

CENTRE FOR
APPLIED ENGLISH STUDIES
THE UNIVERSITY OF HONG KONG

ANNUAL REPORT

2009 - 10



CAES

Centre for Applied English Studies

CONTENTS

Introduction	2
Vision	4
English Language Teaching.....	5
Research.....	12
Professional Development.....	14
Research And Publications.....	16
Conference, Seminar And Other Presentations	18
Staff List.....	23



INTRODUCTION

The Centre was first created in 1992 under the name of the English Centre to provide a range of teaching and research services in the Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics at the University of Hong Kong. In July 2008, it joined the Faculty of Arts under the new name of the Centre for Applied English Studies. Over the years, its role has changed and while its main remit continues to be the provision of credit-bearing academic literacy support to undergraduate students, it has extended its range to offer courses at graduate level. The Centre currently offers a suite of courses through the Graduate School, runs staff courses and in-service teacher education courses for the Education Bureau, contributes to the Faculty of Arts Summer Institute, provides supervision for PhD students, and offers teacher development programmes through its Postgraduate Diploma in English Studies and 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 2009–2010, the Centre taught 4,824 undergraduate students in its English enhancement programmes, 1,138 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. It taught 1,560 students in courses for the postgraduates. 80 graduate students took part in the Centre's own postgraduate diploma and masters programmes. The Centre graduated 4 PhD students and 22 Masters students this year.

The past year has seen some major changes in different areas of the Centre's work. One was a change in leadership with the arrival of a new Director, Professor Ken Hyland, who joined the staff from the Institute of Education at the University of London in September. Another change has been the shift of emphasis in the Centre towards academic literacy, placing 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. This change of emphasis reflects the University Senate's decision early in 2008 that the Centre should offer 12 credits of English enhancement to all undergraduate students in the four-year curriculum beginning in the autumn of 2012.

In preparation for this new curriculum, the Centre has continued to work in close collaboration with individual faculties and departments to develop around forty new English in the Discipline courses. Supported by a series of Teaching Development Grants, staff from the Centre have embarked on projects to address the specific needs of students in a range of fields across the University. Several of these new courses will be piloted in the 2010-11 academic year. Another key project which has made considerable progress this year has been the development of the General University English course which aims at bridging the gap in English competence requirements between secondary education and university studies. This will be delivered to around 2,500 new students in 2012 and colleagues are currently writing materials for a textbook and developing online activities to support this programme.

Other programme innovations which have taken place this year include a revamp of the M.A. in Applied Linguistics (MAAL) and the Postgraduate Diploma in English Studies (PDipES). Now in its fifteenth year, the MAAL continues to receive applications well in excess of the number of available places (120 applications this year for 28 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. We have taken this opportunity to revise these two programmes to offer students greater flexibility in learning modes and introduce new electives which better reflect the needs of the modern world and the expertise of our staff. From 2011, we will also offer these programmes as full-time alternatives to run alongside the existing part-time mode. We have also been working on two initiatives. In conjunction with a



number of European universities we are preparing to offer an innovative new masters programme in Linguistics and its Applications for a Multilingual Society which will facilitate inter-continental mobility for students. With the Division of Languages in the Faculty of Education we are working on a new MATESOL programme for teachers including those from the Chinese mainland.

The Centre's Quality Assurance Committee concluded its five-year programme of rolling reviews of English enhancement courses this year. This system of course review has now matured into a streamlined system which provides course coordinators with regular opportunities to review the content and procedures of the courses they manage. This is to the benefit of the students and teachers as it ensures quality and encourages development. In another programme development, a team of teachers at the Centre with interests in self-access learning and computer-assisted learning has continued the development of an online resource for learners at the University by harnessing the power of the ever-popular Wikis to create the University's own Wiki for learning English. It enhances the work of the Virtual English Centre which has been in existence for some years, by allowing users to contribute to the development of a virtual encyclopaedia of language learning resources.

The Centre has also been active in professional development and research over the past year. 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 five members of the CAES staff successfully complete their doctoral studies during the year and to see another seven conducting research for such degrees. Other staff were awarded prizes for their work and obtained research grants – funded by national and university sources. Several staff members are engaged in activities with journals and international bodies such as TESOL and BAAL which both increase the influence and profile of the Centre while professionally developing the staff members involved. In addition, the Centre hosted a range of seminars, roundtables, and invited speeches in its regular seminar programme and distributed its research in the long-running Hong Kong Journal of Applied Linguistics, which is published twice a year. 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.

The PhD students at the Centre continue to achieve outstanding results, publishing in international journals and attracting excellent job offers upon graduation. Those who have graduated continue to maintain research ties with the Centre, and another four PhD students will join us in 2010-2011.

The 2010-2011 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.

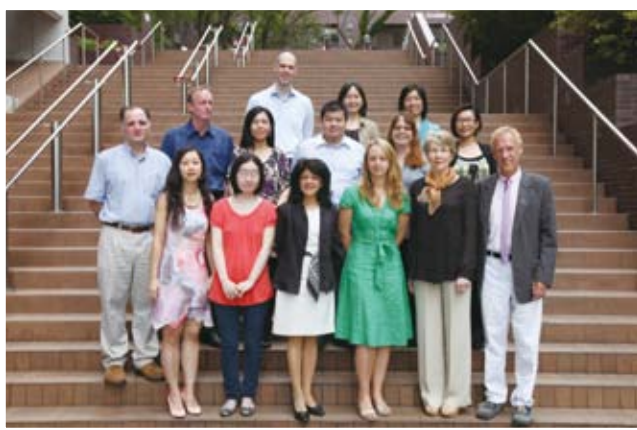
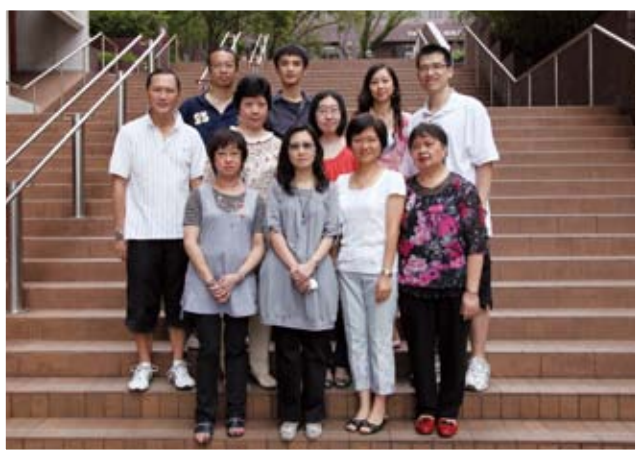
Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

May 2010



VISION

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 TEACHING

English language instruction, in the form of academic literacy support, forms the heart of the Centre’s activities. The Centre provided courses for over 7,000 postgraduate and undergraduate students last year and this number continues to increase with our participation in new initiatives such as the Faculty of Arts Summer Institute and an expanded programme for the Graduate School. 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 2009-2010, the following courses were offered:

