital contribution to the University of Hong Kong as a leading English-medium university.
English language instruction, in the form of academic literacy support, forms the heart of the Centre’s activities. The Centre provided courses for over 8,000 postgraduate and undergraduate students last year. Given the distinctive philosophy of the Centre, in which every course we teach is seen as a form of programme innovation, the teaching functions are closely integrated with curriculum development and research.

In 2010-2011, the following courses were offered:

## A. English Enhancement Courses

<table>
<thead>
<tr>
<th>Faculty</th>
<th>CAES</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>1101</td>
<td>Communication Course for Architecture Students</td>
</tr>
<tr>
<td></td>
<td>1103</td>
<td>Communication Skills for Real Estate Students (1)</td>
</tr>
<tr>
<td></td>
<td>1105</td>
<td>Communication Course for Architecture Students (2)</td>
</tr>
<tr>
<td></td>
<td>1106</td>
<td>Communication Skills for Real Estate Students (2)</td>
</tr>
<tr>
<td>Arts</td>
<td>1201</td>
<td>Academic English for Arts Students</td>
</tr>
<tr>
<td></td>
<td>2202</td>
<td>Professional English for Arts Students</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>1904</td>
<td>English for Academic Communication for Economics and Finance Students</td>
</tr>
<tr>
<td></td>
<td>2905</td>
<td>English for Professional Communication for Economics and Finance Students</td>
</tr>
<tr>
<td></td>
<td>1906</td>
<td>English for Academic Communication for Business Students</td>
</tr>
<tr>
<td></td>
<td>1907</td>
<td>Business Communication</td>
</tr>
<tr>
<td></td>
<td>1908</td>
<td>English for Academic Communication for BBA (Law)</td>
</tr>
<tr>
<td></td>
<td>1909</td>
<td>English for International Business and Global Management</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1301</td>
<td>English for Dental Students (1)</td>
</tr>
<tr>
<td></td>
<td>1302</td>
<td>English for Dental Students (2)</td>
</tr>
<tr>
<td>Education</td>
<td>1401</td>
<td>Academic Writing for Education Students</td>
</tr>
<tr>
<td></td>
<td>1402</td>
<td>General English for Education Students</td>
</tr>
<tr>
<td></td>
<td>1409</td>
<td>General English for Exercise&amp;Health Students</td>
</tr>
<tr>
<td></td>
<td>1410</td>
<td>Professional Communication Skills for Exercise&amp;Health Students</td>
</tr>
<tr>
<td></td>
<td>1411</td>
<td>General English for Speech and Hearing Sciences Students</td>
</tr>
<tr>
<td></td>
<td>1412</td>
<td>Academic Writing for Speech and Hearing Sciences Students</td>
</tr>
<tr>
<td></td>
<td>2413</td>
<td>Academic Writing for Information Management Students</td>
</tr>
<tr>
<td>Engineering</td>
<td>1503</td>
<td>English for Computer Science</td>
</tr>
<tr>
<td></td>
<td>1505</td>
<td>Professional and Technical Written Communication for Engineers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– for Civ, Civ-Env</td>
</tr>
<tr>
<td></td>
<td>1507</td>
<td>Professional and Technical Written Communication for Engineers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– for CE, EE, EcomE, InfoE</td>
</tr>
<tr>
<td></td>
<td>1509</td>
<td>Professional and Technical Written Communication for Engineers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– for IETM, LESCOM</td>
</tr>
<tr>
<td></td>
<td>1513</td>
<td>Professional and Technical Written Communication for Engineers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– for ME, BSE</td>
</tr>
<tr>
<td></td>
<td>1511</td>
<td>Professional and Technical Communication for Medical Engineering Students</td>
</tr>
<tr>
<td></td>
<td>1515</td>
<td>Professional and Technical Oral Communication for Engineers</td>
</tr>
</tbody>
</table>
### Law
- 1602: Writing Solutions to Legal Problems

### Medicine
- 1701: English for Problem-based Learning in Medicine
- 2702: English for Clinical Clerkship
- 1703: Academic English for Nursing Students
- 1704: Academic Communication for Nursing Students
- 1707: Academic English for Chinese Medicine Students
- 2708: English for Clinical Clerkship for Chinese Medicine Students
- 1709: English for Pharmacy
- 1710: English for Clinical Pharmacy

### Science
- 1801: Academic English for Science Students
- 2802: Advanced English for Science Students

### Social Sciences
- 1901: Academic English for Social Sciences
- 2902: English for Professional Communication for Social Sciences
- 1910: Professional Writing for the Media
- 2903: Professional Writing Skills for Social Work

### B. Postgraduate Courses
- Professional Writing in Social Work
- Dissertation Writing for Medical Sciences
- MEd/MSc Writing Workshops
- EdD Thesis Writing Workshops
- English course for MCL students
- Intensive English for Postgraduate students
- Introduction to Thesis Writing
- Introduction to Thesis Writing (The Humanities & Related Disciplines)
- Introduction to Thesis Writing (The Sciences & Related Disciplines)
- Effective Academic Presentations
- Making Your Writing Clear
- Reporting on Other Researchers’ Work
- How to Publish Your Research (The Humanities & Related Disciplines)
- How to Publish Your Research (The Sciences & Related Disciplines)
- Writing Workshop for PT Nursing Students
- Writing Workshop for MSc in Urban Planning
- Workshop on Professional English (Dentistry)

### C. Other Courses
- Improving English Proficiency for Engineering Students
- Management and Communication Skills for Engineers
- Summer Institute for Students
- Summer IELTS Workshops
- Broadening courses:
  - From Paintings to Stories: The Interplay between Art and Literature
  - Gay Identity: An Exploration through World Literature
  - Understanding Narratives
- English for University Studies
- English courses for HKU non-academic staff
- Summer Institute in the Arts and Humanities:
  - English Enhancement through Fine Arts Appreciation
  - English Strategies for Confident Conversation and Presentations
  - English for Chinese Learners
The distribution of the 8,806 students attending our courses is shown below:

### Regular undergraduate enhancement courses:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>CAES Course</th>
<th>Year</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1101</td>
<td>1</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>1103 (REC)</td>
<td>1</td>
<td>47</td>
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<tr>
<td></td>
<td>1105</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>1106 (REC)</td>
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<td>46</td>
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<tr>
<td>Arts</td>
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<td>1</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td>2202</td>
<td>2</td>
<td>388</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>1904 (Econs &amp; Fin)</td>
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<td></td>
<td>2905 (Econs &amp; Fin)</td>
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</tr>
<tr>
<td></td>
<td>1906 (Business)</td>
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<tr>
<td></td>
<td>1907 (Business)</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>1908 (Business)</td>
<td>1</td>
<td>77</td>
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<tr>
<td></td>
<td>1909 (Business)</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>1602 (BBA/Law)</td>
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<tr>
<td>Dentistry</td>
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<td>54</td>
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<tr>
<td></td>
<td>1302</td>
<td>1</td>
<td>54</td>
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<tr>
<td>Education</td>
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<td>1</td>
<td>111</td>
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<tr>
<td></td>
<td>1402</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>1409 (IHP)</td>
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</tr>
<tr>
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<td>1410 (IHP)</td>
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<td></td>
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<tr>
<td></td>
<td>1411 (SHS)</td>
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<td></td>
<td>1412 (SHS)</td>
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<tr>
<td></td>
<td>2413</td>
<td>2</td>
<td>21</td>
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<tr>
<td>Engineering</td>
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<td>49</td>
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<tr>
<td></td>
<td>1505 (Civ, Civ-Eng)</td>
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<td>167</td>
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<tr>
<td></td>
<td>1507 (CE,EE,EComE, InfoE)</td>
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<td>58</td>
</tr>
<tr>
<td></td>
<td>1509 (IETM, LESCM)</td>
<td>1</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>1511 (Med Eng)</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>1513 (ME, BSE)</td>
<td>1</td>
<td>62</td>
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<tr>
<td></td>
<td>1515</td>
<td>1</td>
<td>468</td>
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<tr>
<td></td>
<td>1907 (BEng/BBA)</td>
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<td>23</td>
</tr>
<tr>
<td></td>
<td>1602 (CivE-Law)</td>
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<td>10</td>
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<tr>
<td>Law</td>
<td>1602 (Law)</td>
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</tr>
<tr>
<td>Medicine</td>
<td>1701</td>
<td>1</td>
<td>170</td>
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<tr>
<td></td>
<td>2702</td>
<td>2</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>1703 (Nurs)</td>
<td>1</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>1704 (Nurs)</td>
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<td>191</td>
</tr>
<tr>
<td></td>
<td>1707 (Chimed)</td>
<td>1</td>
<td>24</td>
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<tr>
<td></td>
<td>2708 (Chimed)</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>1709 (Pharm)</td>
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<td>25</td>
</tr>
<tr>
<td></td>
<td>1710 (Pharm)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Science</td>
<td>1801</td>
<td>1</td>
<td>493</td>
</tr>
<tr>
<td></td>
<td>2802</td>
<td>2</td>
<td>488</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1602 (Govt&amp;Laws)</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>1901</td>
<td>1</td>
<td>311</td>
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<tr>
<td></td>
<td>1910 (Journalism)</td>
<td>1</td>
<td>31</td>
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<tr>
<td></td>
<td>2902</td>
<td>2</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>2903 (Soc. Work)</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

**Subtotal**: 6,275

**Note**: 1. Double-degree/joint degree arrangements
   - BSS (Govt&Laws) takes CAES1901 (Yr. 1), CAES1602 (Yr. 2)
   - BEng (CivE-Law) takes only 1 course CAES1802 in Yr. 2
   - BBA (Law) takes CAES1906 (Yr. 1), CAES1602 (Yr. 2)
   - BEng/BBA takes CAES1515, CAES1907, both in Yr. 1
   - BA/BEd (LangEd) takes CAES1401 and CAES1402, both in Yr. 1
2. For Faculty of Law, students are only required to take one 3-credit course.
### Postgraduate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Writing in Social Work (F/T + P/T)</td>
<td>70</td>
</tr>
<tr>
<td>Dissertation Writing for Medical Sciences</td>
<td>53</td>
</tr>
<tr>
<td>MEd/MSc Writing Workshops</td>
<td>136</td>
</tr>
<tr>
<td>EdD Thesis Writing Workshop</td>
<td>20</td>
</tr>
<tr>
<td>English Course for MCL students</td>
<td>55</td>
</tr>
<tr>
<td>Intensive English for Postgraduate Students</td>
<td>72</td>
</tr>
<tr>
<td>Introduction to Thesis Writing</td>
<td>492</td>
</tr>
<tr>
<td>Introduction to Thesis Writing (The Humanities &amp; Related Disciplines)</td>
<td>55</td>
</tr>
<tr>
<td>Introduction to Thesis Writing (The Sciences &amp; Related Disciplines)</td>
<td>58</td>
</tr>
<tr>
<td>Effective Academic Presentations</td>
<td>96</td>
</tr>
<tr>
<td>Making Your Writing Clear</td>
<td>132</td>
</tr>
<tr>
<td>Reporting on other Researchers’ Work</td>
<td>50</td>
</tr>
<tr>
<td>How to Publish Your Research (The Humanities &amp; Related Disciplines)</td>
<td>37</td>
</tr>
<tr>
<td>How to Publish Your Research (The Sciences &amp; Related Disciplines)</td>
<td>41</td>
</tr>
<tr>
<td>Writing Workshop for Part-time Nursing Students</td>
<td>38</td>
</tr>
<tr>
<td>Writing Workshop for MSc in Urban Planning</td>
<td>50</td>
</tr>
<tr>
<td>Workshop on Professional English (Dentistry)</td>
<td>54</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,509</strong></td>
</tr>
</tbody>
</table>

