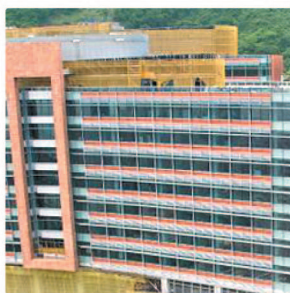




CAES
Centre for Applied English Studies

Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG



■ **ANNUAL REPORT**
2011-2012



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Introduction

This year the University of Hong Kong (HKU) remains as a top listed university internationally according to the QS World University Ranking 2012. 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 fulfils a key role in the university by supporting and improving the use of English as the language of study and research.

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. The Centre's main role has always been to provide credit-bearing academic literacy support to undergraduate students. But we also provide: a variety of courses for all research postgraduate students (through the Graduate School), courses for HKU administrative staff, in-service teacher education courses for the Education Bureau, contributions to the Faculty of Arts Summer Institute, teacher development programmes through the Postgraduate Diploma in English Studies and Master of Arts in Applied Linguistics, and supervision for our own group of Applied Linguistics PhD students. 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 2011–2012, the Centre taught 6,179 undergraduate students in its English enhancement programmes, 1,649 students in other programmes, including summer IELTS workshops, English courses for the Summer Institute in the Arts and Humanities, and Summer English Support Programme. It taught 1,422 students in courses for the postgraduates. Eighty-nine students took part in the Centre's own postgraduate diploma and masters programmes. The Centre graduated 2 PhD students, 21 Masters students and 21 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 Core University English (CUE) 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. As a result 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.

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

Now in its sixteenth year, the MAAL continues to receive applications well in excess of the number of available places (154 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 September 2011 both programmes were offered with

a full-time mode to run alongside the part-time option. Finally, one new full-time doctoral student joined us this year.

All this activity has occurred in a context in which we are still heavily involved in postgraduate teaching and with our Postgraduate Diploma, Masters and PhD programmes as well as continuing to deliver undergraduate English language courses for some 9,000 students under the existing curriculum. It also takes place against a backdrop of an academic culture in which staff have published five books with leading publishers as well as several articles in international journals, given papers and keynote speeches at major international conferences, won large Teaching Development Grants and a General Research Fund, and acted as consultants and course examiners to universities in Thailand, Macau and Dubai. One of our staff has been elected to the Board of Directors of TESOL, the world's biggest language teaching organisation, and another has received the Faculty of Arts Teaching Excellence Award.

The 2012-2013 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.



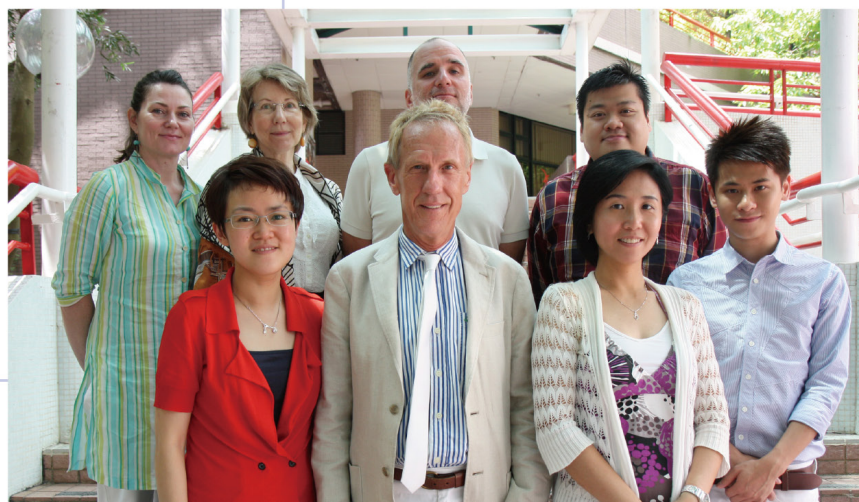
Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

August 2012

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 9,000 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 2011-2012, the following courses were offered:

ENGLISH ENHANCEMENT COURSES

Faculty	CAES Code	Course	Year	No. of Students
Architecture	1101	Communication Course for Architecture Students	1	81
	1103	Communication Skills for Real Estate Students (1)	1	46
	1105	Communication Course for Architecture Students (2)	1	77
	1106	Communication Skills for Real Estate Students (2)	1	46
Arts	1201	Academic English for Arts Students	1	370
	2202	Professional English for Arts Students	2	351
Business & Economics	1904	English for Academic Communication for Economics and Finance Students	1	310
	2905	English for Professional Communication for Economics and Finance Students	2	271
	1906	English for Academic Communication for Business Students	1	300
	1907	Business Communication	1	324
	1908	English for Academic Communication for BBA(Law)	1	75
	1909	English for International Business and Global Management	1	16
Dentistry	1301	English for Dental Students (1)	1	57
	1302	English for Dental Students (2)	1	57
Education	1401	Academic Writing for Education Students	1	113
	1402	General English for Education Students	1	117
	1409	General English for Exercise&Health Students	1	16
	1410	Professional Communication Skills for Exercise&Health Students	1	16
	1411	General English for Speech and Hearing Sciences Students	1	43
	1412	Academic Writing for Speech and Hearing Sciences Students	1	43
	2413	Academic Writing for Information Management Students	2	23
	2414	General English for Information Management Students	3	17

English Language Teaching

Engineering	1503	English for Computer Science	1	63
	1505 (Civ, Civ-Eng)	Professional and Technical Written Communication for Engineers	1	198
	1507	Professional and Technical Written Communication for Engineers	1	72
	(CE, EE, EcomE, InfoE)			
	1509 (IETM, LESCO)	Professional and Technical Written Communication for Engineers	1	43
	1511	Professional and Technical Communication for Medical Engineering Students	1	28
	1513 (ME, BSE)	Professional and Technical Written Communication for Engineers	1	47
	1515	Professional and Technical Oral Communication for Engineers	1	446
	1907 (BEng/BBA)	Business Communication	1	17
	1602 (CivE-Law)	Writing Solutions to Legal Problems	2	7
Law	1602	Writing Solutions to Legal Problems	1	101
Medicine	1701	English for Problem-based Learning in Medicine	1	167
	2702	English for Clinical Clerkship	2	172
	1703	Academic English for Nursing Students	1	187
	1704	Academic Communication for Nursing Students	1	184
	1707	Academic English for Chinese Medicine Students	1	23
	2708	English for Clinical Clerkship for Chinese Medicine Students	2	19
	1709	English for Pharmacy	1	24
	1710	English for Clinical Pharmacy	1	24
Science	1801	Academic English for Science Students	1	517
	2802	Advanced English for Science Students	2	466
Social Sciences	1602 (Govt&Laws)	Writing Solutions to Legal Problems	2	42
	1901	Academic English for Social Sciences	1	304
	1910	Professional Writing for the Media	1	26
	2902	English for Professional Communication for Social Sciences	2	194
	2903	Professional Writing Skills for Social Work	2	39
Subtotal			6,179	