A . English Enhancement Courses:

Faculty	Courses
Architecture	Communication Course for Architecture Students Communication Skills for Real Estate Students
Arts	Academic English for Arts Students Professional English for Arts Students
Business & Economics	English for Academic Communication for Business Students Business Communication English for Academic Communication for Economics and Finance Students English for Professional Communication for Economics and Finance Students English for Academic Communication for BBA (Law) English for International Business and Global Management
Dentistry	English for Dental Students (1) English for Dental Students (2)
Education	Academic Writing for Education Students General English for Education Students Academic Writing for Speech and Hearing Sciences Students General English for Speech and Hearing Sciences Students Professional Communication Skills for Exercise & Health Students General English for Exercise & Health Students General English for BSc(IM) Students
Engineering	Professional and Technical Written Communication for Engineers – for Civ, Civ-Env Professional and Technical Written Communication for Engineers – for CE, EE, EcomE, InfoE Professional and Technical Written Communication for Engineers – for IETM, LESCO Professional and Technical Written Communication for Engineers – for ME, BSE Professional and Technical Oral Communication for Engineers Professional and Technical Communication for Medical Engineering Students English for Computer Science
Law	Writing Solutions to Legal Problems

Medicine	English for Problem-based Learning in Medicine English for Clinical Clerkship Academic English for Nursing Students Academic Communication for Nursing Students Academic English for Chinese Medicine Students English for Clinical Clerkship for Chinese Medicine Students
Science	Academic English for Science Students Advanced English for Science Students
Social Sciences	Academic English for Social Sciences English for Professional Communication for Social Sciences Professional Writing Skills for Social Work Professional Writing for the Media

B. Postgraduate Courses:

Communication, Information Technology and Professional Writing (MSW FT and PT students)
Dissertation Writing for Medical Sciences
M.Ed. Writing Workshops
Thesis Writing course for EdD students
English for MCL students
Intensive English for Postgraduate students
Introduction to Thesis Writing
Introduction to Thesis Writing (Humanities & Related Disciplines)
Introduction to Thesis Writing (Sciences & Related Disciplines)
Effective Academic Presentations
Making Your Writing Clear
Reporting on Other Researchers' Work
How to Publish Your Research (Humanities & Related Disciplines)
How to Publish Your Research (Sciences & Related Disciplines)
Reporting Research in Public Health

C. Other Courses:

Academic English and Professional Writing Skills for Social Work (BSW PT students)
Improving English Proficiency for Engineering Students
Management & Communication Skills for Engineers
Summer IELTS Workshops
Broadening courses: English on the Internet
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: ARTS1001, ARTS1004

In all, 4,824 undergraduates attended the Centre's regular enhancement courses. Another 3,834 students and other members of the University participated in our special courses, summer courses, broadening courses, and self-access learning programmes. They were distributed as follows:

Courses taught	Number of students taught
<i>Regular undergraduate enhancement courses by faculty</i>	
Architecture & REC (yr. 1)	110
Arts (yrs. 1 &2)	776
Business (yr. 1) & Economics (yrs. 1 &2)	869
Dentistry (yr. 1)	54
Education (yrs. 1 &2)	194
Engineering + BEng/BBA	481
Law (yrs. 1 &2)	220
Medicine (yrs.1 &2), Nursing & Chinese Medicine (yrs. 1 & 2)	563
Science (yrs. 1 &2)	987
Social Sciences (yrs.1 &2)	570
Subtotal (enhancement courses)	4,824
<i>Postgraduate courses</i>	
Communication, Information Technology and Professional Writing	54
Dissertation Writing for Medical Sciences	48
M.Ed. Writing Workshops	106
Thesis writing course for EdD students	24
English for MCL students	53
Intensive English for Postgraduate Students	85
Introduction to Thesis Writing	585
Introduction to Thesis Writing (Humanities & Related Disciplines)	58
Introduction to Thesis Writing (Sciences & Related Disciplines)	57
Effective Academic Presentations	123
Making Your Writing Clear	165
Reporting on other Researchers' Work	66
How to Publish Your Research (Humanities & Related Disciplines)	35
How to Publish Your Research (Sciences & Related Disciplines)	50
Reporting Research in Public Health	51
Subtotal (postgraduate courses)	1,560

Other courses

Academic English and Professional Writing Skills for Social Work	50
Improving English Proficiency for Engineering Students	92
Management & Communication Skills for Engineers	99
Summer IELTS Workshops	204
Broadening courses: English on the Internet	47
From Paintings to Stories: The Interplay between Arts & Literature	26
Gay Identity: An Exploration through World Literature	41
Understanding Narratives	42
English for University Studies	224
English course for HKU Non-academic staff	260
Summer Institute in the Arts and Humanities	53
Subtotal (other courses)	1,138
Total number of students taught	7,522
Self-access consultations	1,136



Summer IELTS Workshops

The IELTS workshops in 2010 ran from May 31 to June 11. Two courses were run, including Preparation for IELTS – The Writing & Reading Tests, and Preparation for IELTS – The Speaking & Listening Tests. 204 students (169 undergraduates, 35 postgraduates) were enrolled in the courses. Student outcomes include improved reading, writing, speaking and listening skills as well as a greater awareness of the format and requirements of the four tests.

Self-access Learning

The Meng Wah Language Resource Centre (LRC), and the Virtual English Centre (VEC) 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.

576 hours were allocated for LRC consultation services in 2009-10. Consultations totalled 1,336, including 434 one-to-one consultations and 902 participants in discussion groups and workshops, a 3% rise on the previous year. Online VEC services included the Conversation Exchange where registration reached 213, and the Self-Directed English Programme, from which 1,095 students downloaded study plans. 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 workshops once a week. The VEC and ELW have been the main vehicles for providing online language learning resources. Over the period September 2009 to May 2010, the number of people using the VEC and ELW pages has averaged 565 per day, which is a substantial increase on the previous year when user sessions averaged 445 per day. The most popular pages on the ELW in rank order were oral presentations, listening, pronunciation, vocabulary, IELTS preparation, English through films, grammar and writing.

Publicity was carried out by a combination of bulk e-mail flyers to all students at least once a week, posters distributed to all departments, and regular updates on the VEC.

Postgraduate Courses

The Centre offers M Phil 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 Centre (<http://caes.hku.hk/ve>). In the 2009-2010 academic year, there has been an increase in students attending the Centre courses for the Graduate School.

'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 are also offered: one targeted at students in the Humanities and related disciplines, and the second, targeted at Sciences and related disciplines, were piloted this year, and both received a very positive response from students.

The five elective modules focus on either oral presentation or writing skills. The academic writing course helps students with those 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 these workshop-style courses have been very well attended and rated highly by the students for their usefulness and the quality of the teaching.