### Other courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving English Proficiency for Engineering Students</td>
<td>91</td>
</tr>
<tr>
<td>Management &amp; Communication Skills for Engineers</td>
<td>160</td>
</tr>
<tr>
<td>Summer Institute for Students</td>
<td>201</td>
</tr>
<tr>
<td>Summer IELTS Workshops</td>
<td>20</td>
</tr>
<tr>
<td>Broadening courses: From Paintings to Stories: The Interplay between Arts &amp; Literature</td>
<td>14</td>
</tr>
<tr>
<td>Broadening courses: Gay Identity: An Exploration through World Literature</td>
<td>23</td>
</tr>
<tr>
<td>Broadening courses: Understanding Narratives</td>
<td>22</td>
</tr>
<tr>
<td>English for University Studies</td>
<td>224</td>
</tr>
<tr>
<td>English course for HKU Non-academic staff</td>
<td>183</td>
</tr>
<tr>
<td>Summer Institute in the Arts and Humanities</td>
<td>84</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,022</strong></td>
</tr>
</tbody>
</table>

**Total no. of students taught**: 8,806

**Self-Access Consultations**: 1,623
Summer Institute for Students and Summer IELTS Workshops

In the 2010-2011 academic year, the Centre continued to offer its own Summer Institute rendering both general and disciplinary-specific English courses, and IELTS workshops. Seven Summer Institute courses were offered from May 23rd to 27th, and two IELTS workshops were offered from May 30th to June 1st (see the list below). In total, 221 students (131 undergraduates and 90 postgraduates) were enrolled in these courses.

### List of courses:
- English Pronunciation
- Grammar Improvement for Effective Communication
- English Vocabulary Building
- Windows to the World: Reading and Writing about the Humanities*
- Talking and Writing about Music*
- Clinical Correspondence*
- Advanced Discussions on China*
- Preparation for IELTS – The Writing & Reading Tests
- Preparation for IELTS – The Speaking & Listening Tests

*Among these courses, four were newly offered and are described below.

#### Windows to the World: Reading and Writing about the Humanities
This interdisciplinary language course took students into the world of Johannes Vermeer, a 17th Century Dutch painter, and one of the greatest artists in the Western world. Guided by three CAES teachers, 18 postgraduate and undergraduate students who came from different faculties explored this world together through the historical, artistic, literary, filmic and cross-cultural windows.

#### Talking and Writing about Music
This course provided students with the knowledge to write and speak about music critically, with appropriate terminology and style. It offered opportunities to develop a deeper understanding about music through exposure to different genres of music, music analysis, and skills for writing critical reviews.

#### Clinical Correspondence
This course was offered in the form of two workshops. The course equipped students with a much needed subset of communication skills in clinical settings. The first workshop was devoted to correspondence between healthcare professionals consisting mostly of referrals, replies and follow-up letters. The second workshop focused mainly on medico-legal reports written by healthcare professionals for non-clinical readers. Students from a variety of backgrounds including Medicine, Nursing, Science, and Speech and Hearing Sciences attended the course.

#### Advanced Discussions on China
This course used a number of scholarly readings in English and Chinese as starting points for English language discussions on Chinese history, language, literature and culture. Self-sustaining, student-led discussion accounted for approximately 85% of class time. Participants also received advice on pronunciation, grammar and vocabulary usage in order to improve their ability to share their experiences and articulate their views on a range of issues. As the class included participants from across the Chinese speaking world, discussions were stimulating for all.

#### Self-access Learning
The Language Resource Centre (LRC), and the Virtual English (VE) and English Learning Wiki (ELW) websites provide self-access language learning opportunities to all HKU students. Student and staff use of these self-access services is voluntary, so evaluation is carried out based on take-up for services offered. The VE and ELW websites were again the main vehicles for providing on-line language learning resources. Over the period September 2010 to May 2011, 158 students registered for the Conversation Exchange on the VE website, and the number of people using the VE and ELW pages averaged 204 per day.

576 hours were allocated for LRC consultation services in 2010-11. Consultations totaled 1,623, including 456 one-to-one consultations and 1,167 participants in discussion groups and workshops. Discussion groups were held four to five times a week, workshops for IELTS and for social English one to two times a week and pronunciation and script-reading workshops once a week.
Peer-tutoring Scheme

A new initiative, the student peer-tutoring scheme, was piloted with CEDARS at the end of 2010 and was expanded during this academic year to include 16 voluntary peer-tutors who are native or expert speakers of English. They provided the opportunity for one-to-one 30-minute chat sessions for students who wanted to improve their English conversation skills. Between March and May 2011, 164 hours of chat sessions were provided by these peer-tutors in the Learning Plus of the Main Library.

Postgraduate Courses

The Centre offers MPhil and PhD students a required core course, five elective modules, and the Postgraduate Writing Support Service (via the Graduate School), and access to all its resources, consultation, and group workshops and discussions via the Language Resource Centre and the Virtual English and English Learning Wiki websites. In the 2010-2011 academic year, there was an increase in students attending the Centre’s postgraduate courses.

‘Introduction to Thesis Writing’, the core course, aims to raise students’ awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. The feedback received from students has generally been very positive. Two adapted versions of this course have also been offered since 2009: one targeted at students in the Humanities and related disciplines, and the second, targeted at Sciences and related disciplines. Both received a very positive response from students.