Note:

- Double-degree/joint degree arrangements
 BSS (Govt&Laws) takes CAES1901 (Yr. 1), CAES1602 (Yr. 2)
 BEng (CivE-Law) takes only 1 course CAES1602 in Yr. 2
 BA/BEd (LangEd) takes CAES1401 and CAES1402, both in Yr. 1
 BBA (Law) takes CAES1908 (Yr. 1), CAES1602 (Yr. 3)
 BEng/BBA takes CAES1515, CAES1907, both in Yr. 1
- For Faculty of Law, students are only required to take one 3-credit course.

POSTGRADUATE COURSES

Course	No. of Students
Professional Writing in Social Work (F/T + P/T)	83
Dissertation Writing for Medical Sciences	54
MEd/MSc Writing Workshops	184
EdD Thesis Writing Workshop	24
English Course for MCL students	49
Intensive English for Postgraduate Students	97
Introduction to Thesis Writing	470
Introduction to Thesis Writing (The Humanities & Related Disciplines)	51
Introduction to Thesis Writing (The Sciences & Related Disciplines)	54
Effective Academic Presentations	105
Making Your Writing Clear	145
Reporting on other Researchers' Work	58
How to Publish Your Research (The Humanities & Related Disciplines)	29
How to Publish Your Research (The Sciences & Related Disciplines)	19
Subtotal	1,422

OTHER COURSES

Course	No. of Students
Improving English Proficiency for Engineering Students	88
Management & Communication Skills for Engineers	177
Summer English Programme	16
IELTS Workshops	243
English course for HKU Non-academic staff	123
Summer Institute in the Arts and Humanities	125
Subtotal	772

**Summer English
Support Programme**

877

Total no. of students taught

9,250

Self-Access Consultations

2,173



SUMMER COURSES

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

Summer English Support Programme

To help students work on their English skills continuously during the summer period, the Centre for Applied English Studies offered a Summer English Support Programme from June to August, 2012 (June 4 - 29; July 9 - August 31) that took place in the Main Library to provide:

1. 30-minute **One-to-one English Support** sessions in which students either practiced speaking with a CAES teacher or received feedback on a sample of their writing. The teacher not only diagnosed weaknesses in the student's speaking or writing but also, more importantly, advised the student on ways of improvement and self-access resources for future independent learning.
2. one-hour **Group Discussion** sessions in which groups of up to eight students practiced speaking through discussion of current issues and other topics moderated by a CAES teacher. Students reflected on their own performance and shared ideas for improvement at the end of each discussion, as well as receiving feedback from the teacher.



Both activities were extremely popular with HKU undergraduate and postgraduate students when first offered in June, and were therefore extended in July and August. A total of 877 students (295 undergraduates and 582 postgraduates) attended the programme from June to August, among which 484 participated in the one-to-one sessions and 393 in the group discussions.

English Courses for the Summer Institute in the Arts and Humanities

125 students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities from July 16 to August 10.

English Enhancement through Fine Arts Appreciation

The 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

The course aims to develop students' oral and presentation skills in both formal and informal contexts by looking at strategies for interesting and effective conversations and networking. Students practiced their skills throughout the course and in an end-of-course social function.

English for Effective Communication: Business Simulations and Negotiations

The course aims to develop students' business communication skills in the areas of telephoning, business meetings and business correspondence such as email, business letters and reports. Cross cultural communication skills were also discussed and practiced.



Divos and Divas - Revolutionary Music of the Latin American World and the Influence of Che Guevara

The course raises students' awareness of the historical background of the Latin American political climate from the 1960s onwards by introducing students to key revolutionary figures and their influence in the songs of the period. Students interpreted song texts and the language and meaning in this context. Their appreciation for the poetry and language of the song form was also enhanced.

Critical Discussions on China

This is an advanced speaking skills course that aims to improve students' ability to discuss critical issues regarding Chinese culture and society in English. Students were exposed to a range of views (from assigned readings and classmates) on issues and introduced to strategies for effectively responding to others' views. Students received focused advice on how to improve their speaking skills and did independent work in specific areas.

Grammar Improvement for Effective Communication

This course aims to review some key areas of English grammar which are important to academic communication. It also helps students to reflect on their use of English as they write and to communicate their ideas more effectively in academic writing. Special focus is placed on areas of expression in English that seem to cause native-Cantonese-speaking students most problems in their academic writing.

SELF-ACCESS LEARNING

CAES runs Self-Access Language Learning (SALL) services, the Virtual English (VE) and English Learning Wiki (ELW) websites to provide independent language learning opportunities to all HKU students. Use of these self-access services is voluntary, so evaluation is carried out based on take-up for services offered.

744 hours were allocated for SALL consultation services between September 2011 and April 2012. The total number of participants who used our services was 2,173 (1,623 in 2010-11). The number of individual consultations was 680, and 1,493 students attended discussion groups and workshops. Discussion groups were held five to seven times a week, on topics ranging from fine art, through current affairs to intercultural communication, and workshops for pronunciation, oral presentations, colloquial English, spontaneous speaking, script reading and IELTS were held once a week in both semesters.

The Student Peer-Tutoring Scheme, which was launched with CEDARS at the end of 2010, has expanded to 51 peer tutors who are native or expert speakers of English. They have provided one-to-one 30-minute chat sessions for students who want to improve their fluency in Learning Plus, in the Main Library. Between September 2011 and April 2012, 925 chat sessions were booked and 605 students attended.

The VE and ELW websites have been the main vehicles for providing on-line language learning resources. Over the period July 2011 to May 2012, the number of people using the VE and ELW pages has averaged 624 and 501 per day respectively. The most popular pages on the ELW in rank order were oral presentations, vocabulary, Fine Art, pronunciation, listening, grammar, speaking and IELTS preparation.

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





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 website. Over 1,000 students attended these postgraduate courses offered by the Centre in the 2011-2012 academic year.