In addition, students may sign up for the Graduate Writing Support Service. The aim of the Graduate Writing Support Service is to assist graduate students who have identified themselves, or who have been identified by a course tutor or thesis supervisor, as requiring special help with aspects of their academic writing in English. It is intended to help students who are in the fairly early stages of their study to become better writers.

The Centre also offers 'special courses' to postgraduate students in various programmes based on faculty requests. At present, these courses are offered in five faculties (Dentistry, Education, Medicine, Social Sciences and Law), with the most recent addition being 'Reporting Research in Public Health'. 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 2009-10, 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. 224 students (divided into 8 class groups) were enrolled in this course that took place from July 13 to August 5, 2010.

During the five weeks of the course, students were introduced to a bank of academic vocabulary and strategies for learning academic vocabulary. They also engaged in a variety of interactive activities to further develop confidence in speaking in tutorial discussions. A heavy emphasis was placed on developing academic writing skills. Students explored what is expected when completing a written text at university, such as how to search for good academic information and how to organize that information into a well-reasoned argument. Throughout the course, students had ample opportunities to improve their problem-solving and critical thinking skills as independent and intellectually mature learners in collaboration with their peers.

English courses for the Summer Institute in the Arts and Humanities

53 students were enrolled in the English courses offered for the Summer Institute in the Arts and Humanities during July 12 – 23, 2010. Two courses, ARTS1001 English for Chinese Learners and ARTS1004 Strategies for Confident Conversation and Presentation were offered.

The English for Chinese Learners course aims at improving students' writing and presentation skills in English. Students were given ample opportunities to use both written and spoken English in the context of business communication. The course covered business correspondence, English pronunciation, cross-cultural communication, business meeting simulations and report writing. Students were also given the opportunity to teach their classmates idiomatic English and to improve their presentation skills in the process.

The Strategies for Confident Conversation and Presentation course aims at developing students' oral and presentation skills in both informal and formal contexts. The areas covered by the course included strategies for interesting and effective conversation, networking and speaking in the business context. Oral presentation skills in the workplace were also covered.

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 are designed to help HKU staff at three levels (Advanced, Intermediate, and Introductory) to improve their written and spoken English within their work contexts at the university. The number of staff members benefiting from these courses has increased from 180 in 2008-9 to 260 in 2009-10.

Course content includes a wide range of tasks focusing on job-specific skills ranging from handling enquiries, requests, telephone calls, and workplace situational conversations for support staff to business correspondence, business meetings and speeches for administrative staff.

Staff are required to participate actively in class in role-plays, case studies and analysis of sample texts. Audio-visual and self-access materials are also provided to facilitate independent study. In Semester 2, 2009-10, a course website was created to enhance the learning environment and task variation, to allow for interactive discussions and feedback from classmates and teachers, and for continuing self-study outside class.



The popularity of CAES' provision for non-academic staff has led to the introduction of new initiatives for next academic year, including: an extended workshop 'Professional English in Context: Telephoning Skills Workshop'; and two new courses: 'Professional English in Focus (Advanced Level): Writing and Grammar', and 'Professional English in Focus (Advanced Level): Presentations and Pronunciation'.





RESEARCH

Research informs, guides, deepens and enhances the work of colleagues in the Centre as well as their students' learning. In 2009-2010 Special Interest Groups were 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 addition, 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 problem-based learning (PBL) medical curriculum (A. Storey)
- Genre acquisitions, identities and roles in placements' communities of practice (K. Lau)
- Identifying the English language and communicative demands of bedside learning of students in the clinical years (L. K. Chan, Institute of Medical and Health Science Education; L. K. Tse and A. Storey)
- Identity and academic writing (K. Hyland)
- Interaction in problem-based learning (PBL) in Clinical Medicine: A discursual inquiry into the development of professional participation (A. Storey)
- A pilot English in the major project with the Faculty of Science (D. Gardner and D. L. Phillips, Chemistry)
- Research article biographies in three disciplines (K. Hyland and P. Tse, Hong Kong University of Science and Technology)

2. Language education

- Applying outcomes-based teaching and learning and English in the discipline in the BSc [Information Management] program (S. Chu, Education; N. Fong and E. Martyn)
- The development of an English for academic purposes course at the University of Hong Kong: From needs analysis to course evaluation (M. Legg)
- Development of and pilot of a General University English course for the 2012 four-year curriculum (M. Legg, L. S. W. Chan, L. H. Y. Chan and W. L. Tsang)
- Exploring the effectiveness of teaching methods incorporating formulaic sequences for L2 oral fluency development (J. Chan; M. Evans, University of Cambridge; and B. Kwan, City University of Hong Kong)
- An evaluation of the custom-made electronic platform for self-reflections in the English enhancement courses for the Faculty of Dentistry (L. Cheung, Y. Loong and L. K. Tse)
- In-service teacher development for facilitating learner autonomy in curriculum-based SALL (C. Lai)
- Integration, implementation and preliminary evaluation of VELA (Virtual English Language Advisor) into HKU VEC (Virtual English Centre) (P. Voller)



- Proposal for a pilot project for the development of a business communication assessment mechanism for the Faculty of Business and Economics (Y. Loong, P. Smyth, A. Lau, Business and Economics; and E. Christopher, Business and Economics)
- Proposal for a pilot English in the major project with the Faculty of Dentistry (L. Cheung, Y. Loong, L. K. Tse and C. McGrath, Dentistry)
- Reflective practice in portfolios: The case of an English for legal purposes course (P. Smyth)
- Second language motivation and possible L2 selves of university students in a self-access language learning (SALL) programme (L. H. Y. Chan and D. Gardner)
- A study of the vocabulary learning strategies of Dentistry students in an English for academic purposes (EAP) course (Y. Loong and L. S. W. Chan)

3. Language acquisition

- The L3 acquisition of null arguments in Japanese (I. Leung, Linguistics; W. L. Tsang and V. Yip, Linguistics and Modern Languages, Chinese University of Hong Kong)
- The L3 acquisition of null arguments in Mandarin Chinese (I. Leung, Linguistics; W. L. Tsang and V. Yip, Linguistics and Modern Languages, Chinese University of Hong Kong)
- The Mandarin interlanguage corpus (W. L. Tsang and Y. Yeung, School of Chinese)

4. Literature in language learning:

- Contemporary Asian poetry in English: The development of poets and their voices (A. Lam)

Funding

Funding for the projects came from various sources including the Research Grants Council, the Teaching Development Grants, the Committee on Research and Conference Grants, Seed Funding Programme for Basic Research, and the University Grants Committee.

PROFESSIONAL DEVELOPMENT

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 2009-10 we continued to run our highly successful series of CAES Seminars. Staff participated in conferences around the world, several as keynote or plenary speakers. Five members of CAES staff successfully completed their doctoral studies and another seven 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 both increase the influence and profile of the Centre while professionally developing the staff members involved.