The five elective modules offered to research postgraduate students focus on either oral presentation or writing skills. The academic writing course helps students with specific language points that have been observed to cause most difficulties in writing at thesis level. Two courses aim to help students learn how to publish their research. All courses were very well attended and rated highly by the students for their usefulness and the quality of the teaching.

Since 2009, the Centre has offered a special English course for selected students from non-English medium universities. The course develops students’ ability to produce coherent academic texts with a strong focus on grammatical accuracy, and to improve their speaking skills by developing students’ confidence, fluency, pronunciation, and awareness of effective communicative strategies. Since inception, this course has received very high ratings from students.

The Graduate Writing Support Service assists graduate students who have identified themselves, or who have been identified by a course tutor or thesis supervisor, as requiring special help with their academic writing.

The Centre also offered ‘special courses’ to postgraduate students in various programmes based on faculty requests. At present, these courses are offered in five faculties (Architecture, Education, Medicine, Social Sciences and Law). Each of these courses addresses similar issues of writing a postgraduate thesis/dissertation, but with a more discipline-specific focus.

Other Courses

Whenever appropriate, the Centre also provides short intensive courses for specific target groups by special arrangement. In 2010-11, for example, Centre staff provided teaching input on the following programmes:

English for University Studies (EUS)

This 6-credit course is targeted at the outstanding students who have been admitted on the Early Admission Scheme (EAS) and aims to enhance their skills for greater success in their forthcoming university studies. It is designed to be a bridge between the type of speaking and writing that students do at secondary school and what is expected at a university level. 224 students (divided into 8 class groups) were enrolled in this course in 2010-11. It covers academic vocabulary, collaborative project work and a variety of interactive activities to practise discussion skills with particular attention to grammar and usage. In addition to language improvement, students sharpened their problem-solving and critical thinking skills as independent and intellectually mature learners.
English Courses for the Summer Institute in the Arts and Humanities

84 students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities:

*English Enhancement through Fine Arts Appreciation*

This course builds students’ confidence for self-expression through written and spoken English by having them react to, describe, interpret and analyze Fine Art imagery. The course included a visit to the Hong Kong Museum of Art, a guest visit from a professional artist, and integration of authentic audio, visual and online resources through a course website.

*English: Strategies for Confident Conversations and Presentations*

This course aims at developing students’ oral and presentation skills in both informal and formal contexts by looking at strategies for interesting and effective conversations, networking and speaking in the business context and oral presentation skills in the workplace.

*English for Chinese Learners*

This course is specially designed to help Chinese learners of English to strengthen their written and oral communication skills in English language. In particular, common English pronunciation errors and grammatical problems made by Chinese students are highlighted and discussed. Students also have ample opportunities to use both written and spoken English in different business contexts.

*Workplace English Courses for HKU Non-academic Staff*

The Centre has been providing English for professional communication courses to administrative and support staff at the University since 2008. These courses enhanced the written and spoken English of staff at different levels of employment in the University. In 2010-2011, 183 staff members benefited from the following five courses offered:

- English for Professional Communication (Introductory Level);
- English for Professional Communication (Intermediate Level);
- Professional English in Focus (Advanced Level): Writing and Grammar;
- Professional English in Focus (Advanced Level): Presentations and Pronunciation; and
- Professional English in Context: Telephoning Skills Workshop.
Research informs, guides, deepens and enhances the work of colleagues in the Centre as well as their students’ learning. Special Interest Groups have been established in five key areas of Applied Linguistics: academic genres, autonomy in language learning, communication in the health sciences, language education, and postgraduate writing. These groups have met regularly, sharing recent research and exploring topics for further research and publication.

In 2010-2011, the Centre conducted a wide range of projects, focused in the following areas:

1. **Academic genres**
   - An exploration of students’ discourse choices in 5th year tutorial interaction in the problem-based learning (PBL) medical curriculum (A. Storey)
   - Comparison of difficulties perceived by students in China and Hong Kong when writing English academic papers (Y. Loong)
   - Developing students’ reading and writing competence in technical English (K. Lau, J. Hui and C. Wong)
   - The evolution of pharmacy students’ first drug information document (L.K. Tse and L. Wakeland)
   - The presentation of self in scholarly life: the academic homepage (K. Hyland)

2. **English in the disciplines**
   - Applying outcomes-based teaching and learning and English in the discipline in the BSc Information Management program (S. Chu, Faculty of Education and N. Fong)
3. Discourse analysis
• Identities and roles in academic and workplace communication (K. Lau)

4. Language education
• Development of and pilot of a General University English Course for the 2012 four-year curriculum (M. Legg, L. S. W. Chan and W. L. Tsang)
• Messages in tutor responses to students’ writing in English (K. Hyland)
• Promoting autonomy by employing pedagogical strategies in the language classroom (J. Chuk, P. Benson, X. Gao, A. Hazell-Yildirim, H. Lavender, T. Taylor, L. Wang and I. D. Ying, English Department, Hong Kong Institute of Education)

5. Language acquisition
• The learning of Chinese orthography and its centrality in learning Chinese as a foreign language (C. Wong)
• The Mandarin interlanguage corpus (W. L. Tsang and Y. Yeung, School of Chinese)

6. Literature in language learning
• Contemporary Asian poetry in English: The development of poets and their voices (A. Lam and K. Tse)

Funding
Funding for the projects came from various sources including the GRF Incentive from Faculty of Arts, Leung Kau Kui Research and Teaching Endowment Fund, Hong Kong Research Grants Council General Research Fund, Small Project Funding, the Teaching Development Grants, Seed Fund for Basic Research for New Staff, and Seed Funding Programme for Basic Research.
Professional development which is contextualized in individual practice and closely linked to the day-to-day professional concerns of the Centre has always been a part of the Centre’s distinctive profile. In 2010-11 we continued to run our highly successful series of CAES Seminars. Staff also participated in conferences around the world, several as keynote or plenary speakers. Two members of CAES staff successfully completed their doctoral studies and another five are moving towards completion. Other staff were awarded prizes for their work and obtained research grants. Several staff members are engaged in activities with journals and international bodies such as TESOL and BAAL which increase the influence and profile of the Centre while professionally developing the staff members involved.