'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 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. 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 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 offers '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.



SPECIALLY FUNDED COURSES

Whenever appropriate, the Centre also provides intensive courses for specific target groups by special arrangement. In 2011-12, Centre staff provided teaching on the following programmes:

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 enhance the written and spoken English of staff at different levels of employment in the University. In 2011-12, 123 staff members benefited from the following four courses offered:

- *English for Professional Communication (Intermediate Level);*
- *Professional English in Focus (Advanced Level): Writing and Grammar;*
- *Professional English in Focus (Advanced Level): Presentations and Pronunciation;*
- *Intensive English Workshops*

IELTS Workshops

The IELTS Workshops aim to provide opportunities for students to acquire and practice the skills necessary for the four IELTS Papers namely, Reading, Listening, Writing and Speaking. Each workshop focuses specifically on the skills necessary for one of the four papers. Students may select one or more workshops. The workshops provide feedback on students' English ability as well as skills improvement and tips on test technique. The workshops were offered in February, March, April, and June, 2012, and 243 students were enrolled.

Courses / Workshops for Undergraduate and Taught Postgraduate Programmes

During the 2011-12 academic year, the Centre also offered the following courses or writing workshops to provide English support for specific undergraduate and postgraduate programmes.

At undergraduate level:

- *Management and Communication Skills for Engineers*
- *Improving English Proficiency for Engineering Students*

At postgraduate level:

- *EdD Thesis Writing*
- *English Course for Masters in Common Law Students*
- *Induction Course: Dissertation Writing for Medical Sciences*
- *MEd/MSc Writing Workshops*
- *Professional Writing in Social Work for Master of Social Work*



Research Projects



In 2011-2012, the Centre conducted a wide range of projects, focused in the following areas:

ACADEMIC GENRES

- Disciplinary & seniority variations in research articles: A corpus-based study of metadiscourse (*P. Tse*)
- "I believe that" or "It is suggested that"? Authorial presence in the use of reporting verbs in 'soft' discipline academic writing by community college students in Hong Kong (*K. Ho*)
- Interaction in two journalistic genres (*K. Hyland*)
- Stance and voice in final year reports (*K. Hyland*)

AUTONOMY AND LANGUAGE LEARNING

- The effectiveness of integrating a self-access learning component into a taught course (*E. Law*)
- Enhancing the use of English (*D. Gardner, K. Li, A. Loch, P. Martin and J. Petsch*)
- Evaluating the effectiveness of teacher development for self-directed learning facilitation in CAES (*C. Lai, D. Gardner and E. Law*)
- Learner motivation in self-access language learning (*D. Gardner and K. Yung*)
- Peer tutoring: Out-of-class speaking opportunities (*D. Gardner and P. Voller*)
- Self-access language learning managers (*D. Gardner and L. Miller, City University of Hong Kong*)

DISCOURSE ANALYSIS

- Identities and roles in academic and workplace communication (*K. Lau*)
- 'The most popular English star-tutor in Hong Kong': Discursive construction of tutor identities in shadow education websites (*K. Yung*)

ENGLISH-IN-THE-DISCIPLINE

- Design and piloting of three "English in the Discipline" courses for History, Music, and Linguistics Students (*M. Hui-Bon-Hoa (CAES), U. Ansaldo (Department of Linguistics); D. Pomfret, C. Schencking and G.Q. Xu (all from Department of History); H.Y. Chan, K. Youn, G. Biancorosso and D. Waugh (all from Department of Music); S. Matthews (Department of Linguistics); K. Muse, L. Wakeland, M. Tang and M. Sung (CAES)*)
- English-in-the-discipline for Modern Languages and Cultures Students (*L.L.C. Wong and F. Sin*)
- Enhancing a corpus-based approach to academic literacy and language learning in the fourth-year English-in-the-Discipline course in the new dental curriculum (*L. Cheung, Y. Loong, and C. McGrath from Faculty of Dentistry*)

LANGUAGE ACQUISITION

- The blessing or curse of multilingualism: Cross-linguistic influence amongst Cantonese, English and French (*W.L. Tsang*)

LANGUAGE EDUCATION

- Contextual influences on student perceptions of teacher written feedback: The case of a Legal Research and Writing (LRW) Course in Hong Kong (*P. Smyth*)
- Corpora and innovation in the language classroom (*K. Hyland*)
- Language, education policy and social cohesion in post-conflict Sri Lanka (*S. Roberts*)
- Messages in tutor responses to students' writing in English (*K. Hyland*)
- Writing practices of undergraduate Business students in Hong Kong (*E. Kwan*)

LITERATURE IN LANGUAGE LEARNING

- Asian poetry in English: The development of poets and their voices (*A.S.L. Lam, C.S. P. Ng and K.Y.N. Tse*)

TECHNOLOGY AND TEACHER PROFESSIONAL DEVELOPMENT

- Curriculum innovation and teacher change: IT in teacher professional development (*L.L.C. Wong*)

FUNDING

Funding for the projects came from various sources including the Research Grants Council General Research Fund, Teaching Development Grants, the Seed Funding Programme for Basic Research, the Leung Kau Kui Research and Teaching Endowment Fund from HKU.



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 2011-12 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. A number of staff members are moving towards completion of their doctoral studies. 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.

RESEARCH AND PROFESSIONAL DEVELOPMENT SEMINARS AND WORKSHOPS OFFERED IN 2011-2012

7th September 2011

**Michael Handford
The University of Tokyo**

Exploiting a Business Corpus: Pinpointing Practices and Pedagogical Implications

7th October

**Bill Condon
Washington State University**

Who Can Tell the Dancer from the Dance?: Writing Across the Curriculum, Critical Thinking, and the Idea of MetaOutcomes