SEMINARS OFFERED in 2009-2010

2 nd September 2009	<p>Anne Storey, Dora Pao, Tse Lai Kun and Tsang Wai Lan CAES, University of Hong Kong <i>Medical Terminology: Principles and Pedagogy</i></p>
16 th September	<p>Issra Pramoolsook School of English, Suranaree University of Technology, Thailand <i>Genre Transfer from Dissertation to RA: Biotechnology and Environmental Engineering in a Thai University Context</i></p>
30 th September	<p>John Milton Language Centre, The Hong Kong University of Science and Technology <i>Tools that Support Independent Process Writing</i></p>
7 th October	<p>Lowana Phillips CAES, University of Hong Kong <i>English Enhancement through Fine Art Appreciation</i></p>
13 th October	<p>Helen Enright University of Melbourne <i>Curriculum Renewal Design for Discipline Specific Language Development: A Case Study from Nursing</i></p>
28 th October	<p>Geoff Smith CAES, University of Hong Kong <i>Publishing your Research: Shortcuts and Temptations</i></p>



11th November	Instisarn Chaiyasuk Department of Western Languages and Linguistics, Mahasarakham University <i>Are English Teachers Ready to Teach ESP? A Case Study from Mahasarakham University, Thailand</i>
18th November	Tony Lee Hong Kong Institute of Education <i>A Student-Directed Learning (SDL) Reading and Writing Programme for HKU Students</i>
2nd December	Michael Prosser and Diane Salter Centre for Enhancement of Teaching and Learning, University of Hong Kong <i>Outcome-Based Approaches to Students' Learning Workshop</i>
27th January 2010	Miranda Legg CAES, University of Hong Kong <i>Latest Development of GUE</i>
24th February	Phil Smyth and Yvonne Loong CAES, University of Hong Kong <i>The Business Communication Assessment: Developing a Test to Show Gain in English</i>
24th March	Joshua Chan CAES, University of Hong Kong <i>Exploring the Effectiveness of Teaching Lexical Phrases for L2 Oral Fluency Development</i>
14th April	Ken Hyland CAES, University of Hong Kong <i>"Dinosaur Teens were Keen on Sex": Proximity in Professional and Popular Science</i>
5th May	Michael Prosser Centre for Enhancement of Teaching and Learning, University of Hong Kong <i>Grade Descriptors and Standards</i>
3rd June	Patrick Desloge CAES, University of Hong Kong <i>Looking towards a Paperless Workflow: Today and Tomorrow</i>
23rd June	Ken Lau CAES, University of Hong Kong <i>Tricks of the Trade: Spicing up your Teaching by PowerPoint 2007</i>

RESEARCH AND PUBLICATIONS

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. It also encourages research through a regular seminar series, a long running journal, Special Interest Groups based around key areas of research, funded conference attendances and professional leave arrangements, and encouragement of funded research. 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 *English for Specific Purposes*, *The Cambridge Journal of Education*, *Journal of Asian Pacific Communication*, *Journal of Applied Linguistics*, *Language Learning Journal* and *Foreign Languages and Their Teaching*. 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 2009-2010, Centre staff published the following items.

STAFF PUBLICATIONS

Chan, C.S.C

- Thinking out of the textbook: Toward authenticity and politeness awareness, *TESOL Classroom Practice Series*. Alexandria, VA, Teachers of English to Speakers of Other Languages, Inc., 2009, 9-20.
- Developing communicative competence: Reflections as a learner of Modern Greek, *Modern English Teacher*. UK, 2010, 19.

Cheung, L.M.L.

- Book review of Spencer-Oatey, E-Learning initiatives in China: Pedagogy, policy and culture (Education in China: Reform and Diversity). *Asian EFL Journal*, March issue. 2010, 12(1): 290-291.

Gardner, D.P.

- (with Miller, L.) *Longman Activate: Learning English through Sports Communication (Textbook)*. Hong Kong: Longman, 2009.
- (with Miller, L.) *Longman Elect: Learning English through Sports Communication (Teachers' book)*. Hong Kong: Longman, 2009.
- (with Miller, L.) *Longman Elect: Learning English through Sports Communication (Textbook)*. Hong Kong: Longman, 2009.
- (with Miller, L.) *Longman Activate: Learning English through Sports Communication (Teachers' Book)*. Hong Kong: Longman, 2009.

Hyland, K.

- *Teaching and Researching Writing 2nd edition*. London, Longman, 2009.
- *Academic Discourse*. London, Continuum, 2009.
- (eds. with Diani, G.). *Academic Evaluation: Review Genres in University Settings*. London: Palgrave-MacMillan, 2009.
- Disciplinary specificity: Discourse, context and ESP. In Johns, A., Paltridge, B. & Belcher, D. (eds.) *New Directions in ESP*. Ann Arbor: University of Michigan Press, 2010.
- Researching writing. In B. Paltridge and A. Phakiti (eds.). *Continuum Companion to Second Language Research Methods*. London: Continuum, 2010, 191-204.
- Corpus informed discourse analysis: The case of academic engagement. In M. Charles, S. Hunston & D. Pecorari (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum, 2009, 110-128.

- Constraint vs Creativity: Identity in academic writing. In Gotti, M. (ed.) *Commonality and Individuality in Academic Discourse*. Frankfurt: Peter Lang, 2009, 25-52.
- English for professional academic purposes: Writing for scholarly publication. In D. Belcher (ed.) *English for Specific Purposes in Theory and Practice*. Ann Arbor: University of Michigan Press, 2009, 83-105.
- Specific purposes programmes. In Long, M.H. & Doughty, C. (eds.) *Handbook of Language Teaching*. Oxford: Blackwell, 2009, 201-217.
- Genre Analysis. In Malmkjær, K. (ed.) *Routledge Encyclopedia of Linguistics 3rd edition*. London: Routledge, 2009, 210-213.
- (with Tse, P.) Discipline and Gender: Constructing Rhetorical Identity in Book Reviews. In Hyland, K. & Diani, G. (eds.). *Academic Evaluation: Review Genres in University Settings*. London: Palgrave-MacMillan, 2009, 105-121.
- Metadiscourse: Mapping interactions in academic writing. *Nordic Journal of English Studies*. Special Issue on Metadiscourse, 2009, 9(2): 125-143.
- (with Tse, P.) The leading journal in its field: Evaluation in journal descriptions. *Discourse Studies*, 2009, 11(6): 703-720.
- (with Tse, P.) Academic lexis and disciplinary practice: Corpus evidence for specificity. *International Journal of English Studies*, 2009, 9(2): 111-130.
- Community and individuality: Performing identity in Applied Linguistics. *Written Communication*, 2010, 27(2): 159-188.
- (with Tse, P.) Claiming a territory: Relative clauses in journal descriptions. *Journal of Pragmatics*, 2010, 42: 1880-1889.
- Constructing proximity: Relating to readers in popular and professional science. *Journal of English for Academic Purposes*, 2010, 9(2): 116-127.
- Discourse analysis and EAP: Understanding disciplinary writing. *Taiwan International ESP Journal*, 2010, 1(1): 5-22.