**SEMINARS OFFERED in 2010-2011**

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>6th October 2010</td>
<td>Susan Hood  Faculty of Arts and Social Sciences, University of Technology, Sydney  Disciplinary Differences in Who Gets to Know What</td>
</tr>
<tr>
<td>13th October</td>
<td>Patrick Desloge and Wilson Chow  CAES, University of Hong Kong  Professional Development Virtual Seminar: Online Web-Conferencing and Managing Email Overload</td>
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<tr>
<td>27th October</td>
<td>Agnes Lam and Kelly Tse  CAES, University of Hong Kong  Becoming Poets: Stories from Asia</td>
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<tr>
<td>3rd November</td>
<td>Richard Glofcheski  Department of Law, University of Hong Kong  Assessment for Learning</td>
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<tr>
<td>24th November</td>
<td>Wolfgang Teubert  Department of English, University of Birmingham  Using Corpora in Teaching and Research</td>
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<td>Date</td>
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<tr>
<td>8th December</td>
<td>Mike Prosser and David Kember</td>
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<tr>
<td>9th February 2011</td>
<td>Max Hui-Bon-Hoa, Karissa Muse, Matthew Sung, Martin Tang, Laura Wakeland, Elizabeth Samson, Peter Voller, Tse Lai Kun and Tsang Wai Lan</td>
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<tr>
<td>16th February</td>
<td>Sheena Gardner</td>
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<tr>
<td>2nd March</td>
<td>Brian Tomlinson</td>
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<tr>
<td>13th April</td>
<td>Ashley Hazell-Yildirim, Phil Smyth and Jane Stokes</td>
</tr>
<tr>
<td>20th April</td>
<td>Srikant Sarangi</td>
</tr>
<tr>
<td>6th May</td>
<td>Phil Benson</td>
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The Centre encourages research and publishing to foster scholarly activity and professional development among its staff and to contribute to the world-wide dialogue on key issues in applied linguistics, academic literacy and language education. Centrally, research informs curricular development. The Centre publishes the Hong Kong Journal of Applied Linguistics. The Director of the Centre was the founding co-editor of the Journal of English for Academic Purposes and is now co-editor of Applied Linguistics, a leading journal in our field. Researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as the International Journal of Learning, the Journal of Pragmatics and System. Centre teachers have also contributed to the organization of conferences and given plenary and keynote addresses. Such activities are supported by funding from a range of sources such as the Research Grants Council and Teaching Development Grants.

In 2010-2011, Centre staff published the following items:

**STAFF PUBLICATIONS**

**Chan, C.S.C**

**Cheung, L.M.L.**

**Gardner, D.P.**
- Fostering autonomy in language learning (Ed). Zirve University, Gaziantep. Turkey. 2011.

**Hui, J.S.Y.**
- "I was so angry, It was unbelievable…": A comparison of written and spoken customer service complaints., In: G. Forey & J. Lockwood (Eds.), Globalization, Communication and the Workplace: Talking Across the World. 2010.

**Hyland, K.**
Lai, C.M.W.

Lam, A.S.L.

Law, E.Y.Y.

Sung, M.C.C.

Tsang, W.L.

Tse, P.P.T

Wong, L.L.C.
Conference, Seminar and Other Presentations

Chan, C.S.C.
- Investigating task engagement in an ESP course from a sociocultural perspective. Research Report, Postgraduate Research Conference, Faculty of Education, University of Hong Kong. Hong Kong. 2010.
- (with Chan E. and Tariq A.) Making good use of your citation software. Workshop, University of New South Wales, Sydney, Australia. 2011.
- Cognitive vs. sociocultural approaches to second language acquisition. Invited Lecture, University of New South Wales, Sydney, Australia. 2011.
- Letting the data speak. Invited presentation at the 2011 Summer Institute for Language Teaching, School of Education, University of New South Wales, Sydney, Australia. 2011.
- Professional development for research postgraduates. Invited Seminar, University of New South Wales, Sydney, Australia. 2011.

Cheung, L.M.L.
- Exploring corpora applications in English in the discipline courses. The 15th ESEA Conference, University of Macau, China. 2010.
- Paraphrases: Duplication or Construction of knowledge in a computer-supported environment. International Conference on Learning, Hong Kong Institute of Education. Hong Kong. 2010.
- "English in the Major in the Faculty of Dentistry: A pilot project". Invited presentation for the UGC Consultant Visit, The University of Hong Kong. Hong Kong. 2011.

Desloge, P.D.

Fong, N.S.N.
- Learning English in the discipline: A report of the course implementation and challenges. 46th RELC International Seminar, Teaching language to learners of different age groups, SEAMEO Regional Language Centre. Singapore. 2011.
- (with Wang C.W.F.) An initiative in developing students’ academic literacy through English Courses. English Language Centre Symposium, Developing students as readers and writers in the four-year curriculum: The Role of the English Language Centres, The Hong Kong Polytechnic University. Hong Kong. 2011.

Gardner, D.P.
- Online publishing: Authentic writing opportunities for learners. ELC Symposium, Developing students as readers and writers in the four-year curriculum: the role of the English Language Centres. Polytechnic University. Hong Kong. 2011.
- (with Miller L.) SALL: 15 years on. The Hong Kong Association of Self-access Learning and Development. 2011.

Hazell-Yildirim, A.A.L.
Hogue, T.A.


Hui, J.S.Y.