12th October

**Patrick Desloge, Wilson Chow, Charlie Leung and Lowana Phillips
CAES, University of Hong Kong**

Moodle in CAES: A Primer

26th October	Brant Knutzen Faculty of Education, University of Hong Kong <i>Building Engagement: The Path to Highly Productive Online Discussions in Asia</i>
2nd November	Lillian Wong, Ken Lau, Ashley Hazell and the CUE Team (Miranda Legg, Louisa Chan, Sam Cole and Jane Stokes) CAES, University of Hong Kong <i>Technology-enhanced Learning in the New Curriculum: Out-of-class Activities and Ideas</i>
16th November	Anne Burns Aston University, Birmingham, and the University of New South Wales, Sydney <i>Action Research: Paradigm, Process and Practice (Virtual Seminar)</i>
23rd November	David Gardner, Agnes Lam and Yvonne Loong CAES, University of Hong Kong <i>Application for Grants: Proposal Writing and Ethics Clearance</i>
8th February 2012	Gayle Morris Centre for the Enhancement of Teaching and Learning, University of Hong Kong <i>Developing Relevant Course Level Standards to Support 'English in the Disciplines'</i>
22nd February	Andy Gao Faculty of Education, University of Hong Kong <i>What Makes Out-of-class Learning Possible and Sustainable?</i>
5th March	Lisa Cheung and Polly Tse CAES, University of Hong Kong <i>An Introductory Workshop on Corpus and Concordancing in English Teaching and Learning</i>
7th March	Ashley Hazell CAES, University of Hong Kong and Nicole Tavares Faculty of Education, University of Hong Kong <i>Empowering Learners through Social Media: Facebook, Moodle, and Podcasts</i>
21st March	James Tollefson Faculty of Education, University of Hong Kong <i>Language and Globalization: Some Implications for Language Policy</i>
11th April	Lillian Wong (Facilitator) CAES, University of Hong Kong <i>Are We Working Smart?</i>

18th April

Yongyan Li

Faculty of Education, University of Hong Kong

Novices' Textual Borrowing in Scientific Writing: What Supervisors Think and How They Eliminate it in Redrafting

2nd May

The CUE Team (Miranda Legg, Louisa Chan and Sam Cole), IT Team (Patrick Desloge, Wilson Chow, Benny Wong and Charlie Leung), and Self-Access Coordinator (Peter Voller)

CAES, University of Hong Kong

Creating Self-learning Tasks with Moodle

9th May

David Barton

Department of Linguistics and English Language, Lancaster University

How the Internet Provides New Spaces for Learning?



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. 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*, *English Today*, *Journal of English for Academic Purposes*, and *Journal of Second Language Teaching and Research*. 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 2011-2012, Centre staff published the following items.

STAFF PUBLICATIONS

Chan, C.S.C.

- Review of the book *Workplace Discourse. English for Specific Purposes*. Elsevier, 2012, 31.
- Telephone English vs. telephoning in English. *Modern English Teacher*. UK, 2011, 20.

Hyland, K.L.

- Academic discourse, In: Hyland, K., Chau, M.H. and Handford, M. (Eds.) *Corpus Applications in Applied Linguistics*. London: Continuum, 2012, 30-46.
- (with Zengler, J.) *Applied Linguistics*. Oxford University Press, 2012.
- *Disciplinary Identities*. Cambridge, UK, Cambridge University Press, 2012.
- (with Tse, P.T.) She has received many honours: Identity in article bio statements. *Journal of English for Academic Purposes*. 2012, 11:155-165.
- Academic discourse, In: Hyland, K. & Paltridge, B. (Eds.), *Continuum Companion to Discourse*. London, Continuum, 2011, 171-184.
- Corpora and EAP: Specificity in disciplinary discourses, In: Gozdz-Roszkowski, S. (Ed.), *Explorations across Languages and Corpora*. Frankfurt am Main, Peter Lang, 2011, 317-334.
- EAP and discourse analysis, In: Gee, J. P. & Handford, M. (Eds.), *Routledge Handbook of Discourse Analysis*. London, Routledge, 2011, 412-423.
- Genre in teaching and research: An approach to EAP writing instruction, In: Li, L.T., Chuang, W.C., Tsai, W.L. & Chiang, T.T. (Eds.), *English Education and English for Specific Purposes*. Taipei, Taiwan, Shih Chien University Press, 2011, 1-18.
- Learning to write: Issues in theory, research, and pedagogy, In: Manchón, R.M. (Ed.), *Learning to Write and Writing to Learn in an Additional Language*. Amsterdam, John Benjamins, 2011, 17-35.
- Looking through corpora into writing practices, In: Barnbrook, G., Zyngier, S. & Viana, V. (Eds.), *Current Perspectives on Corpus Linguistics*. Amsterdam, John Benjamins, 2011, 99-113.
- The presentation of self in scholarly life: Identity and marginalization in academic homepages. *English for Specific Purposes*. 2011, 30 (4): 286-297. <http://dx.doi.org/10.1016/j.esp.2011.04.004>
- Welcome to the machine: Thoughts on writing for scholarly publication. *Journal of Second Language Teaching and Research*. 2011, 1: 58-68.
- Writing in the university: Education, knowledge and reputation. *Language Teaching*. 2011, 1-18.
- (with Hyland, F.) You could make this clearer: Advice in teachers' feedback on writing, In: Limberg, H. & Locher, M.A. (Eds.), *Advice in Discourse*. Amsterdam, John Benjamins, 2011, 53-71.

Lam, A.S.L.

- A pond in the sky, *Indian Literature: Sahitya Akademi's Bi-monthly Journal*. 2012, 267: 81-82.
- A squirrel's nuts, *Onion*. 2012, 2012: 34.
- I take my wind chime for a walk. *Indian Literature: Sahitya Akademi's Bi-monthly Journal*. 2012, 267: 82-83.
- Race in Asian poetry in English: Ethnic, national and cosmopolitan representations, In: Goh, R. (Ed.), *Narrating Race: Asia, (Trans)Nationalism, Social Change*. Amsterdam, Rodopi, 2011, 253-272.

Lau, K.K.

- *Learning to Become a Professional in a Textually-Mediated World: A Text-Oriented Study of Placement Practices*. Bern, Peter Lang, 2012.
- Self-access and reflection in an ESP course. *Academic Exchange Quarterly*. 2012, 16: 155-160.
- New era, new opportunities: Developing academic literacy through English-in-the-Discipline courses. *The Journal*. 2011, 7(1): 1-13.

Legg, M.G.

- (with Knox, J.) Reflections on learning TESOL at a distance, In: England, L. (Ed.), *Online Language Teacher Education. TESOL Perspectives*. 2012.

Sung, C.C.

- Exploring the interplay of gender, discourse, and (im)politeness. *Journal of Gender Studies*. Routledge, 2012, 21(3): 285-300.
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- Race and native speakers in ELT: Parents' perspectives in Hong Kong. *English Today*. Cambridge University Press, 2011, 27(3): 25-29.

Tsang, W.L.