Lam, A.S.L.

- Birds flying east, *Muse*. 2009, 34: 84-85.
- Every other day, In: Abidov, Assam, *Fish and snake poetry anthology*. Toshkent, Muharrir Nashriyoti, 2009, 6-11.
- Frangipani, *Muse*. 2009, 32: 76.
- Sakura, sakura, *Muse*. 2009, 34: 86-87.
- Two foreign men talking, *Muse*. 2009, 32: 76-77.
- What the body needs, In: M. Manz & M. Zeller, *Foodscape: A Swiss-Chinese intercultural encounter*. Hong Kong, MCCM Creations, 2009, 94.
- Review of Tumasik: Contemporary writing from Singapore by Alvin Pang, *Asiatic: IJUM Journal of English Language and Literature*. 2010, 4(1).

Sung, C.C.

- English as the Asian Language of Business and the Professions Symposium, *Asian Englishes*. 2009, 12(2): 110-112.
- Review of Leadership Discourse: Interactions of Humour, Gender and Workplace Culture by Stephanie Schnurr, *Discourse and Communication*. Sage, 2010, 4(1): 87-89.
- Review of World Englishes: The Study of New Linguistic Varieties by Rajend Mesthrie and Rakesh M. Bhatt, *Changing English*. Routledge, 2010, 17(1): 107-109.

Tsang, W.L.

- *The Hong Kong Journal of Applied Linguistics*, Editor-in-chief, Centre for Applied English Studies, 2010.

Wang, W.F.

- *Exploring Teachers' Experiences in Curriculum Implementation in China: Case Studies of Four Secondary School English Teachers*. Köln, Germany, LAP LAMBERT Academic Publishing, 2009.
- (with Cao G.L.) A qualitative study of two English teachers' beliefs and practices in a context of curriculum change in Guangzhou, China, In: Chen, J.P. (ed.), *Innovating English Teaching in China: Selected Papers from 2006 CELEA Annual Conference and the 3rd International Conference on CLT in China*. Beijing, China, Foreign Language Teaching and Research Press, 2010, 261-275.

Voller, P.W.

- (with Kjisik F., Aoki N. and Nakata Y.) *Mapping the Terrain of Learner Autonomy: Learning Environments, Learning Communities and Identities*. Finland, Tampere University Press, 2009.

CONFERENCE, SEMINAR AND OTHER PRESENTATIONS

Chan, C.S.C.

- Exploring tasks in ESP contexts: Motives and identities. *Postgraduate Research Conference, Faculty of Education, The University of Hong Kong*, Hong Kong, 2009.
- Sociocultural aspects of task-based language learning in ESP contexts. *The 3rd Hong Kong Association for Applied Linguistics Research Forum*. Hong Kong, 2009.

Chan, L.H.Y

- (with Tse, L.K. and Leung, G.P.H.) Integrating disciplinary content and language to prepare students for PBL in Pharmacy (poster presentation). *The 6th International Conference on PBL in Dentistry, Faculty of Dentistry, The University of Hong Kong*, Hong Kong, 2009.

Chan, L.S.W.

- (with Loong, Y.C.W.) A study on the vocabulary learning strategies (VLS) of Dentistry students in an English for academic purposes (EAP) course. *2010 International Conference and Workshop on TEFL & Applied Linguistics, Department of Applied English, Ming Chuan University*, 2010.

Cheung, L.M.L.

- Can you paraphrase? Scaffolding knowledge construction in online discussions. *The 5th International Symposium on Teaching English at Tertiary Level, Hong Kong Polytechnic University*, Hong Kong, 2009.
- (with Loong, Y.C.W. and Tse, L.K.) Discipline-specific English language support for PBL curriculum. *The 6th International Conference on PBL in Dentistry, Faculty of Dentistry, The University of Hong Kong*, Hong Kong, 2009.
- (with Loong, Y.C.W. and Tse, L.K.) Learning outcomes: The evaluation of an English in the Discipline course for fourth-year dentistry students. *The 5th International Symposium on Teaching English at Tertiary Level, Hong Kong Polytechnic University*, Hong Kong, 2009.
- Paraphrases: Linguistic devices used in computer-supported collaborative knowledge construction. *CELC Symposium, National University of Singapore*, Singapore, 2010.
- (with Loong, Y.C.W. and Tse, L.K.) English in Dentistry: Challenges in assessment of writing. *ELC Symposium: The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University*, Hong Kong, 2010.
- Exploring corpora applications in English in the Discipline courses. *English in the Discipline Development Week, Centre for Applied English Studies, The University of Hong Kong*, Hong Kong, 2010.

Fong, N.S.N.

- An analysis of the mediating roles of computers in scaffolded learning in a second language classroom. *Global Perspectives, Local Initiatives: Reflections And Practices In English Language Teaching, Centre For English Language Communication Symposium 2010, National University of Singapore*, Singapore, 2010.
- Building connections between language needs and subject knowledge: A pilot of an English in the Discipline Course in the University of Hong Kong. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University*, Hong Kong, 2010.

Gardner, D.P.

- How are we doing? Evaluating a self-access centre. *1st International Foreign Language Teaching Conference: Independent Learning*. 2010.
- Looking in and looking out: Managing a self-access centre. *Plenary lecture. 1st International Foreign Language Teaching Conference: Independent Learning*. 2010.
- (with Miller, L.) Learning English through sports communication. *Invited speaker. Sing Yiu Secondary School*. Hong Kong, 2010.

Hui-Bon-Hoa, M.L.

- *Invited speaker and adjudicator. St. Paul's School, Lam Tin. Hong Kong. 2009.*
- *Parents' forum: How to learn English. Invited speaker. HKMLC Queen Maud Secondary School. Hong Kong. 2009.*
- *Teacher training session: Teaching English through songs and poems (1). Invited speaker. Christian Alliance S.W. Chan Memorial College. Hong Kong. 2009.*
- *Teacher training session: Teaching English through songs and poems (2). Invited speaker. Christian Alliance S.W. Chan Memorial College. Hong Kong. 2009.*
- *Teachers' Forum 2009. The NSS English language curriculum: The language arts modules. Invited speaker. South China Morning Post. Hong Kong. 2009.*
- *An approach to poetry. Invited speaker. De Hong's Teachers' College, Mangshi, Yunnan. 2010.*
- *On globalization. Invited speaker. HKMLC Queen Maud Secondary School. Hong Kong. 2010.*
- *NSS Literature in English Learning and Teaching Series: Exploring Drama. Invited speaker. HKSAR Education Bureau. Hong Kong. 2010.*
- *NSS Literature in English Learning and Teaching Series: Exploring Fiction. Invited speaker. HKSAR Education Bureau. Hong Kong. 2010.*
- *NSS Literature in English Learning and Teaching Series: Exploring Film. Invited speaker. HKSAR Education Bureau. Hong Kong. 2010.*
- *NSS Literature in English Learning and Teaching Series: Exploring Poetry. Invited speaker. HKSAR Education Bureau. Hong Kong. 2010.*
- *Student's forum on writing short stories. Invited speaker. Ming Yin College. Hong Kong. 2010.*
- *Teachers' seminar. Learning English through storytelling, poems and songs. Invited speaker. i Learner. Hong Kong. 2010.*

Hyland, K.