- "I can go on holiday now…": Engagement and rapport building in call centre discourse. 12th New Zealand Language and Society Conference. AUT, Auckland. New Zealand. 2010.
- Developing technical teaching materials using a language-focused, task-based instructional design. SIG Workshop, Centre for Applied English Studies, The University of Hong Kong. Hong Kong. 2011.

Hui-Bon-Hoa, M.L.


Hyland, K.

- Genre in teaching and research: an approach to EAP writing instruction. ESP International Conference. Shih Chien University, Taipei. Taiwan. 2011.
- Teaching and researching genre in EAP. 2nd Asian ESP Conference Nottingham University Ning Bo. China. 2010.
- Writing in the academy: constructing reputation, knowledge and students. Enhancing Learning Experiences in Higher Education Conference. The University of Hong Kong. Hong Kong. 2010.
Kwan, K.P.E.

Lai, C.M.W.

Lam, A.S.L.
• ‘What the body needs’, ‘Rendezvous with glow worms’, ‘Sakura, sakura’ and ‘Every other day’. Poetry reading at the 8th Hong Kong Literary Festival, the Central Library. Hong Kong. 2010.
• Book recommendation: City Voices, Hong Kong Reads Channel. 2011.
• Interview by RTHK Multimedia Editor, Angie Man. RHTK interview. 2010.
• Interview by RTHK3 “Morning brew” hosted by Phil Whelan. RHTK interview. 2010.
• ‘Horror story’, ‘I took my wind chime for a walk’ and ‘Watching my husband sleep’. Poetry reading at Translating Hong Kong Symposium, the Centre for Humanities Research, Lingnan University in collaboration with the Hong Kong Central Library, MCCM Creations, MUSE and Parole. Hong Kong. 2011.
• ‘Watching my husband sleep’ and ‘Vanilla in the stars’. Poetry reading at the University of Macau. Macao. 2011.
• (with Tse Y.N.) Becoming poets: Stories from Asia. Seminar paper presented at the Centre for Applied English Studies, the University of Hong Kong. Hong Kong. 2010.
• Reading as empowerment. Invited panel speaker for Hong Kong Reads Campaign 2011. Hong Kong. 2011.
• Translation and poetry aesthetics. Invited panel speaker for Translating Hong Kong Symposium, the Centre for Humanities Research, Lingnan University in collaboration with the Hong Kong Central Library, MCCM Creations, MUSE and Parole. Hong Kong. 2011.

Lau, K.K.K.
• An ESP oral presentation course for Engineering students: From design to evaluation. Voices in ELT, University of Thammasat. Thailand. 2011.

Law, E.Y.Y.
• (with Lee J.C.Y.) Developing autonomous writers in a report writing course. Developing students as Readers and Writers in the 4-year Curriculum: the role of the English Language Centres. 2011.

Lee, J.C.Y.
• (with Law E.Y.Y.) Developing autonomous writers in a report writing course. Developing students as Readers and Writers in the 4-year Curriculum: the role of the English Language Centres. 2011.
• (with Storey A.M.) From ‘writing outside’ to writing in the disciplines: A case-based approach to developing ‘Writing Reports and Proposals’ in Social Sciences, Enhancing Learning Experiences in Higher Education. Centre for the Enhancement of Teaching and Learning, The University of Hong Kong. Hong Kong. 2010.

Loong, Y.C.W.
• A comparison of difficulties perceived by students in China and Hong Kong when writing English academic papers. International Journal of Arts and Sciences Conference at Harvard. 2011.


**Ngai, C.K.Y.**


**Pao, D.**


**Phillips, L.**

• The language of art and the art of language. *Enhancing learning experiences in higher education and international conference. The Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2010.

• The language of art and the art of language: linking the visual and the verbal. *Hong Kong Institute of Higher Education 17th International Conference on Learning*. 2010.


• From painting to paragraph: from looking and reading to writing. *Developing students as readers and writers in the 4-year curriculum: the role of the English language centres*. The Hong Kong Polytechnic University. Hong Kong. 2011.

**Samson, E.**

• (with Voller P.W.) Utopian Phalansteries: Designing a course for architectural literacy. *Developing students as readers and writers in the four year curriculum: The role of the Elcs, Elc Symposium, Hong Kong Polytechnic University*. Hong Kong. 2011.


**Smyth, P.D.**

• How do students construct their understanding of what is important in their legal writing? *Enhancing Learning Experiences in Higher Education*. 2010.

• Learning outcomes and assessment. *Centre for Applied English Studies seminar. The University of Hong Kong*. Hong Kong. 2011.


**Stokes, J.H.**


**Storey, A.M.**


CONFERENCE, SEMINAR AND OTHER PRESENTATIONS

- (with Tsang W.L.) EMP materials design and development at the University of Hong Kong. The 2011 International Conference of English for Medical Purposes (Tainan). 2011.

Sung, M.C.C.
- ELF and identity: A Hong Kong perspective. 4th HAAL (Hong Kong Association of Applied Linguistics) Conference. 2011.

Tang, M.K.K.

Tsang, W.L.
- The construction of the Mandarin Interlanguage Corpus. Using Corpora in Contrastive and Translation Studies (UCCTS 2010). 2010
- (with Storey A.M.) EMP materials design and development at the University of Hong Kong. The 2011 International Conference of English for Medical Purposes (Tainan). 2011.

Tse, P.P.T.

Tse, L.K.
CONFERENCE, SEMINAR AND OTHER PRESENTATIONS

- Making a good doctor: Some crucial dimensions in medical education – communication, PBL, medical ethics, reflection. Invited talk given at the Second Military Medical University, Shanghai. 2010.
- Synergising medical ethics and English studies. Keynote speech given at The 2nd English Forum on Medical Humanity, Second Military Medical University. 2010.

Voller, P.W.