- (Cheung, S.C. and Matthews, S.J.) Transfer from L3 German to L2 English in the domain of tense-aspect, In: De Angelis, G. & Dewaele, J.M. (Eds.), *New Trends in Crosslinguistic Influence and Multilingualism Research*. Bristol, Multilingual Matters, 2011, 53-73.

Tse, P.T.

- (with Hyland, K.L.) She has received many honours: Identity in article bio statements. *Journal of English for Academic Purposes*. 2012, 11:155-165.
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Conference, Seminar and Other Presentations

Chan, C.S.C.

- (with Hogue, T.A.) Incorporating theories into a course in international business communication. *Research into Practice in the Four-year Curriculum, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- Applying discourse analysis and pragmatics to materials evaluation and adaptation. *Paper presented at the 16th World Congress of Applied Linguistics (AILA 2011)*, Beijing, China. 2011.
- Cross-cultural communication skills training for migrant professionals in Australia. *Paper presented at the International Conference on Multiculturalism, University of Sydney, Sydney*. Australia. 2011.
- EAP curriculum development in the context of Australia. *Public Lecture, University of New South Wales, Sydney*. Australia. 2011.
- EAP pedagogy: Theory, practice and action research. *Invited Seminar, Professional Development Workshop, University of New South Wales, Sydney*. Australia. 2011.
- Issues in the teaching and learning of English for health professionals in Australia. *Public Lecture, University of New South Wales, Sydney*. Australia. 2011.

Cheung, L.M.L.

- (with Tse, P.T.) An introductory workshop on corpus and concordancing in English teaching and learning. *Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Desloge, P.D.

- Teaching and learning using IT in higher education. *Presentation to visitors in the Faculty of Education, The University of Hong Kong*. Hong Kong. 2012.

Fong, N.S.N.

- Developing English-in-the-Discipline courses for the new 4-year undergraduate curriculum in Hong Kong. *11th Asia-Pacific Conference of the Association for Business Communication, Towards Empathic Communication: Emerging Role of Business Communication in the Age of Global Consciousness, Seoul*. Korea. 2012.

Gardner, D.P.

- (with Voller, P.W.) Peer tutoring: Out-of-class speaking opportunities. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- (with Lai, C.M.W. and Law, Y.Y.) Promoting self-directed learning in the new curriculum: Training new teachers. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- (with Lai, C.M.W. and Law, Y.Y.) Training new teachers to promote self-directed learning. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.
- (with Miller, L.) Self-access managers and their communities of practice. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.
- (with Lam, A.S.L. and Loong, Y.C.W.) Application for grants: Proposal writing and ethics clearance. *Seminar paper presented at the Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Hazell, A.A.L.

- (with Wong, L.L.C., Lau, K.K. and Legg, M.G.) Technology-enhanced learning in the new curriculum: Out-of-class activities and ideas. *Professional Development Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Conference, Seminar and Other Presentations

Hogue, T.A.

- (with Chan, C.S.C.) Incorporating theories into a course in international business communication. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Hui, S.Y.

- Call Structure and Rapport Management in Call Centre Communication. *School of Linguistics and Applied Language Studies, Victoria University of Wellington, Wellington*. New Zealand. 2012.
- Two faces of silence. *New Zealand Discourse Conference, Auckland University of Technology, Auckland*. New Zealand. 2011.

Hyland, K.L.

- Academic culture – Students and culture shock. *TESOL Conference, Philadelphia*. Pennsylvania. 2012.
- Discipline and corpora and EAP: How research informs instruction in EAP. *29th International Conference on English Teaching and Learning in the R.O.C., Chinese Culture University*. Taiwan. 2012.
- Individuality or conformity? Identity in university and personal academic homepages. *American Association for Applied Linguistics Conference, Boston*. Massachusetts. 2012.
- The ESP version: Genre, community and identity. *Genre 2012: Rethinking genre 20 years later, Carlton University, Ottawa*. Canada. 2012.
- We are what we write: The role of writing in the academy. *Innovation and Integration: Rethinking English Language Education in a Connected World Conference, Shantou*. China. 2012.
- What have we learnt so far? Reflections on curriculum reform. *Research into Practice: 3rd Conference on Language Education in Hong Kong, The University of Hong Kong*. Hong Kong. 2012.
- Community and creativity: A corpus approach to identity in academic writing. *Pearling Applicable Linguistics seminar, City University of Hong Kong*. Hong Kong. 2011.
- Constructing an academic identity in article bio statements. *World Congress of Applied Linguistics (AILA), Beijing Foreign Studies University, Beijing*. China. 2011.
- Disciplinary specificity in EAP writing. *AILA Conference*. 2011.
- Discipline and writing: A specific view of English for Academic Purposes. *Annual Roundtable on Academic Writing, Nanyang Technological University*. Singapore. 2011.
- Genre teaching: What's in it for me?. *Pan-Asian Language Teaching Conference, Chien Tan Overseas Youth Activity Center, Taipei*. Taiwan. 2011.
- OK, let's be specific: Disciplinary writing in EAP. *Annual Conference of Taiwan ESP Association, National Taipei University*. Taiwan. 2011.
- Specificity and specialized discourses. *World Congress of Applied Linguistics (AILA), Beijing Foreign Studies University, Beijing*. China. 2011.

Lai, C.M.W.

- (with Gardner, D.P. and Law, Y.Y.) Promoting self-directed learning in the new curriculum: Training new teachers. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- (with Gardner, D.P. and Law, Y.Y.) Training new teachers to promote self-directed learning. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.

Lam, A.S.L.

- A cosmopolitan voice and Christian ethics in creative and academic writing. *Invited keynote address at the Christian English Language Teaching Conference 2012, Chinese University of Hong Kong*. Hong Kong. 2012.
- From learners to poets: The English experience in Asia. *Invited address as Visiting Professor to Fudan University, Shanghai*. People's Republic of China. 2012.