- *Reformulation in academic writing: Shaping disciplinary argument. British Association for Applied Linguistics Annual Conference 2009. Newcastle University. UK. 2009.*
- *Genre and academic writing in the disciplines. Keynote Speaker. International Conference on ESP and its teaching. Wuhan University of Science and Technology, Wuhan. China. 2009.*
- *Specificity in EAP. Keynote Speaker. 5th International Symposium on Teaching English at Tertiary Level. Hong Kong Polytechnic University. Hong Kong. 2009.*
- *The leading journal in its field: Evaluation in journal descriptions. American Association for Applied Linguistics Annual Conference, Atlanta, Georgia. USA. 2010.*
- *Dinosaur teens were keen on sex: Proximity in professional and popular science. CAES Seminar, Centre for Applied English Studies, The University of Hong Kong. Hong Kong. 2010.*
- *Discursive practices in EAP: Unpacking specificity in academic writing. Invited plenary speaker. 2nd Conference of the Asia-Pacific Rim LSP and Professional Communication Conference. Kula Lumpur. Malaysia. 2010.*
- *Let's Be Specific: Disciplinary Writing and EAP. Invited plenary speaker. IATEFL English for Specific Purposes Special Interest Group Conference. Bilkent University. Turkey. 2010.*
- *Identity construction in applied linguistics. Invited speaker. Hong Kong Association of Applied Linguistics Seminar series. Hong Kong Polytechnic University. Hong Kong. 2010.*
- *Writing and revising for publication. Keynote Speaker. Strategies for Publishing in Academic Journals. Beijing Foreign Studies University. China. 2010.*
- *Genre analysis: Theory, analysis and pedagogy. Invited workshop. University of Modena. Italy. 2010.*
- *Transferring knowledge: Proximity in professional and popular science. Keynote Speaker. CLAVIER Conference on knowledge transfer. University of Modena. Italy. 2010.*
- *Reflecting on teaching writing: Applying research to the classroom. Keynote Speaker. 27th International Conference on English Teaching and Learning in the R.O.C. Kaohsiung. Taiwan. 2010.*

Lai, C.M.W.

- *In-service teacher development for facilitating learner autonomy in curriculum-based SALL. 1st International Foreign Language Teaching Conference: Independent Learning. Gaziantep, Turkey. 2010.*

Lam, A.S.L.

- (with Ng, S.P.) Defining Asian poetry in English: Corpuses, communities and identity. *Invited paper. Imagined communities revisited: Identity, nationalism and globalization, the 13th Biennial Symposium on Literatures and Cultures of the Asia-Pacific Region.* Kuala Lumpur. 2009.
- 'Rendezvous with glow worms' and 'Vanilla in the stars'. *Poetry reading at "Imagined communities revisited: Identity, nationalism and globalization", the 13th Biennial Symposium on Literatures and Cultures of the Asia-Pacific Region.* Kuala Lumpur. 2009.
- All waters are one. *Poetry reading and panel discussion at the "My Pacific Ocean Experience" Seminar with Gary Snyder and other visiting and Hong Kong poets organized by the International Writers' Workshop, Hong Kong Baptist University.* Hong Kong. 2009.
- Interview by Chun-hon Yu. *Power up Hong Kong.* Hong Kong, TVB. 2009.
- My cerebral child. *Poetry reading at the book launch of Speaking for myself: An anthology of Asian women's writing by Penguin (India) and the India International Centre sponsored by the Prabha Khaitan Foundation, Calcutta.* India. 2010.
- Sakura, sakura. *Poetry reading at "One by one" presented by Outloud, Fringe Club.* Hong Kong. 2010.
- Vanilla in the stars. *Poetry reading with Filipino poets. The University of the Philippines.* Manila. 2010.
- Asian writing. *Invited seminar speaker at the book launch of Speaking for myself: An anthology of Asian women's writing by Penguin (India) and the India International Centre sponsored by the Prabha Khaitan Foundation, Calcutta.* India. 2010.
- Shakespeare and my poetry. *Invited lecture for a course on Shakespeare at the Singapore Management University.* Singapore. 2010.
- Techniques I use in writing a poem - Vanilla in the stars. *Invited seminar speaker at "Writing Across cultures: A symposium for students and teachers of creative writing" organized by the Department of English at the City University of Hong Kong in conjunction with the Man Hong Kong International Literary Festival.* Hong Kong. 2010.

Lau, K.K.K.

- Learning to become a professional in a textually-mediated world: Placement as a site of negotiation, re-contextualisation and hybridisation of practices. *Invited speaker. School of Arts and Social Sciences, SIM University.* Singapore. 2009.
- (with Martyn, E.R., Lee, J.C.Y. and Wong, L.L.C.) English in the Discipline: Meeting diverse needs in large faculties. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.
- Tricks of the trade: Spicing up your teaching by PowerPoint 2007. *Workshop, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2010.
- Writing, feedback and professional practice. *Asia-Pacific Rim LSP and Professional Communication Association Conference.* Kuala Lumpur. 2010.

Lee, J.C.Y.

- (with Martyn, E.R., Lau, K.K. and Wong, L.L.C.) English in the Discipline: Meeting diverse needs in large faculties. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.

Legg, M.G.

- Conceptualizing a new English for General academic purposes course. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.

Loong, Y.C.W.

- Teaching vocabulary effectively in Hong Kong Secondary School Context. *Ma Ko Pan Memorial College.* 2009.
- (with Cheung, L.M.L. and Tse, L.K.) Discipline-specific English language support for PBL curriculum. *The 6th International Conference on PBL in Dentistry, Faculty of Dentistry, The University of Hong Kong.* Hong Kong. 2009.
- (with Cheung, L.M.L. and Tse, L.K.) Learning outcomes: The evaluation of an English in the Discipline course for fourth-year dentistry students. *The 5th International Symposium on Teaching English at Tertiary Level, Hong Kong Polytechnic University.* Hong Kong. 2009.
- Identity in English academic writing as understood by postgraduates in the University of Hong Kong. *11th International Pragmatics Association (IPrA) Conference.* 2009.