- English in the discipline and out of class learning, CAES Annual Retreat. 2011.
- (with Samson E.) Utopian Phalanstries: Designing a course for architectural literacy. Developing students as readers and writers in the four year curriculum: The role of the ELCs, ELC Symposium, Hong Kong Polytechnic University. Hong Kong. 2011.

Wakeland, L.J.


Wang, C.W.F.

- (with Fong N.S.N.) “An initiative in developing students’ academic literacy through English courses”. English Language Centre Symposium, “Developing students as readers and writers in the four-year curriculum: The Role of the English Language Centres”, The Hong Kong Polytechnic University. Hong Kong. 2011.
Wong, C.W.W.


Wong, L.L.C.

- Issues in designing a cross-cultural “English in the Discipline” EAP course. *Paper, ELC Symposium on Developing students as readers and writers in the 4-year Curriculum, Hong Kong Polytechnic University*. Hong Kong. 2011.
- Using IT to cater for learner diversity. *Invited speaker for Hong Kong primary and secondary English teachers, Connect & Inspire: Learner Diversity in a Digital Age, Longman Pearson*. Hong Kong. 2011.

Wong, P.M.T.

In the academic year 2010-11, CAES undertook a restructuring of in-house committees in order to streamline operations and allow for more effective management. Three new committees expanded on the roles of previous committees: the Programme Coordination Committee, the Teaching and Learning Quality Committee and the Research and Professional Development Committee. The Publicity and Outreach Committee was also newly established. Each committee plays a key role as described below.

**Programme Coordination Committee**

**Chair:** Liz Samson  
**Secretary:** Eliza Yu  
**Assistant Secretary:** Icy Tsang

<table>
<thead>
<tr>
<th>Members</th>
<th>Secretary</th>
<th>Assistant Secretary</th>
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</thead>
<tbody>
<tr>
<td>Lisa Cheung</td>
<td>Patrick Desloge</td>
<td>Natalie Fong</td>
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<tr>
<td>David Gardner</td>
<td>Max Hui-Bon-Hoa</td>
<td>Ken Hyland</td>
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<tr>
<td>Ken Lau</td>
<td>Joanna Lee</td>
<td>Miranda Legg</td>
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<tr>
<td>Phil Smyth</td>
<td>Anne Storey</td>
<td>Tse Lai Kun</td>
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<td>Peter Voller</td>
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The major responsibilities of the Programme Coordination Committee (PCC) reflect the work of the individual program coordinators in organizing the CAES courses provided for each Faculty. The committee acts as a forum for interpreting University curricula regulations and policy and for coordinating and sharing course implementation issues.

In the past year, apart from dealing with aspects of daily running of the current English Enhancement courses, members have shared their experiences of liaison with faculty groups. Workshops have also been held on OBASL (Outcomes Based Approaches to Student Learning) as well as assessment, in preparation for the new 2012 curriculum.

In the coming academic year, as PCC members work on the conceptual and pedagogical development of 33 new English-in-the-Discipline (ED) courses, the committee will focus on the administrative processes required to set these up within the framework of the new 4-year curriculum in each Faculty.

**Research and Professional Development Committee**

**Chair:** Lillian Wong  
**Secretary:** Sanny Kwok  
**Advisor:** Ken Hyland

<table>
<thead>
<tr>
<th>Members</th>
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<th>Advisor</th>
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<tr>
<td>Elaine Martyn</td>
<td>Martin Tang</td>
<td>Tsang Wai Lan</td>
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<td>Polly Tse</td>
<td>Peter Voller</td>
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The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre. In this year, a number of initiatives were implemented. A survey on staff research and professional needs was conducted to help making plans and organizing activities to support colleagues. An RPDC website (http://caes.hku.hk/research/) was created to promote research and professional practices. Twelve research seminars and professional development sessions were organized to facilitate our transition in the curriculum reform. One key innovation has been to introduce virtual seminars to bring experts from around the world to share expertise with colleagues. Workshops and sharing sessions were also conducted by Centre’s colleagues to share experiences and discuss issues in course design and development. The Committee has developed guidelines and evaluation forms for the Centre’s new peer observation practice and a sharing session on formative assessment was offered in collaboration with the Centre for the Enhancement of Teaching and Learning (CETL) to facilitate this professional development initiative.
In the coming academic year, RPDC will continue to support colleagues in course development for the new curriculum and one main area of focus is out-of-class learning and technology-supported materials development. The Committee will also encourage and support colleagues in exploring opportunities for research skills development out of the experience of implementing the new curriculum. Seminars on action research, research ethics application and research grants application will be offered. Throughout the year, various research seminars, workshops, demonstrations and sharing sessions will be organized for colleagues to share experiences and discuss research and professional development issues with speakers and experts.

**Teaching and Learning Quality Committee**

<table>
<thead>
<tr>
<th>Chair: Miranda Legg</th>
<th>Secretary: Frankie Wong</th>
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<td><strong>Members:</strong></td>
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<td>Patrick Desloge</td>
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<td>Peter Voller</td>
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The Teaching and Learning Quality Committee (TLQC) was set up to review the teaching and learning quality of undergraduate and postgraduate courses. It also disseminates teaching and learning quality information to students, staff of the Centre, the university at large, and the UGC. It allows for new bottom-up and top-down initiatives related to teaching and learning quality to be implemented within the Centre. TLQC also aids collaboration and exchange of good practice amongst teachers.

During the academic year 2010-11, the TLQC set up a website (http://caes.hku.hk/home/qualityassurance/) outlining its mission and activities, put in place a new course quality review system which will review all new courses being developed for the 2012 four-year curriculum, instituted a new system for gathering student feedback on specific courses and also created a new system for dissemination of quality assurance data to students.

Over the next academic year, the committee will work on carrying out quality assurance reviews of new courses and broaden the Centre’s quality assurance data gathering mechanisms.