- From proposal to graduation: Some tips for research students. *Invited address as Visiting Professor to Fudan University, Shanghai*. People's Republic of China. 2012.
- When what they need is land, A pond in the sky, The fourth dimension, Watching my husband sleep, Vanilla in the stars and TM011N. *Poetry reading in the Creative Writing class at Lingnan University*. Hong Kong. 2012.
- When what they need is land, A pond in the sky, The fourth dimension, Watching my husband sleep, Vanilla in the stars, TM011N and Children of the dragon. *Poetry reading as Visiting Professor to Fudan University, Shanghai*. People's Republic of China. 2012.
- White dust. *Poetry reading at the Faculty of Arts Farewell to the Main Building, the University of Hong Kong*. Hong Kong. 2012.
- (with Gardner, D.P. and Loong, Y.C.W.) Application for grants: Proposal writing and ethics clearance. *Seminar paper presented at the Centre for Applied English Studies, the University of Hong Kong*. Hong Kong. 2011.
- Creating poets: The English experience in Asia. *Invited address as Visiting Fellow to Lucy Cavendish College, the University of Cambridge*. Cambridge. 2011.
- (with Tse, Y.N.) Identity on a virtual literary map: The experience of poets writing in English. *Asia-Pacific Literature and Culture in the Era of the Digital Revolution, the 14th Biennial Symposium on Literatures and Cultures of the Asia-Pacific Region, the University of Western Australia*. Perth. 2011.
- The fourth dimension and Watching my husband sleep. *Poetry reading at Asia-Pacific Literature and Culture in the Era of the Digital Revolution, the 14th Biennial Symposium on Literatures and Cultures of the Asia-Pacific Region, the University of Western Australia*. Perth. 2011.
- Watching my husband sleep, Vanilla in the stars and A visitor. *Poetry reading as Visiting Fellow at Lucy Cavendish College, the University of Cambridge*. Cambridge. 2011.

Lau, K.K.

- New era, new opportunities: Developing academic literacy through English-in-the-Discipline courses. *English Language Education in Asian Contexts: Prospects, Challenges and Proposals, Mahidol University*. Thailand. 2012.
- Nurturing active and reflective learners in the new curriculum. *Research into Practice in the Four-year Curriculum, The University of Hong Kong*. Hong Kong. 2012.
- Nurturing reflective learners through a technical English course. *American Canadian Conference for Academic Disciplines, Ryerson University*. Toronto. 2012.
- Researching discourse roles of social work and physiotherapy learner-practitioners. *Discourse and Society Conference 2012, University of Malaya*. Kuala Lumpur. 2012.
- Researching writing, *Mahidol University*. Thailand. 2012.
- Understanding roles and identities in placement practices from a discourse perspective. *Srinakharinwirot University*. Thailand. 2012.
- Engineering students' perceptions of reflection and independent learning in the context of English enhancement. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.
- (with Wong, L.L.C., Legg, M.G. and Hazell, A.A.L.) Technology-enhanced learning in the new curriculum: Out-of-class activities and ideas. *Professional Development Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.
- Conceptualization of hybridity in placement genres. *22nd Penn State on Rhetoric and Composition, Pennsylvania University*. Pennsylvania. 2011.

Law, Y.Y.

- (with Lai, C.M.W. and Gardner, D.P.) Promoting self-directed learning in the new curriculum: Training new teachers. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- (with Lai, C.M.W. and Gardner, D.P.) Training new teachers to promote self-directed learning. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.

Lee, J.C.Y.

- Addressing the language challenge under the new academic structure in Hong Kong - implementation of the 'English-in-the-Discipline' initiative in the new university curriculum, *Discourse and Society Conference 2012, University of Malaya*. Kuala Lumpur. 2012.

Legg, M.G.

- (with Wong, L.L.C., Lau, K.K. and Hazell, A.A.L.) Technology-enhanced learning in the new curriculum: Out-of-class activities and ideas. *Professional Development Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Loong, Y.C.W.

- (with Gardner, D.P. and Lam, A.S.L.) Application for grants: Proposal writing and ethics clearance. *Seminar paper presented at the Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Phillips, L.

- Articulating a visual pedagogy. Research into Practice in the Four-year Curriculum Symposium, *Research into Practice in the Four-year Curriculum, The University of Hong Kong*. Hong Kong. 2012.
- Visualising learning: Enhancing EAP production, supporting analysis, and lowering anxiety. *Language Centre English Seminar, Hong Kong Baptist University*. Hong Kong. 2012.
- A visual approach to academic English literacy: Analysing Hong Kong university students' reactions to fine art images (upcoming). *Annual Postgraduate Conference, School of Education, University of Queensland, Brisbane*. Australia. 2011.
- Articulating a visual pedagogy. *Canberra Langfest 2011: Applied Linguistics as a Meeting Place: 2nd Combined Conference of the Applied Linguistics Association of Australia (ALAA) and Applied Linguistics Association of New Zealand (ALANZ)*. Australia. 2011.

Sin, F.N.K.

- (with Wong, L.L.C.) Research into practice: Enhancing students in exploring English-in-the-discipline. *Paper presented at Research into Practice in the 4-year Curriculum, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Smyth, P.D.

- Fundamental principles in assessment design. *Institute of Vocational Education (IVE)*. 2012.
- Improving student writing: Roles for EAP and disciplinary faculty. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Sung, C.C.

- Understanding perceptions of accent and identity: A case study of the use of English among Hong Kong university students. *7th Annual Conference of the Asian Studies Association of Hong Kong, Hong Kong Shue Yan University*. Hong Kong. 2012.

Tsang, W.L.

- L2 acquisition of Mandarin classifiers: How distinct are classifier-language learners from non-classifier language learners? *The 24th North American Conference on Chinese Linguistics, University of California, Davies and University of San Francisco, San Francisco*. USA. 2012.
- The L2 acquisition of nominal and verbal agreement: A comparison of Chinese learners of English with French learners of English over the interface. *The 24th International Conference on Foreign/ Second Language Acquisition, University of Silesia*. Poland. 2012.

- (with Yeung, Y.) The Mandarin interlanguage corpus: What and how? *The Chinese Language Centre, School of Chinese, The University of Hong Kong*. Hong Kong. 2012.

Tse, L.K.

- English support for an international programme: The case of English for medical purposes. *Keynote speech given at The 2012 International Symposium on Global Mobilization (GM2012): From Higher Education Collaboration in Asian Pacific Region to Consolidation of International Programs in Comprehensive University System of Taiwan, National Cheng Kung University Medical College, Tainan*. Taiwan. 2012.
- Qualitative changes in first year medical students' conceptualizations of PBL: Studying reflective texts and pictorial metaphors. *10th Interdisciplinary Conference on Communication, Medicine and Ethics (COMET 2012), Norwegian University of Science and Technology, Trondheim*. Norway. 2012.
- The dual role and practice of reflective writing in English-medium medical humanities programmes. *Keynote speech given at The 3rd English Forum on Medical Humanity. Second Military Medical University, Shanghai*. China. 2011.
- Innovations in college English: The way forward. *Invited talk given at the Faculty of Foreign Languages, Zhejiang University City College, Hangzhou*. China. 2011.