- (with Chan, L.S.W.) A study on the vocabulary learning strategies (VLS) of Dentistry students in an English for academic purposes (EAP) course. *2010 International Conference and Workshop on TEFL & Applied Linguistics, Department of Applied English, Ming Chuan University*. 2010.
- (with Cheung, L.M.L. and Tse, L.K.) English in Dentistry: Challenges in assessment of writing. *ELC Symposium: The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University*. Hong Kong. 2010.
- Language across curriculum: Students' perspectives in a final year capstone project in Dentistry. *Applied Linguistics Association of Australia (ALAA) Congress*. 2010.
- Academic writing for ESL/ EFL learners. *People's University of China (Renmin University), Beijing*. China. 2010.

Martyn, E.R.

- (Lau, K.K., Lee, J.C.Y. and Wong, L.L.C.) English in the Discipline: Meeting diverse needs in large faculties. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University*. Hong Kong. 2010.

Pao, D.

- (with Storey, A.M., Tsang, W.L. and Tse, L.K.) Medical terminology: Principles and pedagogy. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2009.
- (with Tse, L.K. and Tsang, W.L.) How ESP can we get in the new curriculum? *The Challenges of the 4-year curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University*. Hong Kong. 2010.

Phillips L.

- *English Enhancement through Fine Art Appreciation*. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2009.
- 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*. Hong Kong. 2010.

Storey, A.M.

- (with Chan, L.K. and Tse, L.K.) Discourse of clinical training. *The 11th International Pragmatics Conference. The University of Melbourne, Melbourne*. Australia. 2009.
- (with Pao, D., Tsang, W.L. and Tse, L.K.) Medical terminology: Principles and pedagogy. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2009.

Sung, C.C.

- Hong Kong pre-service teachers' perspectives on teaching native accents and target language cultures in ELT. *3rd Hong Kong Association for Applied Linguistics Research Forum, Hong Kong Polytechnic University*. Hong Kong. 2009.
- Meeting the challenge of globalization: Culture and English language teaching. *Symposium on English as the Language of Asian Business and Professions (ELABP), Hong Kong Polytechnic University*. Hong Kong. 2009.
- Teaching students about culture and cross-cultural communication skills in English language teaching classrooms in Hong Kong. *5th Annual Conference of the Asian Studies Association of Hong Kong, University of Hong Kong*. Hong Kong. 2010.

Tsang, W.L.

- (with Cheung, S.C. and Matthews, S.J.) Transfer from L3 German to L2 English in agreement and tense aspect. *The 6th Conference on Multilingualism and Third Language Acquisition*. 2009.
- (with Pao, D., Storey, A.M. and Tse, L.K.) Medical terminology: Principles and pedagogy. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2009.
- The Mandarin interlanguage corpus: Basic construct. *The 10th annual conference of the Japan Second Language Association*. 2010.
- The construction of the Mandarin interlanguage corpus. *Using Corpora in Contrastive and Translation Studies (UCCTS 2010)*. 2010.

- (with Tse, L.K. and Pao, D.) How ESP can we get in the new curriculum? *The Challenges of the 4-year curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.

Tse, L.K.

- (with Chan, L.K. and Storey, A.M.) Discourse of clinical training. *The 11th International Pragmatics Conference. The University of Melbourne, Melbourne.* Australia. 2009.
- (with Pao, D., Storey, A.M. and Tsang, W.L.) Medical terminology: Principles and pedagogy. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2009.
- From College English to ESP: Targets, transition and teachers. *Keynote speech. The National Conference of English Teaching and Learning in Independent Colleges, Faculty of Foreign Languages, Zhejiang University City College, Hangzhou.* PRC. 2009.
- (with Cheung, L.M.L. and Loong, Y.C.W.) Learning outcomes: The evaluation of an English in the Discipline course for fourth-year dentistry students. *The 5th International Symposium on Teaching English at Tertiary Level, Hong Kong Polytechnic University.* Hong Kong. 2009.
- (with Cheung, L.M.L. and Loong, Y.C.W.) Discipline-specific English language support for PBL curriculum. *The 6th International Conference on PBL in Dentistry, Faculty of Dentistry, The University of Hong Kong.* Hong Kong. 2009.
- (with Chan, L. and Leung, G.P.H.) Integrating disciplinary content and language to prepare students for PBL in Pharmacy (poster presentation). *The 6th International Conference on PBL in Dentistry, Faculty of Dentistry, The University of Hong Kong.* Hong Kong. 2009.
- (with Cheung, L.M.L. and Loong, Y.C.W.) English in Dentistry: Challenges in assessment of writing. *ELC Symposium: The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.
- (with Pao, D. and Tsang, W.L.) How ESP can we get in the new curriculum? *The Challenges of the 4-year curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.
- Transforming experience and learner transformation: An analysis of first year medical students' PBL reflections. *8th Interdisciplinary Conference on Communication, Medicine, and Ethics (COMET 2010), School of Public Health, Boston University, Boston.* USA. 2010.
- Transforming students' College English experience: Issues and suggestions based on class observations and discussions with teachers at ZUCC. *Invited talk. Faculty of Foreign Languages, Zhejiang University City College, Hangzhou.* PRC. 2010.

Wang, W.F.

- Growing in communities of practice: From candidature to work. *Alumni Forum, Postgraduate Research Conference 2009, Faculty of Education, The University of Hong Kong.* Hong Kong. 2009.
- Developing a bibliography on English language education in China: Experience sharing. *CAES Language Education SIG Project Meeting.* Hong Kong. 2010.
- Developing a bibliography on English language education in China: Experience sharing. *CAES Postgraduate Writing SIG Project Meeting.* Hong Kong. 2010.

Wong, L.L.C.

- Electronic portfolios for learning and assessment. *Paper, the 5th International Symposium on Teaching English at Tertiary Level.* Hong Kong. 2009.
- In-service professional development and teacher technology integration. *Paper, the 7th Asia TEFL, Bangkok.* Thailand. 2009.
- Integrating e-Portfolios into a professional English course. *Paper, The 7th Asia TEFL, Bangkok.* Thailand. 2009.
- Integrating e-Portfolios into a professional English course. *Paper, the 44th Annual International TESOL Convention, Boston, Massachusetts.* USA. 2010.
- (with Martyn, E.R., Lau, K.K. and Lee, J.C.Y.) English in the Discipline: Meeting diverse needs in large faculties. *The Challenges of the 4-year Curriculum for English Language Centres in Hong Kong, Hong Kong Polytechnic University.* Hong Kong. 2010.

