**Interview with Peter Voller (Retired in June 2014)**

What accomplishments have you given you the most satisfaction during your time at the Centre?

Actually, moving the English Language Resource Centre from the old campus to the new campus was an accomplishment because it was hard work but final it worked out okay. It was the planning for that started years ago, so I suppose I’m happy that it worked out okay. I’m very happy with the architecture English-in-the-dusk-light course. I produced quite a lot of stuff for this course and it seems to work. We started writing on that the year ago. I suppose teaching the autonomy module of the Master’s course has been very interesting. It has been quite satisfying doing that in terms of my personal career. It’s the publishing and editing books in an area that has been satisfying.

What did you like most about teaching?

It depends on students and the nature of the course. Some students are great; some students aren’t. For example, science students are fallible to teach because they are far more simplistic than architecture students in a series. Classroom dynamics are also very important. You have a wide range of students. Why some students are great while some students aren’t, you can’t always figure out.

Can you imagine what you might have done had you not chosen to enter the teaching profession?

Who knows? Maybe I would have got to do training in a bank. I did very well in my postgraduate studies. I haven’t really imagined not doing university teaching because I turned off doing that straight away. When I was really looking for my first job in the UK, there was a big recession there in the 70s. So I had to get out and fortunately, Japan was expanding, so a Japanese university took me up. Then I shifted always within university teaching which is good. So I have never considered things other than teaching.

**Tse Lai Kun (Retired in June 2014)**

Lai Kun has a passion for teaching and she always has a lot of creative ideas for pedagogy. In the early 90s, she developed the first critical-mapping course in the Centre with David Gardner. She has been involved in EFL and health communication. Over the past 15 years, she worked closely with the Faculty of Medicine to develop and coordinate six different courses for medical students. She has also presented on related topics at various local and international conferences. She will be missed by everybody in the Centre.
The Centre for Applied English Studies has just completed one of the boldest of its 25 year history, a major expansion and upgrading of its facilities and equipment. We have now doubled the size of our student accommodation and the overall size of our teaching and learning space. The Centre for Applied English Studies (CAES) was established in 1989 as a new program in English and is one of the few such programs in the world. CAES is located in the heart of Hong Kong, one of the most dynamic and exciting cities in the world. The Centre is committed to providing students with a high-quality education that prepares them for successful careers in a rapidly changing global economy. The Centre offers a range of programs in English, including undergraduate and graduate degrees, as well as language training and professional development opportunities. The Centre is also home to a world-renowned research institute, the Hong Kong Institute for Language and Culture, which conducts cutting-edge research in linguistics, applied linguistics, and cultural studies. The Centre is proud to offer students a unique and enriching academic experience that prepares them for success in a globalized world.
The Centre for Applied English Studies has just completed one of the busiest years in its 25-year history, becoming a recognised world leader and securing the majority of its doctoral students through its English language studies. This success is due to the Centre's ability to attract talented academics and researchers from around the world to discuss the interdependence between theory and practice, with papers which focus on teaching and learning of English in order to better understand the ways in which theory, research and pedagogy interact and inform each other. It also encourages participation in research and the submission of relevant materials to the use of English in a variety of social, professional, educational and virtual contexts.

Presentations in the formats of papers, colloquia, workshops, demonstrations and poster displays will address 15 subthemes engaged in MA programmes in Applied Linguistics and English Language Education have been invited to give keynote speeches and lead pre-conference workshops.

- Professor Rod Ellis (The University of Auckland, New Zealand)
- Professor Barry Nunan (University of British Columbia, Canada)
- Professor Peter Trudgill (University of Manchester, England)
- Professor Ken Hyland (University of Hong Kong, Hong Kong SAR)

This will be an internationally and academically stimulating conference in the vibrant city of Hong Kong, where East meets West and where English has long been at the core of learning, education and life. We anticipate 500 scholars from all over the world will attend this exciting conference. We invite you to join us by submitting presentation proposals or by attending the conference to develop professional knowledge exchanges, insights and collaborations.

For more details about the conference, please visit: http://www.hku.hk/tou/cael2013

The HKU English Public Speaking Competition 2014

Hosted jointly by CAES and the HKU Campus Toastmasters Club, the goal of this competition was to help the public speaking skills of HKU students. The final judging was by distinguished members of the university and the community. The competition was popular and the quality of the presentations was impressive. 


The Centre for Applied English Studies will be an international conference from 11 to 13 June 2013 in Hong Kong. The conference theme is "Facts of English Learning, Practice and the Hedge: The Rhetoric and Reality of English Language Education in the 21st Century." The Centre was to offer exhilarating English courses to all faculty members of the Centre staff. It was exciting and challenging to be designing new English courses for all major disciplines with this Engineering and Medical faculties taking the lead in requesting and advising on special materials relevant to the use of English in a variety of social, professional, educational and virtual contexts.

Research and Publications

CAES has continued to make a significant contribution to the academic community by producing substantial research output. Co-Editors continue to make numerous presentations at local and international conferences and journals. In addition to a variety of international publications in academic journals such as the Journal of Second Language Writing, and Pragmatics and Society. In addition, two scholarly books have recently been published by our colleagues: Academic Writing: Exploring Discourse in Chinese and Managing Interpersonal Language Learning by David Garton, both published by Palgrave Macmillan.

Knowledge Exchange and Outreach

The Centre for Applied English Studies aims to explore the opportunities to reach out to the wider community. The CAES Publicity and Outreach Committee has recently been allocated additional resources to continue to promote our knowledge of professional communication to the local community.

In addition, we welcomed more than 300 local and overseas academics and students to the Centre in 2013-14. During the visit, they learned about our Centre’s academic profile and administrative operations, we continued to receive requests for providing information table from various organisations and HKU.

Our commitment to knowledge exchange is reflected in our constant involvement in academic visits, and a range of projects and courses for professionals, teachers and students outside the University. For further details, please visit: http://www.hku.hk/tou/caelexchange
TSE LAI KUN (RETIRED IN JUNE 2014)

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What accomplishments have you given you the most satisfaction during your time in the Centre?

Actually, moving the English Language Resource Centre from the old campus to the new campus was an accomplishment because it was hard work but finally it worked out okay. I was planning for that start two years ago, so I was very happy that it worked out okay. I think I was very happy with the architecture in the new building. The study area. I was very happy working on the project. So the work was very important, I think. Teaching was another kind of a new experience. It was a new experience in my personal career, so it’s the publishing and editing books in a country that has been satisfying.

What did you like most about teaching?

It depends on students and the nature of the subject. Some students are great, some students aren’t. For example, science students are facile to teach because they are far more capable than architecture students in a series. Classroom dynamics are also very important. You have a wide range of students. Why some students are great while some students aren’t, you can’t always figure out.

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