Tse, P.T.

- (with Cheung, L.M.L.) An introductory workshop on corpus and concordancing in English teaching and learning. *Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Voller, P.W.

- (with Gardner, D.P.) Peer tutoring: Out-of-class speaking opportunities. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- Language consultation for Thai universities. *School of Liberal Arts, King Mongkut's University of Technology, Thonburi*. Thailand. 2011.

Wakeland, L.J.

- A balancing act: Developing an EAP course for music students. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.

Wang, C.W.F.

- A contrastive analysis of Chinese and English refusals. *The Second International Symposium on Chinese Language and Discourse, Nanyang Technological University*. Singapore. 2012.

Wong, L.L.C.

- Enhancing disciplinary awareness and communication: A cross-cultural English in the Discipline course. *Paper presented at The 29th International Conference on English Teaching and Learning, Taipei*. Taiwan. 2012.
- Innovation in English language teaching: Integrating e-portfolios into an ESP course. *Paper presented at Innovation and Integration in English Language Teaching, Guangdong*. China. 2012.
- (with Sin, F.N.K.) Research into practice: Enhancing students in exploring English-in-the-discipline. *Paper presented at Research into Practice in the 4-year Curriculum, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- Technological innovation for excellence: Teacher professional development and change. *Paper presented at The 45th Annual International TESOL Convention, Philadelphia, Pennsylvania*. USA. 2012.
- Innovation and change: Teacher professional development and technology integration. *Paper presented at The 16th World Congress of Applied Linguistics AILA 2011, Beijing*. China. 2011.
- (with Lau, K.K., Legg, M.G. and Hazell, A.A.L.) Technology-enhanced learning in the new curriculum: Out-of-class activities

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and ideas. *Professional Development Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

- Using e-portfolios in ELT: Trends, innovations and challenges. *Paper presented at The 20th International Symposium on English Teaching, Taipei*. Taiwan. 2011.

Wong, P.M.T.

- Culture of foul language: How foul can it be?! *Academic Seminar of Linguistics Festival 2012 (An invited talk in Cantonese), The Linguistics Society, AAHKUSU, The University of Hong Kong*. Hong Kong. 2012.

Yung, K.W.H.

- Bridging the gap: Motivation in year one EAP classrooms. *Research into Practice in the Four-year Curriculum Symposium, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2012.
- (with Zeng, K.) The Value(s) in shadow education: Re-visiting pedagogy and learning. *The Value and Values of Comparative Education, Comparative Education Society of Hong Kong*. Hong Kong. 2012.
- Shadow education in Hong Kong: The experience of learners of English. *Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

CAES Committees

CAES operates a set of in-house committees with clearly defined roles in order to streamline operations and allow for more effective management. The key committees are: the Programme Coordination Committee, the Teaching and Learning Quality Committee, the Research and Professional Development Committee and the Publicity and Outreach Committee. Their roles are described below:

PROGRAMME COORDINATION COMMITTEE

Chair: Liz Samson

Members:

**Lisa Cheung
David Gardner
Ken Lau
Phil Smyth
Tse Lai Kun**

Secretary: Eliza Yu

**Patrick Desloge
Max Hui-Bon-Hoa
Joanna Lee
Jane Stokes
Peter Voller**

Assistant Secretary: Icy Tsang

**Natalie Fong
Ken Hyland
Miranda Legg
Anne Storey**

The Programme Coordination Committee (PCC) is comprised of all Programme Coordinators and organizes and manages the CAES undergraduate courses. The committee acts as a forum for interpreting University curricula regulations and policy and for coordinating and sharing course implementation issues.

In 2011-12 the PCC assisted in finalizing learning outcomes, academic skills and assessment formats for all English courses for the new four-year curriculum and getting them endorsed by the relevant Faculty Boards and the CAES Board of Studies. Courses were also prepared for inclusion in the Student Information System.

The PCC also worked on fine-tuning course descriptions and producing grade descriptors for the Core University English course and the 30 English-in-the-Discipline courses. Attention is now turning to out-of-class or independent learning activities and materials.

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

Chair: Lillian Wong

Members:

**Elaine Martyn
Polly Tse**

Secretary: Sanny Kwok

**Martin Tang
Peter Voller**

Advisor: Ken Hyland

Tsang Wai Lan

The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre. In 2011-12, RPDC implemented a number of initiatives. A survey on staff research and professional needs was conducted to help facilitate planning. Sixteen research seminars and professional development sessions were organized to facilitate curriculum reform and support colleagues' research interests.

The RPDC organized the Academic English Symposium with the theme "Research into Practice in the Four-year Curriculum" (1st June 2012) which brought together over 200 educators in Hong Kong tertiary English language teaching to discuss issues related to the development and implementation of the four-year curriculum.

In the coming academic year, RPDC will focus on out-of-class learning and technology-supported materials development and support colleagues in exploring opportunities for research projects and skills development. RPDC will continue to organize research and professional development sessions.

TEACHING AND LEARNING QUALITY COMMITTEE

Chair: Miranda Legg

Secretary: Jesse To

Members:

**Patrick Desloge
Joanna Lee**

**David Gardner
Phil Smyth**

**Max Hui-Bon-Hoa/Conttia Lai
Peter Voller**

The role of the Teaching and Learning Quality Committee (TLQC) is to review the teaching and learning quality of all CAES courses; and to disseminate teaching and learning quality information to students, staff of the Centre, the university at large, and the University Grants Committee. TLQC facilitates new initiatives related to teaching and learning quality within the Centre and aids collaboration and exchange of good practice amongst teachers.

During 2011-12, the TLQC has conducted quality assurance reviews of seven new courses currently being developed for new four-year curriculum. It has also implemented a policy of reviewing courses that are deemed to fall below CAES course effectiveness standards.

The TLQC has also broadened the Centre's quality assurance mechanisms in two ways. Firstly, through a Staff Student Consultative Committee (SSCC) which held its first meeting in the second semester and will continue this practice twice a year. Secondly, through a new quality assurance data collection questionnaire (Course Quality Questionnaire) used with over 3,000 students every year which collects course specific information on the effectiveness of learning outcomes and course activities.

The TLQC also conducted a review of teacher workloads across courses and identified best practice to keep workloads manageable. TLQC is also currently working on an assessment policy for all CAES courses. Finally, the TLQC produced a set of programme-level learning outcomes and grade descriptors which are used as a reference for the learning outcomes and grade descriptors for all new courses being developed for the four-year curriculum.