STAFF LIST

Director and Chair Professor:

Hyland, K., B.A. *Warw.*; M.A. *Birm.*; Ph.D. *Q'ld.*

Associate Director [from June 2010] and Senior Language Instructor:

Gardner, D.P., B.A. *Sheff*; M.A. *Reading*; Ph.D. *Open*; Cert.T.E.F.L. *Trinity Coll. Lond.*

Associate Professor:

Lam, A.S.L., B.A. *Sing.*; M.A. *Sing. Nat.*; Ph.D. *Cert. T.E.S.O.L. Pitt.*

Assistant Professors:

Loong, Y.C.W., B.A. *H.K.P.*; PC.Ed., *H.K.*; M.A. *Warw.*; Ph.D. *City.*

Tsang, W.L., B.A. M.Phil., *H.K.*; M.Phil. Ph.D. *Cambridge.*

Senior Language Instructors:

Hui-Bon-Hoa, M.L., B.A. M.A. *Stanford*, Cert. Adv. St. *Harvard*; Ph.D. *Lond.*

Martyn, E., B.A. B.Ed. *Wpg.*; M.Ed. *Manitoba*. Ph.D. *H.K.*

Samson, E., B.A. *Lanc.*; M.A. *Birm.*; P.G.C.E. *Leic.*

Language Instructors:

Chan, C.S.C., B.B.A. M.Sc. *H.K.U.S.T.*; M.A. *Birm*; CELTA *Cambridge/Roy. Soc. of Arts*; Cert. in Teaching English for Business *L.C.C.I.*

Chan, L.S.W., B.B.A. *C.U.H.K.*; P.C.Ed. M.A. *H.K.*

Cheung, L.M.L., B.A. M.A., *H.K.*; Ph.D. *Birm.*

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.*

Lam, L., B.A. B.Ed. *Tor.*; M.A.A.L. *Reading*

Lau, K.K.K., B.A. *H.K.P.U.*; M. Res. Ph.D. *Lanc.*, MCIL.

Lee, J.C.Y., B.A. P.G.Dip. *H.K.*; M.A. Ph.D. *York.*

Legg, M., B.A. *Mel.*; CTEFLA, DELTA *Roy. Soc. of Arts*; M.A. *Macquarie*

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.*

Storey, A.M., B.A. P.G.C.E. *Wales*; Dip.T.E.F.L. *Roy. Soc. of Arts*; M.A. *Birm.*

Tse, L.K., B.A. C.U.H.K.; M.Sc. *Edin.*; Dip.Ed. *H.K.*; Cert.T.E.F.L. *Roy. Soc. of Arts*

Voller, P.W., B.A. *Leeds*; M.Ed. *Temple*

Wong, L.L.C., B. Phil. *Birm.*; M.A. Ph.D. *H.K.*

Assistant Language Instructors:

Chan, L.H.Y., B.Sc. *Reading*; P.G.D.E., M.Phil. *C.U.H.K.*

Cole III, S.F., B.A. *Tennessee*; CELTA, *British Council/Cambridge*; M.A. *H.K.*

Hills, T., B.A. *London*; Cert. TESOL, *London.*

Hogue, T., B.A. *Monash*; M.A., *H.K.*; CTEFL *Royal Melbourne Inst. of Tech.*

Kwan, E.K.P., B.Sc., *Duke*; M.A., *McGill*; M.A. *H.K.*

Lai, C.M.W., B.A. *City*; M.Phil. *C.U.H.K.*; P.C.Ed. *H.K.*

Muse, K., B.A., *Alberta*

Ng, J.Y.F., B.Sc. *London*; B.A. P.C.Ed, *H.K.*; M.A. *Baptist.*

Ng, S.K.Y., B.Ed. *C.U.H.K.*

Sin, F.N.K., B.Econ. *Sydney*; M.B.A. P.G.D.E., *H.K.*

Sung, M.C.C., B.A. M.Phil. *H.K.*

Tang, K.K., B.A, M.Ed., *C.U.H.K.*; P.C.Ed. *H.K.*; M.A. *City*; Ed.D. *Univ. of Tech., Sydney.*

Wakeland, L.J., B.A. *Sydney*; MISD, *N.S.W.*; CELTA, *Aust. TESOL*
Wan, A., B.Commerce, *Toronto*; M.A., *City*; Dip.TEFL, *London TEFL Bureau*.
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.A. *Boston*; M.A. *Massachusetts*; Ed.D; *Columbia*
Wong, C.W.W., B.A. M.Phil. *H.K.*
Wong, P.M.T., B.A. M.Phil. *H.K.*; M.Phil. *Cambridge*
Wu, E.W., B.A., Cert.Ed., *H.K.*; M.Ed., *Manchester*

Half-time/Part-time teaching staff:

Bruce, N.J., M.A. *Aberd.*; M.Sc. *Edin.*; P.G.C.E. *Aberd.*; Cert.T.E.F.L. *Roy. Soc. of Arts*
Chan, J.H., B.A., *City*; M.Sc., *Oxford*; P.G.D.E., *H.K.*
Ngai, C.K.Y., B.A., M.A., P.C.Ed. *H.K.*
Pao, D., B.A. *Wheaton,IL.*; M.A. *CSULA*.
Smith, G.P., B.Sc. *Brist.*; P.G.C.E. *Sussex*; M.Phil., Ph.D. *Papua New Guinea U. Tech.*

Administration Manager:

Yu, E.W.C., B.A., M.Sc., *H.K.*; Cert.Per.Mgt. *H.K.P.*

IT Manager:

Chow, W.W.H., B.Sc., *Hawaii Pacific*; M.Sc., *Middlesex*

General Office Staff

Chan, C.S.Y.	(Clerk I)
Chan, J.C.F.	(Clerk I)
Cheng, A.W.Y.	(Clerk I)
Kwok, S.W.S.	(Secretary I)
Lam, C.L.W.	(Clerical Assistant)
Tsang, I.W.S.	(Executive Assistant)
Wan, A.H.M.	(Clerk I)
Wong, F.S.L.	(Executive Assistant)
Wong, I.K.M.	(Part-time Office Assistant)

Research Staff

Wong, B.Y.N.	Research Assistant I – Designer (Multi-media)
---------------------	---

CENTRE LOCATIONS

General Office:	7 th floor, K.K. Leung Building
Director's Office:	7 th floor, K.K. Leung Building
Academic Staff Offices:	6 th , 7 th , 8 th & 10 th floor, K.K. Leung Building 1 st & 2 nd floor, Eliot Hall
Practice Laboratory:	Room 615, K.K. Leung Building
Language Resource Centre:	4 th floor, 402 Meng Wah Complex
Multi-Media Learning Centre:	Room 2-29, Old Wing Main Library



Centre For Applied English Studies

Room 705, K.K. Leung Building
The University of Hong Kong
Pokfulam Road, Hong Kong

Tel: (852) 2859 2004
Fax: (852) 2547 3409
Web Site: [Http://caes.hku.hk](http://caes.hku.hk)