**Publicity and Outreach Committee**

<table>
<thead>
<tr>
<th>Chair: Ken Lau</th>
<th>Deputy Chair: Anne Storey</th>
<th>Secretary: Frankie Wong</th>
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<tr>
<td><strong>Members:</strong></td>
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<tr>
<td>Louisa Chan</td>
<td>David Gardner</td>
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<td>Julie Ng</td>
<td>Francesca Sin</td>
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The newly established Publicity and Outreach Committee (POC) primarily aims to raise the profile and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In the academic year 2010-11, POC was involved in two major publicity events, the University Information Day and the Faculty of Arts Open Day. The former event involved entertaining nearly 1,500 visitors through a range of activities, including talks, diagnostic tests, and language games. The latter event introduced to JUPAS applicants a range of resources available at HKU to support English language enhancement. In addition, POC contributed to the promotion of the very popular student peer-tutoring scheme jointly organised by the Centre and CEDARS. The Chair and the Deputy Chair of POC also served on the Faculty Centenary Committee and conducted interviews for the faculty exchange programmes respectively.

In the coming year, POC will continue its mission of making the Centre’s courses and services known to students, academics and the Hong Kong community. The major work will be the involvement in various functions to celebrate the University’s Centenary anniversary. Among other events, the University Open Day in late October will be a major highlight.
Staff List

Director and Chair Professor:

Associate Director and Senior Language Instructor:

Professor:

Assistant Professors:
Lau, K.K.K., B.A. H.K.P.U.; M.Res., Ph.D. Lanc.; MCIL, MIEEE.
Tsang, W.L., B.A., M.Phil. H.K.; M.Phil., Ph.D. Cambridge.

Senior Language Instructors:
Legg, M., B.A. Mel.; CELTA, DELTA Roy. Soc. of Arts; M.A. Macquarie.

Language Instructors:
Cole III, S.F., B.A. Tennessee; CELTA, British Council/Cambridge; M.A. H.K.
Desloge, P.D., B.A. Richmond College; M.A. Monterey Inst. of International Studies
Fong, S.N., B.A. City; M.Phil. C.U.H.K.; Ph.D. H.K.
Hogue, T., B.A. Monash; M.A. H.K.; CTEFL Royal Melbourne Inst. of Tech.
Phillips, L., B.A. (Hons) Scotland; M.A. H.K.; CTEFLA, DTEFLA. Roy. Soc. of Arts
Smyth, P.D., B.A. Central Lancashire; M.A. Reading; Cert. TESOL Trinity Coll. Lond.; DELTA Roy. Soc. of Arts
Wong, C.W.W., B.A., M.Phil., Ph.D. H.K.
Wong, L.L.C., B. Phil. Birm.; M.A., Ph.D. H.K.

Assistant Language Instructors:
Hazell, A., B.A. Winchester; Cert.TESOL London; Dip.ELT, Cert. Teacher Training British Council; M.Ed. TESOL Edinburgh.
Hall, K.B., B.A. Queen’s Univ.; M.A. Dalhousie.
Hills, T., B.A. London; Cert.TESOL London.
Kwan, E.K.P., B.Sc. Duke; M.A. McGill; M.A. H.K.
Law, E.Y.Y., B.A., P.G.D.E., M.A. H.K.
Muse, K., B.A. Alberta.
Ng, J.Y.F., B.Sc. London; B.A., P.C.Ed. H.K.; M.A. Baptist.
Sung, M.C.C., B.A., M.Phil. H.K.
Tse, P.P.T., B.A. H.K.P.; M.Phil C.U.H.K.
Wakeland, L.J., B.A. Sydney; MISD N.S.W.; CELTA Aust. TESOL.
Wang, C.W.F., B.A. Hebei; M.A. Beijing Foreign Studies Uni.; Ph.D. H.K.
Wo, B.W.L., B.A. Virginia; M.S. Wheelock; Grad. Cert. Massachusetts; Ed.D. Teachers College, Columbia.
Wong, P.M.T., B.A., M.Phil. H.K.; M.Phil. Cambridge.

Half-time/Part-time teaching staff:
Pao, D., B.A. Wheaton, IL.; M.A. CSULA.

Administration Manager:

IT Manager:

General Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chan, C.S.Y.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Chan, J.C.F.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Cheng, A.W.Y.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Kwok, S.W.S.</td>
<td>Secretary I</td>
</tr>
<tr>
<td>Lam, C.L.W.</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Tsang, I.M.S.</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Wan, A.H.M.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Wong, F.S.L.</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Wong, I.K.M.</td>
<td>Part-time Office Assistant</td>
</tr>
</tbody>
</table>

IT Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wong, B.Y.N.</td>
<td>Research Assistant I – Designer (Multi-media)</td>
</tr>
<tr>
<td>Leung, C.C.W.</td>
<td>IT Officer</td>
</tr>
</tbody>
</table>

CENTRE LOCATIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Office:</td>
<td>Room 705, K.K. Leung Building</td>
</tr>
<tr>
<td>Director’s Office:</td>
<td>Room 709, K.K. Leung Building</td>
</tr>
<tr>
<td>Academic Staff Offices:</td>
<td>6th, 7th, 8th &amp; 10th floor, K.K. Leung Building</td>
</tr>
<tr>
<td></td>
<td>1st &amp; 2nd floor, Eliot Hall</td>
</tr>
<tr>
<td>Practice Laboratory:</td>
<td>Room 615, K.K. Leung Building</td>
</tr>
<tr>
<td>Language Resource Centre:</td>
<td>4th floor, 402 Meng Wah Complex</td>
</tr>
<tr>
<td>Multi-Media Learning Centre:</td>
<td>Room 2-29, Old Wing Main Library</td>
</tr>
</tbody>
</table>