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

PUBLICITY AND OUTREACH COMMITTEE

Chair: Ken Lau

Deputy Chair: Anne Storey

Secretary: Frankie Wong/Chris Sun

Members:

**Louisa Chan
Julie Ng**

**David Gardner
Francesca Sin**

The Publicity and Outreach Committee (POC) primarily aims to raise the profile of and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In 2011-12, POC was involved in a range of publicity events. In addition to the usual ones such as the University Information Day and the Faculty of Arts Open Day, POC contributed to two ad hoc events. Firstly, Pathfinding – non-academic opportunities at HKU which introduced freshmen to our LRC resources, activities, and peer-tutoring scheme. Secondly, Farewell to the Main Building which involved preparing and administering two quizzes (Main Building trivia quiz and photo hunt) to visitors who came to bid farewell to the Main Building which had housed the Arts Faculty since its establishment.

With double cohorts coming in next academic year, POC will continue its mission of making the Centre's courses and services known to students, academics and the Hong Kong community through various means. One major publicity role will be our involvement in the 'housewarming' activities associated with the Faculty's move to the Run Run Shaw Tower of the Centennial Campus.

Staff List

Director and Chair Professor

Hyland, K., B.A. *Warw.*; M.A. *Birm.*; Ph.D. *Q'ld.*; P.G.C.E. *Worcester*.

Associate Director and Senior Language Instructor

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

Professor

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

Assistant Professors

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

Loong, Y.C.W., B.A. *H.K.P.*; P.C.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

Desloge, P.D., B.A. *Richmond College*; M.A. *Monterey Inst. of International Studies*.

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

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

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.*

***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.*

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

Language Instructors

****Boynton, S.D.**, B.Sc. *Newcastle Upon Tyne*; CTEFLA *Cambridge/Roy. Soc. of Arts*; DTEFLA *Cambridge*; CELTA, DELTA *Trainer Cambridge ESOL*.

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.*; Ph.D. *H.K.*

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.*

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

****Datwani, D.D.**, M.B.A. *Hull*; CELTA *British Council/Cambridge*; P.C.Ed., M.A. *H.K.*

Fong, S.N., B.A. *City*; M.Phil. *C.U.H.K.*; Ph.D. *H.K.*

Hazell, A., B.A. *Winchester*; Cert. *TESOL London*; Dip. *ELT*, Cert. *Teacher Training British Council*; M.Ed. *TESOL Edinburgh*.

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

Hui, J.S.Y., B.A., M.A., Dip. *TESOL Victoria Univ.*

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

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

****Li, V.Y.Y.**, B.Phil. *Birm.*; M.A. *H.K.P.U.*

****Ng, K.F.C.**, B.A. *Sheff.*; T. Cert. *Edu. Northcote*; M.A. *Leic*; Ph.D. *U.E.A.*

Phillips, L., B.A. (Hons) *Scotland*; M.A. *H.K.*; CTEFLA, DTEFLA. *Roy. Soc. of Arts*

Stokes, J.H., B.Sc. (Hons) *Leeds Poly U.*; CELTA *British Council*; DELTA *I.T.T.C.*; M.A. *Reading, UK*.

***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*; M.A. *H.K.P.U.*

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*

Tse, P.P.T., B.A. *H.K.P.*; M.Phil. *C.U.H.K.*

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

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.*

Welland, R.J., B.A. *Oxford*; M.A. *Surrey*; DELTA *Cambridge*.

Wong, C.W.W., B.A., M.Phil., Ph.D. *H.K.*

***Wong, P.M.T.**, B.A., M.Phil. *H.K.*; M.Phil. *Cambridge*.

Assistant Language Instructors

****Chan, K.H.**, B.A., M.A. *Cal Poly Pomona*.

****Chau, K.F.**, B.A., P.G.D.E. *C.U.H.K.*; M.Ed. *Baptist*.

****Hall, K.B.**, B.A. *Queen's Univ.*; M.A. *Dalhousie*.

Staff List

****Ho, K.L.**, B.Sc. *Berkeley*; M.Sc. *Stanford*; M.Sc. *San Jose*; Cert.T.E.S.O.L *Trinity Coll. Lond.*; Dip.E.S., M.A. *H.K.*

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

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

****Pat, K.**, B.B.A. *Baruch College CUNY*; CELTA, DELTA *Cambridge ESOL*.

****Roberts, S.J.**, B.Soc.Sci. *Cape Town*; CELTA, DELTA *Cambridge*.

****See, M.N.F.**, B.Ed. *Han*; M.A. *H.K.*; M.A. *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.*

****Tait, C.O.C.**, CELTA, DELTA *Cambridge/Roy. Soc. of Arts*; B.A. *H.K.*

Wo, B.W.L., B.A. *Virginia*; M.S. *Wheelock*; Grad. Cert. *Massachusetts*; Ed.D. *Teachers College, Columbia*.

****Wong, A.C.**, B.A. *H.K.*; B.Ed. *H.K.*; CELTA *Holmes Institute/Cambridge*.

Wong, G.L., B.A. *City*; P.C.Ed. *H.K.*; M.A. *City*.

****Yu, C.W.M.**, B.A. *H.K.*; M.A. *Lanc.*

Yung, K.W.H., B.A. M.A. *H.K.*

Half-time/Part-time teaching staff

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

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
Sum, A.C.M.	Clerical Assistant
Sun, C.T.Y.	Executive Assistant
To, J.Y.W.	Executive Assistant
Tsang, I.M.S.	Executive Officer
Wan, A.H.M.	Clerk I
Wong, F.S.L.	Executive Assistant
Wong, I.K.M.	Part-time Office Assistant

IT Staff

Wong, B.Y.N.	Research Assistant I – Designer (Multi-media)
Leung, C.C.W.	IT Officer

* Promotion effective from 1st July 2012

** New staff members from 1st July 2012

CENTRE LOCATIONS

General Office	Room 6.60, Run Run Shaw Tower
Director's Office	Room 6.39, Run Run Shaw Tower
Academic Staff Offices	6 th Floor, Run Run Shaw Tower
English Language Resource Centre	Room 6.13, Run Run Shaw Tower
Multi-Media Classrooms	Rooms 6.31-6.33, Run Run Shaw Tower



Centre for Applied English Studies

Room 6.60, 6/F
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